2020-2021 Annual Report
A Year in Review

Early Learning Coalition of Miami-Dade/Monroe
SUMMARY

During the 2020-2021 program year, the Early Head Start program continued to navigate the uncertainties and challenges of the pandemic stemming from the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), commonly known as COVID-19. With unparalleled spikes of infection and the development of variant strands, families were afforded the option to receive virtual services. A few Early Head Start centers remained open throughout the early months of the pandemic providing services to families who had to go to work. Other centers distributed meals to ensure children and their siblings had something to eat for the day. At the start of the 2020-2021 program year, all centers opened their doors for families needing childcare. Through the program’s weekly newsletters, families received a constant flow of information regarding organizations that were providing support to the community, such as food bank distributions. A community partner, the Miami Diaper Bank, supplied free diapers and clothes that were distributed to families who were unemployed or experiencing financial hardships. The pandemic made way for virtual trainings and meetings. Early Head Start parents participated in live virtual art classes, virtual soap making courses, virtual salsa lessons, and virtual cooking demos to name a few. Teacher professional development continued to be held virtually through a live platform or video library. As the program year progressed, more and more children began attending classes in-person. The program provided Personal Protective Equipment (PPE) to keep staff and children protected. Despite an unprecedented national human resource shortage, low enrollment, and COVID exposure incidents, Early Head Start stayed focused on its mission to continue serving children and families.
2020-2021 FUNDING SOURCES

- United States Department of Health and Human Services: $12,131,369.00
- Office of Early Learning - School Readiness: $612,896.58
- Children's Trust (Non-Federal Share Cash): $650,000.00
- Other Non-Federal Share (Goods/Services): $2,021,347.00
- Program Operations: $10,453,012.00
- Training and Technical Assistance: $232,374.00
- COVID: $1,445,983.00

Total: $15,415,612.58
2020-2021 EXPENDITURES

Other Expenses
(rent, repairs, maintenance, training, local travel, etc.)
$2,741,443.52
19%

COVID Relief
$322,881.00
2%

Contractual
$7,628,924.45
53%

Salaries
$2,330,141.62
17%

Fringes
$854,778.73
6%

Supplies and Materials
$317,435.61
2%

Equipment
$86,905.65
1%

*Additional COVID funding was awarded in April 2021 and remained unobligated at end of fiscal year. COVID funding award period started April 1, 2021 and ends March 31, 2023. This funding will overlap three fiscal years.
2021-2022 PROPOSED BUDGET

Total: $11,936,015.00

- American Rescue Plan (COVID Supplement) $1,123,102
- Salaries $2,641,172
- Fringe Benefits $949,668
- Supplies $96,492
- Equipment $25,000
- Other $750,962
- Contractual $6,349,619
PROGRAM ENROLLMENT

Early Head Start provides services in five (5) high poverty areas in Miami-Dade County: Liberty City, Little Havana, Hialeah, Miami Gardens/Opa-Locka, and Homestead/Florida City. The program recruits year-round to increase community awareness, encourage families to apply for services, and ensure the neediest families in the community are selected. In order to ensure selection is fair, our program develops a selection plan that details the point system that will be used to identify and select the neediest applicants. Families with the highest points are selected to fill enrollment opportunities. The plan is evaluated yearly to consider changes impacting the community.

<table>
<thead>
<tr>
<th>Children Served</th>
<th>902</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families Served</td>
<td>819</td>
</tr>
<tr>
<td>% of Eligible Children served in 20-21</td>
<td>60%</td>
</tr>
<tr>
<td>Average Monthly Enrollment</td>
<td>95%</td>
</tr>
</tbody>
</table>
SPECIAL NEEDS ENROLLMENT

Research has proven that the brain grows rapidly during the first few years of life and its plasticity makes it easier to influence the architecture of the brain; therefore, early intervention is key to maximizing learning opportunities and minimizing any potential delays. The Early Head Start Program reserves a minimum of 10% of enrollment for children with an identified disability. Children who enter the program are identified as needing service through a developmental screening called Ages and Stages Questionnaire, 3rd Edition. In partnership with the local Part C lead agency, Early Steps, and with parental consent, children are referred for an in-depth evaluation to determine eligibility. Children who meet the criteria for intervention receive an Individualized Family Support Plan (IFSP) detailing the type and amount of intervention services to be received. Services are provided in an inclusion setting where children receive services in their natural environment and teachers play a supportive role in the progression of development. The Early Head Start Program works closely with families to make accommodations and support the implementation of the plan.

Number of Children with Identified Disability

- Speech/Language Impairment: 5
- Autism: 3
- Orthopedic Impairment: 0
- Intellectual Disability: 1
- Non-Categorical/Developmental Delay: 101

Total Number of Children Served: 109

**CHILD OUTCOMES**

During the 2020-2021 school year, children continued to experience learning in varied, non-traditional methods. Many children received educational virtual experiences at home throughout the program year. The Program facilitated support groups to give teachers an opportunity to discuss and share their own practices and experiences with implementing a virtual learning process. Teachers shared challenges and triumphs, as well as brainstormed strategies to improve the experience for children and families.

In order to support children’s growth, teachers partnered with parents by providing individualized, developmentally-appropriate activities to implement at home. To facilitate communication and capture the outcomes of the virtual learning activities, the program developed a tip sheet with questions to guide teacher’s conversations with families. The questions also enabled teachers to objectively document what children were able to do and plan accordingly to continue children’s learning and development.

Additionally, the Early Head Start (EHS) program partnered with the Miami Children’s Museum to enhance the curriculum in EHS classrooms with Science, Technology, Art, and Math Integration. The integration program encouraged teachers and their young children to engage in experiential learning and problem solving, to embrace collaboration, and foster a thoughtful and creative approach to new experiences and concepts.

### 2020-2021

**Teaching Strategies Gold**

**Percentage of Children Meeting and Exceeding Expectations**

![Graph showing percentage of children meeting and exceeding expectations in various domains (Social Emotional, Physical, Language, Cognitive, Literacy, Mathematics) for Fall 2020, Winter 2021, and Spring 2021. San Diego produced a graph depicting the percentage of children meeting and exceeding expectations in various domains (Social Emotional, Physical, Language, Cognitive, Literacy, Mathematics) for Fall 2020, Winter 2021, and Spring 2021. The graph indicates a comparison of performance across different terms, demonstrating improvements or declines in various educational outcomes for children in the program.](image)
PROFESSIONAL DEVELOPMENT

The program offered professional development and training opportunities to teachers and staff to support School Readiness:

“The Magic Wand”, Effective moves to reduce inappropriate behaviors”
Participants learned to combine several strategies when responding to challenging behaviors and difficult situations with more intentional and preventive practices.

“Baby Shark Dododo”, Dealing with biting and hitting incidents
Participants gained understanding about the reasons and purposes of young children’s hitting and biting and reviewed ideas and effective strategies for responding appropriately.

Understanding School Readiness Goals
Participants’ knowledge and understanding of the purpose of School Readiness Goals were strengthened. Children’s progress towards meeting goal expectations were shared and strategies to increase areas below expectation were developed.

Building Compassionate Awareness in Early Childcare & Education
Participants learned why developing compassion towards self and others is a valuable practice that helps reduce the burden of self-criticism, shame and guilt while cultivating acceptance, patience and happiness.

Healthy Teacher Training by Common Threads
Participants were empowered to improve their personal health and wellness, act as healthy role models for students, and build a school culture of wellness.

Intentional Observation and Documentation
Participants learned the importance of intentional observations and strategies for effective note taking, with focus on anecdotal notes.

Safe Sleep and Sweet Dreams for Infants
Participants learned how to create a safe sleep environment in the childcare setting. Participants also gained a greater understanding of the risk factors for Sudden Infant Death Syndrome (SIDS) and other sleep-related causes of infant death, as well as strategies to reduce these risks.

Creative Curriculum Lesson Planning
Participants were trained on how to create intentional lesson plans using the Creative Curriculum for Infants, Toddlers and Twos. This session included group and individual planning through routines and experiences, and exploring other curriculum resources.
Cut the Cooties! Communicable Disease Prevention in Child Care
Participants learned how diseases are transmitted and discovered preventative measures for limiting the spread of disease in child care facilities. Course content included: proper hand washing, diapering procedures, and methods for sanitizing and disinfecting the classroom environment.

Aligning Observations with the Objectives for Development and Learning Dimensions
Participants learned how to align their child observations with the Objectives/Dimensions in Teaching Strategies Goals (TSG), assign the appropriate levels according to the documentation, and review the connection between their finalized notes and the reports available in Teaching Strategies.

Keeping Our Children Safe
Participants learned about potential safety hazards in child care settings and how to address them. The course also included information about planning for emergencies and how to respond to specific emergency situations, including first aid and CPR procedures.

Safe Spaces and Places to Grow and Learn
Participants learned how to create and maintain a safe environment for young children, identify risk factors for injury at each stage of development, and implement strategies to prevent injury, such as active supervision.
FAMILY ENGAGEMENT

During the 2020-2021 program year, activities were offered to engage, educate, and inspire parents.

TRANSITION MEETINGS
Parents were informed of their child’s transition as soon as the family was enrolled for services. The family advocates began the transition process by meeting with parents six months before a child turned 3 years old.

NUTRITION TRAININGS
Parents were encouraged to participate in several activities throughout the year related to nutrition. One activity was the Li’l Foodies Virtual Cook Along where parents received live cooking instructions for healthy meals.

FINANCIAL WELLNESS
In partnership with Dade County Federal Credit Union, parents received financial literacy trainings on topics such as financial wellness, basic budgeting and understanding credit.

SCREENINGS AND ASSESSMENTS
Children were screened within the first 45 days of enrollment for social emotional and developmental concerns. Results were discussed with parents and recommendations were made accordingly.

PARENT ORIENTATION
This activity was coordinated at the beginning of the program year to explain the program to parents and share information on all the services available. The importance of parent engagement was emphasized.

FAMILY GOAL SETTING
As part of this process, parents worked with their family advocates to identify a goal and set a plan of action to accomplish their goal(s).

SELF-ASSESSMENT
Parents worked with staff to identify program strengths and opportunities for improvement. Parents made recommendations for continuous quality improvement.

DADS TAKE YOUR CHILD TO SCHOOL
The State’s Dads Take your Child to School Day was an opportunity to celebrate and highlight the importance dads and father figures have in children’s lives.

PARENT COMMITTEE MEETING AND POLICY COUNCIL
Parent Committee and Policy Council were ways for parents to be a part of the decision-making process and support the school and program in making positive changes.

SALSA DANCING
The fun and unique salsa dancing class taught parents and their children the art of salsa dancing. Trainers educated families about the physical and cognitive benefits of dancing.

ENERGY EFFICIENT TRAININGS
In collaboration with WE-LAB (Water Energy Learning and Behavior), parents learned how water and energy are connected. This training provided tips on conservation and long-term sustainability of the environment.

MOMPRENEUR TRAINING
The training assisted mothers in obtaining the tools needed to start or plan their own business. Attendees learned how to assess where they are and visualize attainable goals.

SOAP MAKING COURSE
Parents received training on creating natural soaps and how it could be developed into a stream of income. Parents also learned about the benefits of using natural soaps without preservatives and the positive effects it has on treating skin conditions.
FAMILY OUTCOMES

The Early Head Start program takes a collaborative approach when working with the family unit. Each childcare partner is assigned a family advocate who is culturally and linguistically competent in the different cultures and languages of the parents. Family advocates build and sustain positive relationships with their families through the agency's Family Needs Assessment as well as the goal setting process. The Family Needs Assessment, also known as the "snapshot", is a strength-based approach that focuses on the family's strengths and identifies the needs. This process is completed twice a year. The first assessment is used to provide resources and facilitate the goal setting process. The second assessment measures the family’s growth as well as the effectiveness of the program's interventions and resources. Family advocates also use the needs assessment to identify potential trainings for families.

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteering</td>
<td>2.7</td>
</tr>
<tr>
<td>Transportation</td>
<td>2.6</td>
</tr>
<tr>
<td>Transitions</td>
<td>2.6</td>
</tr>
<tr>
<td>Safety</td>
<td>4.6</td>
</tr>
<tr>
<td>Nurturing Relationships</td>
<td>4.1</td>
</tr>
<tr>
<td>Mental Health/Substance Abuse</td>
<td>4.3</td>
</tr>
<tr>
<td>Leadership and Advocacy</td>
<td>2.9</td>
</tr>
<tr>
<td>Food and Clothing</td>
<td>4.1</td>
</tr>
<tr>
<td>Financial Security</td>
<td>3.4</td>
</tr>
<tr>
<td>Families and Communities</td>
<td>3.4</td>
</tr>
<tr>
<td>Family Education at Home</td>
<td>3.3</td>
</tr>
<tr>
<td>Employment</td>
<td>3.2</td>
</tr>
<tr>
<td>Education, Training and Literacy</td>
<td>3.2</td>
</tr>
<tr>
<td>Housing</td>
<td>3.8</td>
</tr>
<tr>
<td>Health</td>
<td>3.9</td>
</tr>
<tr>
<td>Diapers and Formula</td>
<td>3.8</td>
</tr>
<tr>
<td>Child Development / Parenting</td>
<td>3.9</td>
</tr>
</tbody>
</table>
The Early Head Start Program focuses on children’s health status by educating parents/guardians on its importance. Educating families involves fact sharing and connecting parents to organizations in the community that are able to provide needed health services and information. This allows parents/guardians to understand their children’s medical and dental needs as well as to become informed advocates for their children. Research has shown that children living in poverty are less likely to have routine care and continuity of a home health provider\(^2\). Family advocates from the Early Head Start Program work with connecting families to a medical and dental home so that children have a managed and continuous form of health care. Family advocates track children’s medical and dental care to ensure children are receiving regular care. Despite these efforts, there is a continuous challenge with having parents understand the importance of early dental care. Therefore, the program developed a partnership with the State of Florida’s Department of Health to provide dental exams to children through the Seals on Wheels Mobile Dental Program.

NUTRITION SERVICES

During the 2020-2021 program year, Early Head Start maximized virtual opportunities by featuring monthly live virtual cooking demos called Li’l Foodies Cook Along Virtual Cooking Demos. Along with the Early Head Start Nutrition Manager and her daughter, parents were encouraged to cook with their toddlers using suggested age-appropriate cooking techniques. At each session, five (5) participants had a chance to win a $50.00 gift card from Publix, donated by Publix Charities to promote the initiative and incentivize participation.

The program continued its focus on reducing childhood obesity and promoting healthy habits for children through the implementation of Healthy Kids, Healthy Future from Nemours Children’s Health System. A second cohort of forty-seven (47) teachers were trained on making positive and healthy changes in their classrooms and building healthy habits with lasting impact on children. Upon completion of the training childcare partners were eligible to apply for HERO’s (Healthy Environments for Reducing Obesity) award, a program of the Health Council of Southeast Florida supported by funding from Nemours Children’s Health System.

<table>
<thead>
<tr>
<th>Month</th>
<th>Breakfasts Served</th>
<th>Lunches Served</th>
<th>Snacks Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2020</td>
<td>6,708</td>
<td>6,740</td>
<td>6,703</td>
</tr>
<tr>
<td>September 2020</td>
<td>8,808</td>
<td>8,828</td>
<td>8,790</td>
</tr>
<tr>
<td>October 2020</td>
<td>8,908</td>
<td>8,932</td>
<td>8,893</td>
</tr>
<tr>
<td>November 2020</td>
<td>7,770</td>
<td>7,774</td>
<td>7,736</td>
</tr>
<tr>
<td>December 2020</td>
<td>8,592</td>
<td>8,616</td>
<td>8,574</td>
</tr>
<tr>
<td>January 2021</td>
<td>8,939</td>
<td>8,960</td>
<td>8,928</td>
</tr>
<tr>
<td>February 2021</td>
<td>9,269</td>
<td>9,322</td>
<td>9,283</td>
</tr>
<tr>
<td>March 2021</td>
<td>11,137</td>
<td>11,227</td>
<td>11,176</td>
</tr>
<tr>
<td>April 2021</td>
<td>10,427</td>
<td>10,502</td>
<td>10,445</td>
</tr>
<tr>
<td>May 2021</td>
<td>10,140</td>
<td>10,258</td>
<td>10,202</td>
</tr>
<tr>
<td>June 2021</td>
<td>10,800</td>
<td>10,954</td>
<td>10,893</td>
</tr>
<tr>
<td>July 2021</td>
<td>9,346</td>
<td>9,538</td>
<td>9,464</td>
</tr>
</tbody>
</table>
SPECIAL DIETS

In 2020-2021 program year, there were a total of fifty (50) children with food allergies from twenty (20) different foods, some having multiple food allergies. The most common allergens were dairy (27), eggs (12), and seafood (8). Special menus were created to accommodate the special diets.

Breakdown of Food Allergies

- Apples: 1
- Asparagus: 1
- Bananas: 3
- Blueberries: 1
- Carrots: 1
- Chicken: 1
- Chocolate: 1
- Corn: 1
- Dairy: 27
- Eggs: 12
- Fish: 3
- Kiwi: 1
- Lentils: 1
- Peanuts: 7
- Seafood: 8
- Sesame: 1
- Soy: 5
- Sweet Potatoes: 1
- Tree Nuts: 3
- Wheat: 2
MENTAL HEALTH SERVICES

Social-Emotional Development is a critical foundation for children’s success in school and life. For this reason, the program ensures teachers are knowledgeable and well-equipped with strategies for promoting children’s social and emotional development. During the 2020-2021 school year, the program offered social emotional trainings on two (2) models that support children’s social emotional growth.

**The Pyramid Model Training:** The Pyramid Model promotes young children’s healthy development and prevents challenging behaviors. Teachers learned the reasons and purposes of young children’s challenging behaviors, effective strategies to respond appropriately, and ways to combine several strategies when responding to difficult situations using more intentional and preventative practices.

**Conscious Discipline:** The evidence-based, trauma informed trainings from Conscious Discipline provided the relationship-based competencies necessary to create a strong foundation for optimal brain development, mental health, resilience and social-emotional development. Teachers learned about the Brain State Model to understand the states that are most likely to produce certain behaviors in children and themselves. The trainings discussed self-regulation and breathing techniques to assist teachers as well as children to self-regulate.

Additionally, the program finds it important for staff to focus on their own emotional health to better support children and families’ well-being. Voluntary mindfulness activities were available for teachers during professional development days and to staff during the monthly staff meetings. A series of Stress Management Trainings were offered for staff to learn how to reduce stress and increase health and well-being within the workplace. Staff learned to identify stressors, how the stressors affect them, and ways to build resilience.

<table>
<thead>
<tr>
<th>Table Title</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Mental Health Consultations with Staff</strong></td>
<td>99</td>
</tr>
<tr>
<td>Teachers were given strategies and techniques they can implement in the classroom to support children's social emotional development. Some strategies and techniques were specific to an individual child, while universal techniques were provided to foster an environment that promotes the social and emotional well-being of all children.</td>
<td></td>
</tr>
<tr>
<td><strong>Number of Mental Health Consultations with Parents about a Child</strong></td>
<td>93</td>
</tr>
<tr>
<td>Mental health consultations with parents strengthen parenting skills by providing strategies to positively address difficult and challenging situations and behaviors. During consultations parents are provided strategies and techniques they can implement at home to support their child’s social emotional development.</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours of Mental Health Consultations or Observations</strong></td>
<td>205</td>
</tr>
</tbody>
</table>
FINANCIAL AUDIT RESULTS

EARLY LEARNING COALITION OF MIAMI-DADE/MONROE, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS - FEDERAL AWARDS PROGRAMS AND STATE FINANCIAL ASSISTANCE
FOR THE YEAR ENDED JUNE 30, 2021

SECTION I – SUMMARY OF AUDITOR’S RESULTS

Financial Statements

Type of auditor’s report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? Yes No

Significant deficiency(ies) identified that are not considered to be a material weakness(es)? Yes No

Noncompliance material to financial statements noted? Yes No

Federal Awards and State Financial Assistance

Internal control over major federal programs and state projects:

Material weakness(es) identified? Yes No

Significant deficiency(ies) identified that are not considered to be a material weakness(es)? Yes No

Type of auditor’s report issued on compliance for major programs

Unmodified

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance or Chapter 10.650, Rules of the Auditor General? Yes No

Identification of major programs:

<table>
<thead>
<tr>
<th>CFDA/CFSA Number</th>
<th>Name of Federal/State Program or Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.575, 93.596</td>
<td>Child Care Development Fund (CCDF) Cluster</td>
</tr>
<tr>
<td>93.558</td>
<td>Temporary Assistance for Needy Families</td>
</tr>
<tr>
<td>48.108</td>
<td>VPK State General Funds</td>
</tr>
</tbody>
</table>

Dollar threshold used to distinguish between Type A and Type B programs:

- $ 3,000,000 Federal
- $ 1,315,866 State

Auditee qualified as low-risk auditee? Yes No
FEDERAL REVIEW RESULTS

The program received April 12, 2021 a noncompliance for the following:

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Grant Number(s)</th>
<th>Compliance Level</th>
<th>Applicable Standards</th>
<th>Timeframe for Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective and Intentional Teaching Practices</td>
<td>04HP000226</td>
<td>Area of Noncompliance</td>
<td>1302.45(a)(1)</td>
<td>120 days</td>
</tr>
</tbody>
</table>

The program successfully addressed the non-compliance as reported on October 25, 2021:

Follow-up Corrected
The grantee provided support for effective classroom management and positive learning environments, supportive teacher practices, or strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns. The program strengthened its policies and procedures, training, and monitoring to ensure teacher-child ratios were maintained and to mitigate the risk of child safety incidents.

The program strengthened its active supervision and classroom management, and teacher-child ratio policies and procedures to clarify staff’s knowledge of teacher-child ratio requirements. A review of the policies and procedures regarding classroom ratios and group sizes stipulated teachers must ensure all children remain under their supervision, and under no circumstance would a child be left alone. A review of the active supervision and classroom management procedure found new strategies were designed to encourage effective and proactive supervision.

In an interview, the director of child development and education support services stated the effective teacher practices policy was reviewed and revised to promote using transition activities to provide ample time to transition. The effective teacher practices procedure confirmed the directive for staff to implement supportive and responsive transition activities for children. A review of the onboarding-child care partners policy and procedure for new employees found revisions included the requirement for staff to implement the Pyramid Model to promote social-emotional development and prevent challenging behaviors.

Training was provided to improve staff's understanding of appropriate teacher/child interactions, child-safety incident prevention, staff wellness, and challenging behaviors. A review of training documents found child care partner staff completed the trainings. In an interview, the Early Head Start director stated an outside source provided training to teachers on conscious discipline and stress management. Additionally, a review of Region IV Head Start Training and Technical Assistance agendas and training documents found program staff were provided technical assistance in the areas of ongoing educational monitoring and staff wellness.

The program enhanced its monitoring of program and partner staff. The Early Head Start director stated the program’s education team monitored partners’ weekly staffing plans. The plans provided the education team with an understanding of how partners staffed their centers. A review of staffing plans, daily Early Head Start Staff coverage forms, and regulatory monitoring visit forms found a platform for continuous monitoring and analysis of teacher staffing patterns to ensure sufficient classroom coverage and correct staff-child ratios were maintained.

The Early Head Start director stated the child care partner involved in the incident decided not to renew its contract and was no longer a partner as of August 1, 2021.

The grantee provided support for effective classroom management and positive learning environments, supportive teacher practices, or strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns. This area of noncompliance is corrected.
ACKNOWLEDGMENTS

The success of the Early Head Start program is a result of the leadership and support from the Early Learning Coalition of Miami-Dade/Monroe Board and the Early Head Start Policy Council. The comprehensive services offered to parents would not be possible without the community partners who share the program's commitment to the children and families of this community. Turning the wheels of the program can be credited to the childcare partners and all the Early Learning Coalition staff, in particular the Early Head Start staff, who are driven by the mission of setting children on a path to success by providing high quality early childhood education and guiding parents as their child's first teacher.