BOARD OF DIRECTORS MEETING
May 2nd, 2016; 8:00 a.m.
ELC Board Room

I. Welcome & Introductions
   A. Roll Call
   B. Opening Remarks
   Adrian Alfonso, Chair

II. Approval of Minutes
    A. Motion to approve the April 2016 Board of Directors Meeting minutes.
    Adrian Alfonso

III. Executive Committee Report
     A. Resolution 04152016-01
     B. Early Head Start Year 2 Grant Application
     Adrian Alfonso

IV. Finance Committee Report
    A. Resolution 04272016-01
    B. Resolution 04272016-02
    C. Resolution 04272016-03
    D. Resolution 04272016-04
    E. Resolution 04272016-05
    F. Resolution 04272016-06
    G. Resolution 04272016-07
    H. Financials
    Bob Eadie

V. Transition from ELC Provider Portal to OEL Provider Portal
   Fred Hicks

VI. Contract Update
    Lisney Badillo

VII. CEO Report
     Evelio Torres

VIII. Public Comments
     Adrian Alfonso

IX. Adjourn
    Adrian Alfonso

Mission: To promote high-quality school readiness, voluntary pre-kindergarten and after school programs, thus increasing all children's chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social, emotional and intellectual needs of Miami-Dade and Monroe County children with a priority toward the ages before birth through age 5.
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Under the Bylaws of the Early Learning Coalition of Miami-Dade, ARTICLE VII MEETINGS, Section 7.7 Meeting Attendance: Members must attend eight (8) meetings in a fiscal year. A member may attend one (1) of the required meetings by electronic means in a fiscal year. When a member has been absent from three (3) meetings of the Board of Directors within any given fiscal year, it shall be considered a resignation from the Coalition by that member. The Chair shall send a letter to all Members absent from two meetings within a given fiscal year notifying them that their status as members is in jeopardy, encouraging their attendance, and reminding them of the meeting attendance policy. When a Member sends a representative to a meeting of the Board of Directors of the Coalition, the presence of such representative shall not be counted for purposes of attendance, unless that representative is appointed as a designee as described in Section 5.10.

Legend
0 = Present
Phone = Phone
1 = Absent
Rep = Representative on behalf of
Board of Directors Meeting
April 4th 2016; 8:00 a.m.
ELC Board Room

Board Attendees: Adrian Alfonso (chair); Imran Ali; Tina Carroll-Scott; Robert Eadie (treasurer); David Lawrence Jr; Dr. Judy Schaechter; Alan Eckstein; Dr. Mara Zapata; Rick Beasley; Abilio Rodriguez; Shaleen Fagundo, Alexander Soto; Gerald Schwartz; Theresa Axford; Gilda Ferradaz; Magaly Abrahante (Rep.); Heather Carruthers; Gladys Montes

Board Absentees: Philip Gassman; Russell Benford

Staff Attendees: Evelio Torres (President/CEO); Angelo Parrino; Lisa Sanabria; Jackye Russell; Wilfredo Ayala; Mercy Castigliaone; Fiorella Altare; Dr. Anabel Espinosa; Fred Hicks; Kerry Allen; Jose Hernandez; Juan Castillo; Paloma Lopez-Barcena; Lizney Badillo; Michelle Melan; Ileana Vallejo; Sandra Gonzalez; Pamela Hollingsworth; Victor Caballero; Isabel Afanador; Nichelle Calhoun; Johanna Miranda; Marie Jose Mishel-Sanchez; Belkis Torres; Odalys Calleja; Dr. Chemika Burkhalter; Yesenia Reyes; Tamara Garcia; Yusnelli Martinez; Lucy Schrack; Ana Rodriguez; Trish Turner; Wanda Garcia

General Attendees: Santiago Echemendia, Shutts & Bowen (via conference call); Jackie Romillo, Citrus; Gail Gregg, FIU; Juanita Walker, Sheyes of Miami; Rachel Spector, TCT; Emmounte Dante, Room 2 Bloom; Claudia Gonzalez, PAAST; Malory Roger, A New World Academy; CatherineRad, YMCA of SF; Lynn Zaldia, Pinecrest Elementary; Luis Mario Torrens, YMCA-MLK; Alex Trujillo, VDT; Jennifer Carricahum, MDCPS; Susan M., Citrus Health; Octavio Verdeja, VDT; Maria Costa, Fienberg-Fisher

I. Welcome and Introductions

- A. Alfonso called the meeting to order and welcomed everyone.

- L. Sanabria called roll and a quorum was established with seventeen (16) voting members.

- A. Alfonso stated that if anyone has a conflict of interest on any item coming before the Board, to declare the conflict and see Lisa Sanabria for a form.

- A. Alfonso stated that as the board members arrived there was a video playing showing the highlights of the Children’s Week Celebration at Miami Children’s Museum which took place on March 18th. A. Alfonso thanked Deputy Mayor Russell Benford for assisting in having March 18th proclaimed as “Children’s Day” and Mayor Gimenez for issuing the proclamation.

- A. Alfonso congratulated James R. Haj as the newly appointed CEO of the Children’s Trust and welcomed him to the Board of Directors. A. Alfonso stated that Mr. Haj was unable to attend the board meeting due to it being his first day at the Children’s Trust.

- A. Alfonso congratulated Vittoria DeCaria-Chirighin who is she is the new Early Childhood Program Manager for Devereux Florida.
• A. Alfonso stated that on March 31st ELC staff as well as some Board members attended the Promoting Early Literacy in Pediatric Primary Care Challenges for the 21st Century coordinated by the Family Learning Partnership. A. Alfonso stated that E. Torres, Dr. Schaechter and D. Lawrence attended, as well as several staff.

• A. Alfonso wished D. Lawrence a Happy Birthday.

• A. Alfonso announced that there would be one presentations:
  o Kerry Allen will give an overview on the program VPK SIS and Melissa Felizola, an ELC team member whose child participates in the SIS program, will give her personal account on her experience with this program.

II. Approval of Minutes

A. Alfonso called for the approval of the meeting minutes from March, 2016.
  o J. Schaechter moved to approve the minutes.
  o B. Eadie seconded the motion.
  o Motion was passed unanimously.

III. Finance Committee Report

Resolution 03292016-01 authorizes the President and CEO to negotiate and execute an amendment to Contract PSA15-41 with WELS System Foundation, LLC. Fiscal Impact: The Contract amount increases by $89,500.00 for a total contract amount not to exceed $339,500.00 for fiscal year 2015-2016, which subject to the availability of funding. Funding Source: The Children’s Trust.

  o Motion to approve resolution by D. Lawrence.
  o Motion seconded by H. Carruthers.
  o Motion was unanimously passed.

Resolution 03292016-02 presents RFP#ELCMDM2016-01 (Early Head Start Formal Education and Credentialing Services) Evaluation Committee’s scoring results to the Finance Committee for review and recommendation of vendor selection to the Board of Directors. This resolution also requests authorization and approval for the President and CEO to negotiate and execute a contract with the selected vendor. Fiscal Impact: The Contract amount will not exceed $200,000.00, which is subject to availability of funding. Funding Source: The U.S. Department of Health and Human Services, Administration for Children and Families.

  o Motion to approve resolution by A. Rodriguez.
  o Motion seconded by J. Schaechter.
  o Motion was unanimously passed.

Resolution 03292016-03 presents RFP#ELCMDM2016-02 (Teenage Parent Program) Evaluation Committee’s scoring results to the Finance Committee for review and recommendation of vendor selection to the Board of Directors. This resolution also requests authorization and approval for the President and CEO to negotiate and execute a contract with the selected vendor. Fiscal Impact: The Contract amount will not exceed $75,000.00, which is subject to availability of funding. Funding Source: Miami-Dade County Public Schools.

  o Motion to approve resolution by A. Eckstein.
  o Motion seconded by P. T. Axford
  o D. Lawrence recused himself.
  o Motion was unanimously passed.

Resolution 03292016-04 authorize the President and CEO to release a Request for Proposal, select a vendor, negotiate and execute the contract for Assessments, General Repairs/Improvements, and Playgrounds for our Early Head Start child care centers. Fiscal Impact: The contract is not-to-exceed a total amount of $1,200,000.00 for fiscal year 2015-
2016, subject to approval for legal sufficiency and form. Funding Source: The Department of Health and Human Services, Administration for Children and Families, Office of Head Start.

- Motion to approve resolution by G. Ferradaz.
- Motion seconded by P. M. Zapata.
- Motion was unanimously passed.

- Resolution 03292016-05 authorize the President and CEO to negotiate and execute the contracts listed within the background section of this resolution. Adding all funding sources and shared services as allowed under funder’s guidelines. Fiscal Impact: A total amount of approximately $8,738,164.81 for the fiscal year 2016-2017, which is subject to the availability of funding. Funding Source: All Funding Sources

- Motion to approve resolution by I. Ali.
- Motion seconded by A. Rodriguez.
- Motion was unanimously passed.

- A. Alfonso reviewed the finance statements and stated that they were in line with were they should be at this time of year.
- A. Alfonso stated that the VPK surplus is in line with the projected target.
- A. Alfonso stated that EHS is projecting a surplus due to late enrollment.
- E. Torres stated that attrition is low due to the call center contacting families to remind them of their due dates.
- E. Torres stated that the MDC net increase on children served and paid increased by 2824, this increase contributes to our deficit.
- E. Torres stated that the new process for COE’s is doing great and parents are receiving them within 24 hours.
- E. Torres stated that Monroe County’s wait list remains at 0 and no wait list is anticipated.

IV. Programs and Policy Committee Report

- Quality Counts
  - Discussion around Gold Seal reimbursement which pays accredited providers a 20% differential above normal school readiness rates
  - E. Torres stated that the 20% increase due to accreditation has been questioned “is there a return on our money spent”?
  - J. Schaechter suggested that once the ELC has reached a 60-70% of accredited childcare centers and family homes, the ELC should focus the money in other areas.
  - E. Torres suggested setting tiers within this accreditation and will discuss further at the strategic planning retreat.

- Early Head Start
  - Discussion around Jackson Hospital’s role as medical partner to Early Head Start’s 750 children and their families
  - Current referrals stand at more than 700
  - The children are being monitored through the Childplus reporting system. Jackson Hospital nurse navigators monitor immunization, doctors’ visits, etc.
  - J. Schaechter suggested that EHS track children after enrollment so there is no gaps in medical. It was stated that during initial interview for enrollment all medical questions are asked.
  - Jackson hospital has reported having a difficult time getting parents to accept the help offered.
  - Jackson hospital united to show partnership and has created a flyer to place in newborn to go bags.

- The Early Head Start Policy Council is meeting the last Thursday of each month. The February meeting was hosted by Cuban National Council and the March meeting is being hosted by Miami Children’s Initiative.
Professional Development Institute

- The PDI main focus continues to be enrollment and attendance at the VPK Core Course trainings and the VPK Teaching Strategies Gold trainings. Teaching Strategies Gold is a formative assessment that is required for all VPK providers for the 2015-2016 school year.
- The PDI has added a new training tract: Learning Language and Loving It The Hanen Program® for Early Childhood Educators. PDI hosted a Train the Trainer course for 13 participants in January, 2016. Learning Language and Loving It provides a three-pronged, comprehensive approach aimed at children birth to three (3):
  - Decreasing the word gap, and increasing access to language development in everyday social routines
  - Prevention of Language Delays for children at risk and second-language learners;
  - Early Language Intervention for children with language delays.

Screening/Inclusion/ASQ’s/Warm Line

- Dr. Espinosa reported that implementation of all recommendations from the Inclusion Workgroup is well underway. This includes revision of intake forms, improved data tracking and referral loops. Staff training to complete the implementation process is set for April and May.
- J. Schaechter inquired if the intake form is nationally validated. Response: The intake form was retrofitted based on input from CCDH, a local, disabilities focused, and agency.
- Espinosa stated that past due ASQ’s is down dramatically. The Assessment team has been reviewing non-compliance reports and providing telephone and on-site technical assistance to providers. 1 Provider payment was withheld in February. 10 Provider payments are projected to be withheld for March.

Health Priorities

- A conversation was conducted around the setting of health priorities. The following were chosen:
  - Obesity
  - E-Cigarettes
  - Fire-Arm Locks

  - Motion to approve resolution by A. Eckstein.
  - Motion seconded by T. Axford.
  - Motion was unanimously passed.

V. Provider Services Committee Report  
   Rick Beasley

VI. CEO Report  
   Evelio Torres


VII. Public Comments  
    Adrian Alfonso

VIII. Adjourn  
    Adrian Alfonso
Early education. Lifelong success.

Quick Links
Teacher of the Month
Early Learning Coalition Lunch Cafés
Community Events
In Early Education News
Program Information and Updates
Deadline Updates
Upcoming Events and Resources

Connect With Us!
President's Message

Dear Friends,

We continue to push forward in early childhood education. We celebrated the annual Children's Week at the Miami Children's Museum with 20 great community partners and 1,500 attendees. It served as a great opportunity to celebrate families and share information about services within South Florida. Deputy Mayor Russell Benford presented a proclamation from Mayor Gimenez and the Board of County Commissioners, declaring March 18th as Children's Day. Please view our linked video of this great day.

As of the closing of the last state fiscal year, the percentage of School Readiness program dollars spent by the Early Learning Coalition of Miami-Dade/Monroe on direct services/child care slots is the highest among Florida's 30 Early Learning Coalitions. Over the past year, we enrolled every eligible preschool child from the waiting list resulting in our waiting list being eliminated for the first time ever. In addition to clearing the waiting list, our 24/7 online application and telephone follow-up with families resulted in the lowest percentage of attrition ever. This means that more children are being retained in the program and more families are being served during eligibility redetermination than ever before.

In Miami-Dade, we continued to do outreach; visiting early education programs and participating in events, including the Miami-Dade Public Library Storytelling Festivals and the Mini-Me Mondays at the Miami Children's Museum. In Monroe County, visits were made to early education centers with U.S. Congressman Carlos Curbelo and presentations provided to the Monroe Chambers to bring awareness of the importance of quality early education to the business community.

Staff participated in the Lauren's Kids Walk to spread awareness of child sexual abuse prevention. On April 11th, join our expert panel as we promote April as child abuse prevention month and continue the dialogue with distinguished panelists surrounding child abuse prevention.

Again, we thank you for your partnership. Please follow us via social media for the latest events and messages from the Early Learning Coalition of Miami-Dade/Monroe.

Sincerely,

Evelio C. Torres
President & CEO
Teacher of the Month

As a part of our continuous commitment to quality early learning programs, we would like to highlight the Quality Counts Teacher of the Month. Working in conjunction with our program partners, Florida International University, the United Way, Family Central and Children’s Forum, we highlight instructors who have been recognized for applying excellence in the classroom. This month, we recognize Sandra Gonzalez from Cherry Blossom Learning Center #1. She has more than 10 years of experience in early education. Congratulations Sandra Gonzalez!
The Professional Development Institute Presents
the Early Learning Coalition Lunch Cafés:
It's More than Just Lunch

Early Learning Coalition lunch cafés are a part of the burgeoning Professional Development Institute. These cafés serve as an opportunity to discuss race and equity; learn additional perspectives; and insert a more critical approach to the classroom and beyond. The cafés are open to staff, the community and providers. Early Learning Coalition Cafés feature expert presenters, and/or dynamic presentations that are designed to challenge the prevailing discourse. For participation in these dynamic cafés, 1 In-Service Hour is available.

April’s ELC Lunch Café recognizes Child Abuse Prevention Month and invites you to join us for a discussion of parental stressors and ways to support families potentially at risk of becoming abusive. To RSVP for this café, please contact ymartinez@elcmdm.org.

Below are upcoming ELC Café Lunch Dates for 2016:
Thursday, May 12th, Foster Parents Awareness Month

Early Learning Coalition in the Community

ELC Lunch Café Series Honors Women's History Month (3/10/2016)
The Early Learning Coalition hosted its monthly lunch café series with honored guests: Vanessa Woodward Byers, Gretchen Beesing, Sheila Dudley, Karla Hernandez-Mats, Sabina Garcia, Dr. Susan Neimand and Gepsie Morisset-Metellus. Participants learned about the importance of women and leadership. Check out our video from March's Café: https://youtu.be/TN6ipPznU8s

Mini-Me Mondays at Miami Children's Museum (3/14/2016)
On March 14, Inclusion and Early Learning Coalition staff participated in Mini-Me Mondays at the Miami Children's Museum. The event allowed for families to learn primarily about VPK and inclusion services. The March edition, in recognition of Women's History Month, featured a brunch that was specifically geared toward celebrating women.
Aguamarina Preschool Learns About Governance and Invites President & CEO Evelio Torres (3/16/2016)

On March 16, President & CEO Evelio Torres was invited to take part in a great debate with some of Miami’s future leaders. Aguamarina’s VPK students presented on topics such as caring for the environment and caring for fellow classmates. They created a class constitution and had a mock election featuring different candidates.
Children's Week Event at the Miami Children's Museum (3/18/2016)
On March 18, the Early Learning Coalition of Miami-Dade/Monroe celebrated its annual Children's Week event which honors families across Miami-Dade and Monroe Counties. More than 1,500 residents came out to enjoy the day's activities. Partners such as Frost Science, the Bass Museum, Feeding South Florida and many more shared information with families. Each child received a passport and was able to travel throughout the museum enjoying live presentations and interactive exhibitors while families learned about community resources. Click the link to view the event's video.

U.S. Congressman Carlos Curbelo Visits Early Education Centers in Monroe County (3/19/2016)
U.S. Congressman Carlos Curbelo visits early education centers in Monroe County.
12-Mile Walk with Lauren's Kids (3/19/ 2016)
On March 19, the Early Learning Coalition also participated in a 12-mile walk with Lauren's Kids, helping to raise awareness of sexual abuse against children.

In Early Education News

Child Abuse and Neglect
Recognizing, Preventing, and Reporting Child Abuse
This article was originally published on Helpguide.org

In This Article
Child abuse is more than bruises and broken bones. While physical abuse might be the most visible, other types of abuse, such as emotional abuse and neglect, also leave deep, lasting scars. The earlier abused children get help, the greater chance they have to heal and break the cycle-rather than perpetuate it. By learning about common signs of abuse and what you can do to intervene, you can make a huge difference in a child's life.

Understanding child abuse and neglect
Child Abuse Hotlines:
Child abuse is more than bruises or broken bones. While physical abuse is shocking due to the scars it leaves, not all child abuse is as obvious. Ignoring children's needs, putting them in unsupervised, dangerous situations, or making a child feel worthless or stupid are also child abuse. Regardless of the type of child abuse, the result is serious emotional harm.

Myths and facts about child abuse and neglect

MYTH #1: It's only abuse if it's violent.
Fact: Physical abuse is just one type of child abuse. Neglect and emotional abuse can be just as damaging, and since they are more subtle, others are less likely to intervene.

MYTH #2: Only bad people abuse their children.
Fact: While it's easy to say that only "bad people" abuse their children, it's not always so black and white. Not all abusers are intentionally harming their children. Many have been victims of abuse themselves, and don't know any other way to parent. Others may be struggling with mental health issues or a substance abuse problem.

MYTH #3: Child abuse doesn't happen in "good" families.
Fact: Child abuse doesn't only happen in poor families or bad neighborhoods. It crosses all racial, economic, and cultural lines. Sometimes, families who seem to have it all from the outside are hiding a different story behind closed doors.

MYTH #4: Most child abusers are strangers.
Fact: While abuse by strangers does happen, most abusers are family members or others close to the family.

MYTH #5: Abused children always grow up to be abusers.
Fact: It is true that abused children are more likely to repeat the cycle as adults, unconsciously repeating what they experienced as children. On the other hand, many adult survivors of child abuse have a strong motivation to protect their children against what they went through and become excellent parents.
The National Institute of Child Health and Human Development and the U.S. National Library of Medicine states infants should be examined by a health care provider regularly because growth and development occurs quickly in the first 2 years after birth. The purpose of the well-child visit is for the provider to pay special attention to how the baby is growing compared to normal developmental milestones. Even if the child is healthy, well-child visits are a wonderful time to focus on the child's wellness and ask the doctor questions of what to expect as the child continues to grow.

The below schedule for routine well-child visits is recommended by the American Academy of Pediatrics. It is this schedule we encourage the families to follow as to ensure their child is meeting developmental milestones in addition to them staying abreast of their child's health.

- By 1 month
- 2 months
- 4 months
- 6 months
- 9 months
- 1 year
- 15 months
- 18 months
- 2 years
- 2 ½ years
- 3 years
- Each year after that until age 21
April 2016
The Professional Development Institute, a division of the Early Learning Coalition of Miami-Dade/Monroe, is pleased to provide professional development for our providers.

VPK GOLD Courses
VPK GOLD is a 12-hour session that introduces Florida teachers to Teaching Strategies® GOLD™, a Web-based, developmentally appropriate assessment system for children from birth through kindergarten. Trainings will be open for registration on April 1, 2016. Please use the reference number(s) provided on the PDI Training Website to register on the DCF portal. Participants must attend all training dates listed to receive credit for course attendance.

<table>
<thead>
<tr>
<th>DATE(S)</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 5, 7</td>
<td>1:00 pm - 5:00 pm</td>
<td>Doral</td>
</tr>
<tr>
<td>April 4, 6, 8</td>
<td>1:00 pm - 5:00 pm</td>
<td>Doral</td>
</tr>
<tr>
<td>April 11, 13, 15</td>
<td>1:00 pm - 5:00 pm</td>
<td>Miami Gardens</td>
</tr>
<tr>
<td>April 18, 19</td>
<td>9:00 am - 3:00 pm</td>
<td>Miami Gardens</td>
</tr>
<tr>
<td>April 20, 21</td>
<td>9:00 am - 3:00 pm</td>
<td>Miami Gardens</td>
</tr>
</tbody>
</table>

VPK Core Courses
VPK Core Courses are currently open for registration. Please use the reference number(s) provided on the PDI Training Website to register on the DCF portal. Providers must register in order to attend a training. Once completed, CEU’s will be provided and listed on DCF Transcript.

<table>
<thead>
<tr>
<th>TRAINING TITLE</th>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Administer the FL VPK Assessment</td>
<td>April 9, 2016</td>
<td>9:00am-12:00pm</td>
<td>Homestead</td>
</tr>
<tr>
<td>VPK Assessment Instructional Implications</td>
<td>April 9, 2016</td>
<td>1:00pm-3:00pm</td>
<td>Homestead</td>
</tr>
<tr>
<td>Integrating the Standards: Phonological Awareness</td>
<td>April 9, 2016</td>
<td>3:00pm-5:00pm</td>
<td>Homestead</td>
</tr>
<tr>
<td>Integrating the Standards: Phonological Awareness</td>
<td>April 25, 2016</td>
<td>12:30pm-2:30pm</td>
<td>Miami Gardens</td>
</tr>
<tr>
<td>VPK Assessment Instructional Implications</td>
<td>April 25, 2016</td>
<td>3:00pm-5:00pm</td>
<td>Miami Gardens</td>
</tr>
</tbody>
</table>
Integrating the Standards: Phonological Awareness
April 29, 2016 12:30pm-2:30pm Miami Gardens

VPK Assessment Instructional Implications
April 29, 2016 3:00pm-5:00pm Miami Gardens

VPK Communities: GOLD Information and Technical Assistance Session
PDI and Laura Delgado, VPK regional Facilitator, will be hosting Q&A Technical Assistance sessions regarding GOLD for VPK. These sessions are for GOLD Assessors (VPK Teachers and Directors) who have completed the Basic Online course via the Teaching Strategies website, or instructor-led. Participants must bring their certificates of completion along with their ODL manuals, TSG log-in credentials, and a laptop/tablet. This is an opportunity to get your questions answered and practice using the TSG website and app. In order to participate, you must register on the PDI Training Website.

If you have any questions, please contact Laura Delgado at Laura.Deglado@oel.myflorida.com or (561) 889-4782.

<table>
<thead>
<tr>
<th>DATE(S)</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 12, 2016</td>
<td>12:30 pm - 2:30 pm 3:00 pm- 5:30 pm</td>
<td>Miami Gardens</td>
</tr>
<tr>
<td>April 26, 2016</td>
<td>12:30 pm - 2:30 pm 3:00 pm-5:00 pm</td>
<td>Miami Gardens</td>
</tr>
<tr>
<td>April 27, 2016</td>
<td>12:30 pm - 2:30 pm 3:00 pm- 5:00 pm</td>
<td>Miami Gardens</td>
</tr>
</tbody>
</table>

Inclusion Trainings
The Early Learning Coalition Inclusion Department will be offering trainings in English and Spanish on how to identify the developmental milestones of children Birth to 5 years old and how to recognize potential red flags. Sessions are now open for registration on the PDI Training Website.

<table>
<thead>
<tr>
<th>TRAINING TOPIC</th>
<th>DATE(S)</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veo, Veo... Señales de Alerta en la Edad Prescolar</td>
<td>April 6, 2016</td>
<td>12:00pm-2:00 pm 5:00pm-7:00 pm</td>
<td>United Way Center for Excellence - Main Stage</td>
</tr>
<tr>
<td>I Spy...The Red Flags in Preschoolers</td>
<td>April 6, 2016</td>
<td>5:00pm-7:00 pm</td>
<td>United Way Center for Excellence - Main Stage</td>
</tr>
</tbody>
</table>

FOR MORE INFORMATION OR QUESTIONS, PLEASE CONTACT:
Professional Development Institute
305-646-7220 ext. 2461
professionaldevelopment@elcmdm.org
T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Scholarship Program

The T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® Scholarship Program is a successful three-way partnership between the employer, the teacher and the T.E.A.C.H. program addressing the problems of teacher education, turnover, and compensation in the child care and early learning field. The employer agrees to pay a portion of the costs for tuition and books and provides paid release time weekly for the teacher to handle duties such as attending classes and completing homework assignments. The employer also agrees to provide at least a 2% raise or a bonus at the end of a successful contract. The T.E.A.C.H. scholar agrees to pay a small portion of the tuition and books, and agrees to remain employed at their sponsoring center for one year beyond the end of the contract. The T.E.A.C.H. program agrees to pay a majority of the costs and provides a bonus upon successful completion.

T.E.A.C.H. received $10 million in funding during the 2016 legislative session. This more than doubles the current T.E.A.C.H. budget and provides more scholarship opportunities for child care providers.

- T.E.A.C.H. now offers scholarships for bachelor degrees in Early Childhood Education for child care professionals, in addition to the AS degree, staff and director credential.
- T.E.A.C.H. has launched a new website redesign at www.teach-fl.org. The updated website includes a fresh design and helpful resources including the new T.E.A.C.H. Online ECE Directory https://regportal.flchild.com/degreedatabase

- The Release Time Reimbursement, a core component of the shared partnership inherent in T.E.A.C.H., has increased from $5.00 per hour to $8.00 per hour.
- For more information about T.E.A.C.H., call 877-FL-TEACH or visit http://teach-fl.org/
The Neighborhood Place for Early Head Start

The Neighborhood Place for Early Head Start is currently accepting applications for children ages 2 to 36 months. Early Head Start is a comprehensive program offered at no cost to families. In collaboration with community organizations, such as Jackson Health System, Early Steps, and Citrus Health Network, the program offers the following comprehensive services: educational, health and dental, nutritional, disabilities, mental health, and social services for the enrolled child's family. While in Early Head Start care, the program provides diapers, formula, and other necessary care items. Enrollment opportunities are limited for this high demand, quality program. Families who are participating in School Readiness are encouraged to apply.

For additional information or to apply, please call (305) 646-7220 extension 2393 or email NeighborhoodPlaceEHS@elcmdm.org.

---

**Deadlines for Summer and Fall VPK 2016 and School Readiness 2016-2017 Contracts**


Now Accepting Contracts for Fall VPK 2016-2017 until April 20, 2016: [Fall 2016 VPK Requirements](#)
Upcoming Events

Save the Date

The next Monroe County Advisory Committee Meeting will be held on:
Friday, April 15th at 1:00 pm
Monroe County School District Board Room
241 Trumbo Road
Key West, Florida
Providers may participate in person or via conference call.

The meeting agenda with conference call-in information will be provided shortly. Please join Early Learning Coalition board members and staff, Early Learning Coalition President & CEO Evelio Torres and our community partners as we discuss important information of interest and concern to our early care and education provider community.
Peace, Love, Unity and Respect
The Early Learning Coalition of Miami-Dade and Monroe Presents
Monroe Early Childhood Conference

MISSION POSSIBLE


Target Audience
Providers, Directors, Owners, and Teachers

Date
MAY 14, 2016

Time
8:30 a.m. – 4:00 p.m.

Place
Marathon High School
350 Sombrero Beach Road
Marathon, FL 33050

Registration opens Friday, April 1, 2016.

Cost $15
.5 CEUs will be earned for full participation

To register go to trainings.elcmdm.org
SAVE THE DATE

Saturday
September 24, 2016
7:00 a.m. - 5:00 p.m.

Ronald W. Reagan/Doral
Senior High School
8600 NW 107th Avenue
Doral, FL 33178

CHILDBREN FIRST:
EARLY EDUCATION. LIFELONG SUCCESS.

This year’s conference focuses on research based and best practices designed to enhance and improve educational opportunities for ALL young children.

Attend workshops on:
- family literacy
- literacy in the classroom
- school readiness
- quality learning environments
- support for administration

- curriculum
- child development
- inclusion
- family partnerships
- community wellness
- parent engagement

CEUs Available
SONJE DAT LA

Early Learning Coalition of Miami-Dade/Monroe kontan anonse Moderatè Prensipal ane sa a, Sonia Manzano, “Maria” ki soti nan Sesame Street.

TIMOUN YO ANVAN:
EDIKASYON BONÈ POU TIMOUN PITI SIKSÈ POU TOUT LAVI

Konferans ane sa a ap konsantré sou pi bon pratic ki bas sou recherche ki fèt pou améyore opòtinite nan edikasyon pou TOUT jen timoun.

Samdi
24 Septanm, 2016
7:00 a.m. – 5:00 p.m.

Ronald W. Reagan/Doral
Senior High School
8600 NW 107th Avenue
Doral, FL 33178
CALL FOR PROPOSALS

CHILDREN FIRST: EARLY EDUCATION. LIFELONG SUCCESS.

The Early Learning Coalition’s Children First conference is the premier professional development opportunity for educational consultants, teachers, directors, coaches, researchers, program administrators, and all those who focus on quality improvement in early care and education. This year’s theme, “Early education. Lifelong success.,” will focus on best practice models in enhancing the physical, social, emotional, and cognitive growth of children birth to five.

Presentation sessions should be 75 minutes in length and include research informed or evidence-based content. Continuing Education Units (CEUs) will be offered for those demonstrating learning gains.

Submission Deadline: May 1, 2016 at 11:59 p.m. EST

Proposals are welcome in the following topic areas:

- Approaches to Learning
- Cognitive Development & General Knowledge
- Language and Communication
- Physical Development
- Social & Emotional Development
- Administration & Management

Please click here to submit a proposal.

Saturday, September 24, 2016
7:00 a.m. - 5:00 p.m.

Ronald W. Reagan/Doral Senior High School
8600 NW 107th Avenue
Doral, FL 33178

Please contact the Conference Committee at childrenfirst@elcmdm.org with any questions.
LLAMADO PARA PRESENTAR PROPUESTAS

Las propuestas serán aceptadas en las siguientes áreas temáticas:

- Enfoques de Aprendizaje
- Desarrollo Cognitivo & Conocimientos Generales
- Lenguaje y Comunicación
- Desarrollo Físico
- Desarrollo Social y Emocional
- Manejo y Apoyo Administrativo

Presione aquí para enviar su propuesta.

Sábado, 24 de septiembre de 2016
7:00 a.m. - 5:00 p.m.
Ronald W. Reagan/Doral Senior High School
8600 NW 107th Avenue
Doral, FL 33178

FECHA LÍMITE:
1 DE MAYO DE 2016 AT 11:59 P.M.

Por favor comuníquese con el Comité de la Conferencia al childrenfirst@emd.miami en caso de cualquier pregunta.
TIMOUN ANVAN:

EDIKASYON DONÈ POU TIMOUN P'TI SIKSÈ POU TOUT LAVI

Konerans pou Early Learning Coalition's Children First se premie apòtint pou developman pròfesyonèl pou konsilan edikasyon, pwofèse, direktè, antrenè, chèché, administratè pwògram yo, epi tout moune ki kontrasens yo sou amerye edikasyon laitè nan swen ak edikasyon bonè. Ten pouane sa a, "Edikasyon bonè, Siksè pou tout levi" pral konstransè sou model ki montre pa bon lason sou amerye piyògrèz fizik, sosyal, emozyonal ak mental nan timoun ki féktèt jiska senk la.

Presentasyon sesyon yo te sipoze dire 75 mîn. epi gen ledonè re chèché ki enfòme osawa konti ki bezè sou pròv. Y ap ofi Kredi pou Koninye Edikasyon (CEUs) pou moune ki demontre piyògrè nan aprèntisaj.

Dat Limit Pou Soumisyon:
1 Me, 2016 a 11:59 p.m. EST

Tanpri kontakte Komite Konferansian nan childrenfirst@elcmdm.org pou nespòt kesyon.

APÈL
POU PWOPOZISYON
YO

Y ap tann pwopozisyon pou sîjè sa yo:
• Apwòòt pou Aprentisaj
• Developman Fizik
• Developman Mental ak Konesans Jeneral
• Developman Sosyal ak Emozyonal
• Langaj ak Administrasyon ak Jasyon

Tanpri klike la a pou voye yon
pwopozisyon.

Samdi, 24 Septanm, 2016
7:00 a.m. – 5:00 p.m.
Ronald W. Reagan/Doral Senior High School
8600 NW 107th Avenue
Doral, FL 333178
Family Storytelling Festival

Art, culture and stories come to you!

Saturdays, 1 – 4 p.m.

March 19
West End Regional Library
10291 Hammocks Blvd • 305-468-7125
Featured Performance • Fantasy Theatre Factory presents The Snow Queen

April 2
West Dade Regional Library
9445 Coral Way • 305-567-5414
Featured Performance • Simply Puppets presents Rapunzel

April 16
North Dade Regional Library
2165 NW 183 St • 305-622-6424
Featured Performance • Hamptonstead Stage Company presents Alice in Wonderland

April 30
South Dade Regional Library
10700 SW 211 Pl • 325-253-4446
Featured Performance • Atlantic Coast Theatre presents The Importance of Being Earnest

May 14
Northeast Dade - Aventura Branch Library
2900 Aventura Blvd • 305-401-2512
Featured Performance • Atlantic Coast Theatre presents The Three Little Pigs

Sunset JAMS

Bring a chair or blanket and settle in for a fun evening outdoors with stories, music and more for the entire family!

All programs are from 6:30 – 7:30 p.m.

Tuesday, February 9
Coral Gables Branch Library
5443 Segovia St • 305-448-6785
Featured Performance • Fantasy Theatre Factory presents The Snow Queen

Thursday, February 18
Kendall Lakes Branch Library
10205 SW 86 St • 305-380-0326
Featured Performance • Miami Children’s Museum presents Slingshot

Thursday, February 25
Coral Gables Branch Library
5443 Segovia St • 305-448-6785
Featured Performance • Fantasy Theatre Factory presents American Stories

Thursday, March 31
Pinecrest Branch Library
5630 SW 111 St • 305-466-4371
Featured Performance • Fantasy Theatre Factory presents The Three Little Pigs

Tuesday, April 5
Deering Estate at Cutler
16701 SW 75 Ave • 305-235-2400
Featured Performer • Lela Lombardo

Tuesday, April 19
Miami Lakes Branch Library
6673 Northwest Calle Barde • 305-625-6500
Featured Performer • The Kuya Storytelling Children’s Orchestra (KGO)

Tuesday, May 3
Homestead Branch Library
700 N. Homestead Blvd • 305-245-6708
Featured Performer • Balsa Lyons
Can your 18-month old walk?
Can your 2-year old follow simple instructions?
Can your 5-year old speak clearly and use full sentences?
Is your 6 to 8-year old doing well in school?

Switchboard's Help Me Grow program is a free parent information line designed for children 0-8 years old at-risk for developmental or behavioral concerns. Help Me Grow's goal is to connect them with community-based resources. To reach a care coordinator dial 2-1-1 and ask for Help Me Grow. For more information visit www.switchboardmiami.org
Meeting Attendance: Members must attend eight (8) meetings in a fiscal year. A Member may attend one (1) of the required meetings by electronic means in a fiscal year. When a member has been absent from three (3) meetings of the Board of Directors within any given fiscal year, it shall be considered a resignation from the Coalition by that Member, unless the Chair excuses an absence for good cause, such as death or serious illness on the part of the Member or the Member’s family, or other circumstances beyond the control of the Member. All other excusal requests may be granted by the Executive Committee in extraordinary and rare circumstances. Such requests must be submitted in writing to the Board Liaison, with a copy to the President/CEO, setting forth the reasons justifying the Member’s absence, prior to the meeting the Member cannot attend. Granting or denying the request shall be at the Executive Committee’s discretion. The Executive Committee may excuse a maximum of two (2) absences. The Chair shall send a letter to all Members absent from two meetings within a given fiscal year notifying them that their status as Members is in jeopardy, encouraging their attendance, and reminding them of the meeting attendance policy. When a Member sends a representative to a meeting of the Board of Directors of the Coalition, the presence of such representative shall not be counted for purposes of attendance, unless that representative is appointed as a designee as described in Section 5.10.
Action Requested: Authorize the President and CEO to execute the Early Head Start Match contract and receive funds from The Children’s Trust.

Fiscal Impact: The contract is a not-to-exceed amount of $650,000.00, subject to approval for legal sufficiency and form.

Funding Source: The Children’s Trust

Strategic Goal: ☑ Neediest Children ☑ Youngest Children ☑ Educate All ☑ Providers ☑ Internal Capacity ☑ Funding

Resolution: 04152016-01

AUTHORIZATION FOR THE PRESIDENT AND CEO TO EXECUTE THE EARLY HEAD START MATCH CONTRACT AND RECEIVE FUNDS FROM THE CHILDREN’S TRUST. THE CONTRACT IS A NOT-TO-EXCEED AMOUNT OF $650,000.00, SUBJECT TO APPROVAL FOR LEGAL SUFFICIENCY AND FORM.

WHEREAS, the Executive Committee has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Executive Committee is in agreement with the goals described therein;

WHEREAS, the Executive Committee recommends approving this action;

NOW, THEREFORE, be it resolved that the Executive Committee shall present this action to the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”), and shall recommend that the Board approve this action at the next meeting of the Board.
The foregoing resolution and attachment was offered by __________, who moved its approval. The motion was seconded by __________, and upon being put to a vote, the vote was as follows: _____________________.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 2nd day of May, 2016.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: __________________________
    Board Secretary
Background

The Early Learning Coalition has received a grant award for the Early Head Start program to provide services for approximately 750 children. This is a federal program that has proven success through comprehensive family, educational, health, and social services for participating families. The grant requires a 20% match.
Action Requested: Authorize the President and CEO to negotiate and execute the leases listed within the background section of this resolution. Adding all funding sources and shared services as allowed under funder’s guidelines.

Fiscal Impact: A total amount of approximately $19,765.00 for the fiscal year 2016-2017, which is subject to the availability of funding.


Strategic Goal: ☑ Neediest Children ☑ Youngest Children ☑ Educate All ☑ Providers ☑ Internal Capacity ☑ Funding

RESOLUTION NO. 04272016-01

AUTHORIZATION FOR THE PRESIDENT AND CEO TO NEGOTIATE AND EXECUTE THE LEASES LISTED WITHIN THE BACKGROUND SECTION OF THE RESOLUTION. ADDING ALL FUNDING SOURCES AND SHARED SERVICES AS ALLOWED UNDER FUNDER’S GUIDELINES. THE LEASES AMOUNT IS APPROXIMATELY $19,765.00 FOR THE FISCAL YEAR 2016-2017, SUBJECT TO APPROVAL FOR LEGAL SUFFICIENCY AND FORM.

WHEREAS, the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”) has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Finance Committee is in agreement with the goals described therein;

WHEREAS, the Finance Committee recommends approving this action and has presented said action to the Board for adoption and approval;

WHEREAS, the Board approves the adoption of this action;

NOW, THEREFORE, be it resolved by the Board that the President and CEO are authorized to negotiate and execute the contracts listed in the background of this resolution.

The contract amount is approximately $19,765.00, and it is subject to approval for legal sufficiency and form.
The foregoing resolution and attachment was offered by __________, who moved its approval. The motion was seconded by __________, and upon being put to a vote, the vote was as follows: _____________________.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 2nd day of May, 2016.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: __________________________
    Board Secretary
Background

This resolution is requesting authorization for the President and CEO to negotiate and execute the leases listed in the chart below. The total amount of the leases is approximately $19,765.00, subject to availability of funding.

The following table describes the leases for renewal:

<table>
<thead>
<tr>
<th>Center</th>
<th>Location</th>
<th>Lease Identification Number</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marathon – Florida Keys Area Health Education Center, Inc.</td>
<td>5800 Overseas Hwy, Units 36 and 38, Marathon, FL 33050</td>
<td>L2016-001</td>
<td>$7,405.00</td>
</tr>
<tr>
<td>Cutler Bay Town Center (Temporary Space A231)</td>
<td>18901 SW106th Ave, Unit A-231, Miami, FL33157</td>
<td>L2016-002</td>
<td>$12,360.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$19,765.00</strong></td>
</tr>
</tbody>
</table>
Action Requested: This resolution presents RFP#ELCMDM2015-05 (Public Awareness and Outreach Campaign) scoring results to the Finance Committee for review and recommendation of vendor selection to the Board of Directors. This resolution also requests authorization and approval for the President and CEO to negotiate and execute a contract with the selected vendor.

Fiscal Impact: A total amount not to exceed $425,000.00 for the fiscal year 2016-2017, which is subject to the availability of funding.

Funding Source: Office of Early Learning School Readiness/Office of Early Learning Voluntary Pre-Kindergarten

Strategic Goal: ☑ Neediest Children ☑ Providers ❌ Youngest Children ☑ Internal Capacity ☑ Educate All ☐ Funding

RESOLUTION NO. 04272016-02

THIS RESOLUTION PRESENTS RFP#ELCMDM2015-05 (PUBLIC AWARENESS AND OUTREACH CAMPAIGN) SCORING RESULTS TO THE FINANCE COMMITTEE FOR REVIEW AND RECOMMENDATION OF VENDOR SELECTION TO THE BOARD OF DIRECTORS. THIS RESOLUTION ALSO REQUESTS AUTHORIZATION AND APPROVAL FOR THE PRESIDENT AND CEO TO NEGOTIATE AND EXECUTE A CONTRACT WITH THE SELECTED VENDOR.

WHEREAS, the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”) has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Finance Committee is in agreement with the goals described therein;

WHEREAS, the Finance Committee recommends approving this action and has presented said action to the Board for adoption and approval;

WHEREAS, the Board approves the adoption of this action;

NOW, THEREFORE, be it resolved by the Board that the President and CEO are authorized to negotiate and execute the contracts listed in the background of this resolution.
The contract amount is not to exceed $425,000.00, and it is subject to approval for legal sufficiency and form.

The foregoing resolution and attachment was offered by ___________, who moved its approval. The motion was seconded by ___________, and upon being put to a vote, the vote was as follows: ________________________.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 2\textsuperscript{nd} day of May, 2016.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: __________________________
    Board Secretary
Background

In June 1st, 2015, the Board of Directors having the annual meeting, requested that the organization enhance the Public Awareness and Outreach Campaign.

In July 29th, 2015, Resolution #07292015-05 authorized the President and CEO to release a request for proposals (RFP) for Public Awareness and Outreach Campaign.

As a result, on November 3, 2015, the Early Learning Coalition released RFP#ELCMDM2015-05 for Public Awareness and Outreach Campaign for Miami-Dade and Monroe Counties. On or before December 18, 2015, the Coalition received nine (9) proposals from the following: Sachs Media Group, Sonshine Communications, Ariadna LLC, Greene Street Communications, The M Network, Inc., KIVVIT, Better World Advertising, Infinite Source Communications Group, LLC, Wilesmith Advertising Design, Inc. Each proposal was reviewed and rated by (3) evaluators who made up the Evaluation Committee.

The following table illustrates the final ratings for each proposal:

<table>
<thead>
<tr>
<th>Proposer’s Name</th>
<th>Final Rating (Max of 300)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infinite Source Communications Group, LLC</td>
<td>257</td>
</tr>
<tr>
<td>Sonshine Communication</td>
<td>249</td>
</tr>
<tr>
<td>KIVVIT</td>
<td>246</td>
</tr>
<tr>
<td>Ariadna, LLC</td>
<td>245</td>
</tr>
<tr>
<td>The M Network</td>
<td>238</td>
</tr>
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<td>Greene Street Communications</td>
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On January 22, 2016 at RFP Evaluation Committee Meeting #2, the Evaluation Committee made a motion to award the contract to Infinite Source Communications Group, LLC. Subject to successful negotiation. The motion passed with unanimous vote.

Evaluation Committee Members:

| Alina V. Soto                                  | Diana Lane                        |
| Statewide Quality Liaison                      | Media Coordinator                 |
| Florida Department of Children and Families   | Early Learning Coalition of Miami-|
| Office of Child Care Regulation               | Dade/Monroe                        |
| 1317 Winewood Boulevard                       | 2555 Ponce de Leon Blvd., 5th Floor|
| Building 6, Room 389A                         | Miami, FL 33134                    |
| Tallahassee, FL 32399-0700                    |                                     |

| Gina Ha, OTR/L                                 | Nichelle Calhoun                  |
| Family Leadership Director                     | Communication Specialist          |
| Catalyst Miami                                 | Early Learning Coalition of Miami-|
| 1900 Biscayne Blvd. Suite 200                  | Dade/Monroe                        |
| Miami, FL 33132                                | 2555 Ponce de Leon Blvd., 5th Floor|
| 786-414-1296 (Direct)                          | Miami, FL 33134                    |
| 305-576-5001 (Main)                            |                                     |
|-----------------------------|------------------------------------------|-------------------------|-------|--------------|---------------|-----------------------------------|------------------------|-----------------|--------------------------------|
| **Organizational Capacity (Maximum Score 35)** | 35                                       | 31                      | 31    | 30           | 31            | 35                                | 32                     | 31              | 35                            |
| **Seasoned firm with knowledge in** | **• Creation of public awareness and outreach campaigns.** | **• Rules and requirements governing non-profit funding.** | **• Media and Public relations geared to non-profit organizations** | 35 | 31 | 31 | 30 | 31 | 35 | 34 | 31 | 35 | 32 | 29 | 26 | 30 | 30 | 24 | 30 | 29 | 15 |
| **Specifications (Maximum Score 20)** | 10                                       | 10                      | 9     | 8            | 10            | 8                   | 8                   | 10            | 9                   | 8            | 10            | 7                   | 6                   | 8                   | 8            | 10            | 8            | 2                   |
| **Portfolio of work that includes work with diverse populations** | 10                                       | 7                       | 8     | 10           | 9             | 8                   | 10            | 8                   | 9                   | 8                   | 10            | 7                   | 6                   | 8                   | 8                   | 7             | 8                   | 3                   |
| **Documentation (Maximum Score 30)** | 10                                       | 6                       | 8     | 8            | 6             | 8                   | 7                   | 5                   | 8                   | 8                   | 8             | 7                   | 7                   | 6                   | 3                   | 6             | 7                   | 0                   |
| **Monitoring Format** | 10                                       | 6                       | 8     | 8            | 6             | 8                   | 7                   | 7                   | 0                   | 8                   | 8             | 9                   | 7                   | 6                   | 3                   | 6             | 7                   | 0                   |
| **Report Format** | 5                                        | 4                       | 4     | 5            | 3             | 3                   | 3                   | 3                   | 5                   | 3                   | 5             | 5                   | 4                   | 5                   | 3                   | 3             | 3                   | 0                   |
| **Presentation** | 15                                       | 13                      | 12    | 10           | 14            | 10                   | 12                   | 11                   | 11                   | 15                   | 15             | 10                   | 8                   | 0                   | 0                   | 12             | 10                   | 8                   |
| **Pricing (Maximum Score 15)** | 15                                       | 13                      | 11    | 15           | 13            | 11                   | 15                   | 9                   | 8                   | 10                   | 9             | 11                   | 12                   | 14                   | 10                   | 13             | 13                   | 10                   |
| **Cost for services is not to exceed $425,000.00** | 15                                       | 13                      | 11    | 15           | 13            | 11                   | 15                   | 9                   | 8                   | 10                   | 9             | 11                   | 12                   | 14                   | 10                   | 13             | 13                   | 10                   |
| **TOTAL** | 100                                      | 84                      | 82    | 91           | 87            | 77                   | 85                   | 77                   | 76                   | 93                   | 81            | 80                   | 84                   | 88                   | 74                   | 76             | 77                   | 69                   |
| **TOTAL SUM** | 257                                      | 249                     | 246    | 245          | 238            | 230                   | 220                   | 209                   | 194                   |                                                  |
### Public Awareness and Outreach Campaign for Miami-Dade and Monroe Counties (Maximun Scores 100)

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## Evaluation Criteria

### Organizational Capacity (Maximum Score: 35)
- Seasoned firm with knowledge in:
  - Creation of public awareness and outreach campaigns.
  - Rules and requirements governing non-profit funding.
  - Media and Public relations

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<th>Infinite Source Communications Group, LLC</th>
<th>Sonshine Communications</th>
<th>Ariadna, LLC</th>
<th>Wilesmith Advertising Design, Inc.</th>
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### Specifications (Maximum Score: 20)
- At least 5 years relevant experience
- Portfolio of work that includes work with diverse populations

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### Documentation (Maximum Score: 30)
- Monitoring Tools
- Report Format
- Presentation

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### Pricing (Maximum Score: 15)
- Cost for services is not to exceed $425,000.00

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| Total Score                 | 100    | 93                                       | 91                      | 85           | 84                                  | 84            | 76                       | 60               | 60                         | 35 |
Action Requested: Authorize the President and CEO to negotiate, execute and receive funds from The Children’s Trust for Quality Rating Improvement System (“QRIS”).

Fiscal Impact: A total amount of approximately $4,200,000.00 for the fiscal year 2016-2017, which is subject to the availability of funding.

Funding Source: The Children's Trust

Strategic Goal: ☑ Neediest Children ☑ Youngest Children ☑ Educate All ☑ Providers ☑ Internal Capacity ☑ Funding

Resolution: 04272016-03

AUTHORIZATION FOR THE PRESIDENT AND CEO TO NEGOTIATE, EXECUTE AND RECEIVE FUNDS FROM THE CHILDREN'S TRUST FOR QUALITY RATING IMPROVEMENT SYSTEM (“QRIS”). A TOTAL AMOUNT OF APPROXIMATELY $4,200,000.00 FOR THE FISCAL YEAR 2016-2017, WHICH IS SUBJECT TO THE AVAILABILITY OF FUNDING.

WHEREAS, the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”) has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Finance Committee is in agreement with the goals described therein;

WHEREAS, the Finance Committee recommends approving this action and has presented said action to the Board for adoption and approval;

WHEREAS, the Board approves the adoption of this action;

NOW, THEREFORE, be it resolved by the Board that the President and CEO are authorized to negotiate and execute the contracts listed in the background of this resolution.

The contract amount is approximately $4,200,000.00 and it is subject to approval for legal sufficiency and form.
The foregoing resolution and attachment was offered by __________, who moved its approval. The motion was seconded by __________, and upon being put to a vote, the vote was as follows: _________________.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 2nd day of May, 2016.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: __________________________
Board Secretary
Background

Quality Counts, design and funded by the Children’s Trust in partnership with the Early Learning Coalition, was established to improve the quality of Miami-Dade County’s ECE programs and to professionalize ECE practitioners by:

1- Establishing accountability for voluntary standards of high quality ECE;
2- Building the professional capacity of ECE providers and practitioners;
3- Ensuring high quality ECE is more widely accessible to children birth to five; and
4- Influencing consumer demand for high quality ECE services

The Quality Counts Administration contract is $1,200,000.00 and the Professional Development Network contract is for $3,000,000.00, which includes an increase of $400,000.00

The Early Learning Coalition is requesting authorization for the President and CEO to negotiate, execute, and receive funds for a second year from The Children’s Trust for Quality Rating Improvement System (QRIS) Contract. The total amount of the Quality Counts contracts is approximately $4,200,000.00 for fiscal year 2016-2017, which is subject to the availability of funding.

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<tr>
<th>The Children’s Trust</th>
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<th>$3,000,000.00</th>
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<td>07/01/2016-06/30/2017</td>
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| TCT QRIS GRANT TOTAL AMOUNT | $4,200,000.00 |
Action Requested: Authorize the President and CEO to negotiate, and execute The Florida Child Care Executive Partnership (CCEP) Match contract and receive funds from The Children's Trust.

Fiscal Impact: A total amount of approximately $480,000.00 for the fiscal year 2016-2017, which is subject to the availability of funding.

Funding Source: The Children's Trust

Strategic Goal:
- ☑ Neediest Children
- ☑ Youngest Children
- ☑ Educate All
- ☑ Providers
- ☑ Internal Capacity
- ☑ Funding

Resolution: 04272016-04

AUTHORIZATION FOR THE PRESIDENT AND CEO TO NEGOTIATE, AND EXECUTE THE FLORIDA CHILD CARE EXECUTIVE PARTNERSHIP (CCEP) MATCH CONTRACT AND RECEIVE FUNDS FROM THE CHILDREN'S TRUST. A TOTAL AMOUNT OF APPROXIMATELY $480,000.00 FOR THE FISCAL YEAR 2016-2017, WHICH IS SUBJECT TO THE AVAILABILITY OF FUNDING.

WHEREAS, the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”) has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Finance Committee is in agreement with the goals described therein;

WHEREAS, the Finance Committee recommends approving this action and has presented said action to the Board for adoption and approval;

WHEREAS, the Board approves the adoption of this action;

NOW, THEREFORE, be it resolved by the Board that the President and CEO are authorized to negotiate and execute the contracts listed in the background of this resolution.

The contract amount is approximately $480,000.00 and it is subject to approval for legal sufficiency and form.
The foregoing resolution and attachment was offered by ___________, who moved its approval. The motion was seconded by ___________, and upon being put to a vote, the vote was as follows: _______________________.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 2\textsuperscript{nd} day of May, 2016.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: ___________________________
   Board Secretary
Background

The Children’s Trust will provide the local match funding to the Early Learning Coalition by drawing down the maximum allocated funds from the State Child Care Executive Partnership (CCEP) child care subsidy program. The Florida Child Care Executive Partnership (CCEP), a purchasing pool fund serves, as a general funding source to assist eligible low to moderate wage families earning up to 200% of the federal poverty level access to child care subsidies.
Action Requested: Authorize the President and CEO to negotiate, execute and receive funds from Monroe County School District for the Teenage Parent Program (TAP).

Fiscal Impact: A total amount of approximately $55,000.00 for the fiscal year 2016-2017, which is subject to the availability of funding.

Funding Source: Monroe County School District.

Strategic Goal: ☑ Neediest Children  ☑ Providers
☑ Youngest Children  ☑ Internal Capacity
☑ Educate All  ☑ Funding

Resolution: 04272016-05

AUTHORIZATION FOR THE PRESIDENT AND CEO TO NEGOTIATE, EXECUTE AND RECEIVE FUNDS FROM MONROE COUNTY SCHOOL DISTRICT FOR THE TEENAGE PARENT PROGRAM (TAP). A TOTAL AMOUNT OF APPROXIMATELY $55,000.00 FOR THE FISCAL YEAR 2016-2017, WHICH IS SUBJECT TO THE AVAILABILITY OF FUNDING.

WHEREAS, the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”) has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Finance Committee is in agreement with the goals described therein;

WHEREAS, the Finance Committee recommends approving this action and has presented said action to the Board for adoption and approval;

WHEREAS, the Board approves the adoption of this action;

NOW, THEREFORE, be it resolved by the Board that the President and CEO are authorized to negotiate and execute the contracts listed in the background of this resolution.

The contract amount is approximately $55,000.00 and it is subject to approval for legal sufficiency and form.
The foregoing resolution and attachment was offered by ___________, who moved its approval. The motion was seconded by ___________, and upon being put to a vote, the vote was as follows: _______________________.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 2nd day of May, 2016.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: ____________________________
    Board Secretary
Background

The grant from Monroe County School District will be used to provide childcare to the children of teenage parents enrolled in Monroe County’s Teenage Parent Program (TAP) and attending school. Over the past three years, the Early Learning Coalition has provided resource, referral, registration, monitoring, and payment in relation to the childcare services for those enrolled in the TAP program and will continue to provide the aforesaid services. In addition, ten (10) one hour educational training sessions are conducted with each teen parent on topics such as preparation for childbirth; caring for an infant; time management; stress management; positive parenting, etc.

As a result, the Early Learning Coalition is requesting authorization for the President and CEO to negotiate, execute and receive funds from the Monroe County District School District grant agreement in the approximate amount of $55,000.00, for the 2016-2017 program year.
Resolution: 04272016-06

AUTHORIZATION FOR THE PRESIDENT AND CEO TO SUBMIT THE ATTACHED APPLICATION APPROVED BY THE EXECUTIVE COMMITTEE, TO NEGOTIATE AND EXECUTE THE CONTRACT, AND RECEIVE FUNDS FROM THE DEPARTMENT OF HEALTH AND HUMAN SERVICES ADMINISTRATION FOR CHILDREN AND FAMILIES FOR THE EARLY HEAD START PROGRAM. A TOTAL AMOUNT OF APPROXIMATELY $9,521,344.00 FOR THE FISCAL YEAR 2016-2017, WHICH IS SUBJECT TO THE AVAILABILITY OF FUNDING.

WHEREAS, the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”) has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Finance Committee is in agreement with the goals described therein;

WHEREAS, the Finance Committee recommends approving this action and has presented said action to the Board for adoption and approval;

WHEREAS, the Board approves the adoption of this action;

NOW, THEREFORE, be it resolved by the Board that the President and CEO are authorized to negotiate and execute the contracts listed in the background of this resolution.
The contract amount is approximately $9,521,344.00 and it is subject to approval for legal sufficiency and form.

The foregoing resolution and attachment was offered by __________, who moved its approval. The motion was seconded by __________, and upon being put to a vote, the vote was as follows: ________________.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 2\textsuperscript{nd} day of May, 2016.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: ______________________
    Board Secretary
Background

On June 18, 2014, the Department of Health and Human Services (HHS), Administration for Children and Families (ACF), Office of Head Start posted a Request for Proposal Procurement for an agency to administer the “Early Head Start,” Program. The Early Learning Coalition responded to the procurement and it was awarded the Request for Proposal Procurement to provide Early Head Start services to 750 infants and toddlers between the ages of birth and three years old in Miami- Dade County, Florida, in the approximate amount of $9,521,344.00 for the 2016-2017 fiscal year.

February 22, 2016

Adrian Alfonso, Chairman, ELC Board of Directors
Early Learning Coalition Miami-Dade/Monroe County
2555 Ponce De Leon Blvd, 5th Floor Suite #500
Coral Gables, FL 33134

Re: Grant No. 04HP0007

Dear Mr. Alfonso:

This letter provides guidance on the requirements for submission of the application for the Early Head Start-Child Care Partnership and/or Expansion grant in Fiscal Year (FY) 2016. Funding is contingent upon the availability of federal funds and satisfactory performance under the terms and conditions of the Early Head Start grant in the current budget period.

Public Law 114-113, enacted December 18, 2015, established the appropriation for the Head Start program for FY 2016. The appropriation for the Head Start program includes an increase for a cost-of-living adjustment (COLA) for grantees. Once the COLA increase is calculated for each grantee, your organization will be advised of the amount and guidance for submission of the supplemental application. The following table reflects the funding and enrollment levels to use in preparing the application for the Early Head Start grant for the 8/1/2016-7/31/2017 budget period.

<table>
<thead>
<tr>
<th>Common Accounting Number (CAN)</th>
<th>Funding Level</th>
<th>Funded Federal Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>G045128-Early Head Start Program Operations</td>
<td>$9,294,967</td>
<td>750</td>
</tr>
<tr>
<td>G045121-Early Head Start Training and Technical Assistance</td>
<td>$232,374</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$9,527,341</td>
<td>750</td>
</tr>
</tbody>
</table>

The application for the 8/1/2016-7/31/2017 budget period for the Early Head Start grant is due 5/1/2016. The application must be prepared in accordance with the Application Instructions available in the Head Start Enterprise System (HSES). The instructions specify the requirements for submission of the baseline application for the first budget period of the project period and continuation applications in the subsequent budget periods of the project period. A continuation application must be completed for the upcoming budget period. Incomplete applications will not be processed.
Submission Requirements

The Application Instructions containing the criteria the application must address and the submission requirements are posted in the HSES at https://hses.ohs.acf.hhs.gov/hsprograms. Please select the Financials tab under Instructions in the HSES to download the Application Instructions upon receipt of this letter. Please review the instructions carefully prior to preparing the application. Reference materials can be found in the "Instructions" section of the HSES. To access the application, select the Financials tab on the home page. For further assistance, please contact help@hsesinfo.org or 1-866-771-4737.

The application must be submitted electronically in the HSES. The Administration for Children and Families will no longer accept a hard copy of the application. The application must be submitted on behalf of the Authorized Official registered in the HSES.

Please ensure the application contains all of the required information in the Application Instructions. If you have any questions or need assistance, please contact Yalanda Williams, Head Start Program Specialist, at (404) 562-2901 or yalanda.williams@acf.hhs.gov or Brenda Williams, Grants Management Specialist, at (404) 562-2908 or brenda.williams@acf.hhs.gov. Thank you for your cooperation and timely submission of the grant application.

Sincerely,

Robert Bia
Captain, USPHS
Regional Program Manager
Office of Head Start

cc: Evelio Torres, Executive Director
    Belkis Torres, Head Start Director
<table>
<thead>
<tr>
<th>STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:</th>
<th>VICE PRESIDENT, DIRECTORS, AND MANAGERS</th>
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<tr>
<td>AREA(S) OF CONCENTRATION:</td>
<td>PROGRAM GOVERNANCE AND MANAGEMENT SYSTEMS</td>
</tr>
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<td>DATE OF PLAN:</td>
<td>4/2015</td>
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<tr>
<td>DATE PLAN WAS UPDATED/REVISED:</td>
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<tr>
<th>FINDINGS</th>
<th>GOALS (EXPECTED OUTCOMES)</th>
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<th>STAFF RESPONSIBLE</th>
<th>TARGETED COMPLETION DATE</th>
<th>STATUS</th>
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<tr>
<td>45 CFR §1304.51(d)(1-4) Communication with governing bodies and policy groups. Grantee and delegate agencies must ensure that the following information is provided regularly to their grantee and delegate governing bodies and to members of their policy groups: • Procedures and timetables for program planning; • Policies, guidelines, and other communications from HHS; • Program and financial reports; and • Program plans, policies, procedures, and Early Head Start and Head Start grant applications.</td>
<td>Improve the communication with governing board and establish a timeline for sharing required information.</td>
<td>1. Identify all of the required reports that must be shared with the governing body. 2. Establish a formal procedure/protocol for communicating with the governing bodies. 3. Establish a yearly timeline for sharing reports.</td>
<td>1. Vice President</td>
<td>June 30, 2016</td>
<td></td>
</tr>
<tr>
<td>FINDINGS</td>
<td>GOALS (EXPECTED OUTCOMES)</td>
<td>ACTION STEPS</td>
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<tr>
<td>45 CFR §1304.51(e)</td>
<td>Establish a written procedure of communication for sharing information staff.</td>
<td>1. Identify all situation/circumstances in which communication is required for sharing information.</td>
<td>1. Vice President, Directors, &amp; Managers</td>
<td>May 20, 2016</td>
<td>Two weeks after identifying a need for modification</td>
</tr>
<tr>
<td>Communication among staff.</td>
<td>Vice President, Directors, &amp; Managers</td>
<td>2. Establish a procedure for how information will be shared among staff, providers, and parents.</td>
<td>2. Vice President, Directors, &amp; Managers</td>
<td>June 3, 2016</td>
<td></td>
</tr>
<tr>
<td>Grantee and delegate agencies must have mechanisms for regular communication among all program staff to facilitate quality outcomes for children and families.</td>
<td></td>
<td>3. Share the communication procedure with staff and solicit feedback.</td>
<td>3. Vice President, Directors, &amp; Managers</td>
<td>June 10, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Finalize communication procedure and share with staff.</td>
<td>4. Vice President, Directors, &amp; Managers</td>
<td></td>
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<tr>
<td></td>
<td>5. Monitor the implementation of the communication procedures.</td>
<td>5. Vice President, Directors, &amp; Managers</td>
<td></td>
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<td></td>
<td>6. Make modifications to the plan as needed.</td>
<td>6. Vice President, Directors, &amp; Managers</td>
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<th>STAFF RESPONSIBLE</th>
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<tr>
<td>Establish a written procedure of communication for sharing information staff.</td>
<td>1. Vice President, Directors, &amp; Managers</td>
<td>May 20, 2016</td>
<td>Two weeks after identifying a need for modification</td>
</tr>
<tr>
<td>Vice President, Directors, &amp; Managers</td>
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<tr>
<td>2. Establish a procedure for how information will be shared among staff, providers, and parents.</td>
<td>2. Vice President, Directors, &amp; Managers</td>
<td>June 3, 2016</td>
<td></td>
</tr>
<tr>
<td>3. Share the communication procedure with staff and solicit feedback.</td>
<td>3. Vice President, Directors, &amp; Managers</td>
<td>June 10, 2016</td>
<td></td>
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<tr>
<td>4. Finalize communication procedure and share with staff.</td>
<td>4. Vice President, Directors, &amp; Managers</td>
<td>June 17, 2016</td>
<td></td>
</tr>
<tr>
<td>5. Monitor the implementation of the communication procedures.</td>
<td>5. Vice President, Directors, &amp; Managers</td>
<td>Monthly during 2016-2017 SY</td>
<td></td>
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<tr>
<td>6. Make modifications to the plan as needed.</td>
<td>6. Vice President, Directors, &amp; Managers</td>
<td>Two weeks after identifying a need for modification</td>
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<tr>
<td><strong>Head Start Act: Public Law 110-134 sec. 645A(h)(1)</strong></td>
<td>Ensure that all teachers have the minimum educational qualifications.</td>
<td>1. Request and coordinate a procurement training for Director’s and Managers from the ELC’s contract department.</td>
<td>1. Vice President</td>
</tr>
<tr>
<td>Center-Based Staff- The Secretary shall ensure that, not later than September 30, 2010, all teachers providing direct services to children and families participating in Early Head Start programs located in Early Head Start centers, have a minimum of a child development associate credential, and have been trained (or have equivalent coursework) in early childhood development;</td>
<td>2. Participate in procurement training.</td>
<td>2. Vice President, Directors, &amp; Managers</td>
<td>May 31, 2016</td>
</tr>
<tr>
<td></td>
<td>3. Coordinate CDA courses with the education institution awarded the Education and Credentialing RFP.</td>
<td>3. Director of Ed. and Child Dev. Svcs.</td>
<td>April 22, 2016</td>
</tr>
<tr>
<td></td>
<td>4. Coordinate with staff registering for CDA courses.</td>
<td>4. Education Specialist &amp; TA Specialist</td>
<td></td>
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<td>5. Follow-up to ensure successful completion of the CDA courses.</td>
<td>5. Education Specialist &amp; TA Specialist</td>
<td></td>
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<td>45 CFR §1304.51(i)(2) Grantees must establish and implement procedures for the ongoing monitoring of their own Early Head Start and Head Start operations, as well as those of each of their delegate agencies, to ensure that these operations effectively implement Federal regulations.</td>
<td>Establish a plan for conducting ongoing internal monitoring</td>
<td>1. Identify areas for monitoring.</td>
<td>1. Vice President, Directors, &amp; Managers</td>
</tr>
<tr>
<td></td>
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<td>2. Develop a plan for a comprehensive, internal, and ongoing monitoring.</td>
<td>2. Vice President, Directors, &amp; Managers</td>
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<td>3. Review monitoring plan with staff.</td>
<td>3. Vice President, Directors, &amp; Managers</td>
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<td>4. Modify plan as needed</td>
<td>4. Vice President, Directors, &amp; Managers</td>
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<td>CHILD DEVELOPMENT AND EDUCATION</td>
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<td>45 CFR §1304.20(a)(1)(i) In collaboration with the parents and as quick as possible, but no later than 90 calendar days from the child’s entry into the program, grantee and delegate agencies must make a determination as to whether or not each child has an ongoing source of continuous and accessible health care. If a child does not have a source of ongoing health care, grantee and delegate agencies must assist the parents in accessing a source of care.</td>
<td>Ensure that all children have a dental home</td>
<td>1. Identify the families that don’t have a dental home</td>
<td>Director of Community and Family Wellness</td>
<td>April 22, 2016</td>
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<td></td>
<td></td>
<td>2. Assist with Family Advocates in identifying a dental home for families who do not have one.</td>
<td>Director of Community and Family Wellness</td>
<td>May 6, 2016</td>
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<td>3. Provide trainings for parents on the importance of dental check-ups.</td>
<td>Director of Community and Family Wellness</td>
<td>July 31, 2016</td>
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<td>4. Increase referrals to dental home clinics.</td>
<td>Family Advocates</td>
<td>May 20, 2016</td>
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<tr>
<td><strong>45 CFR §1304.20(b)(1)</strong> In collaboration with each child’s parent, and within 45 calendar days of the child’s entry into the program, grantee and delegate agencies must perform or obtain linguistically and age appropriate screening procedures to identify concerns regarding a child’s developmental, sensory (visual and auditory), behavioral, motor, language, social, cognitive, perceptual and emotional skills. To the greatest extent possible these screening procedures must be sensitive to the child’s cultural background.</td>
<td>Ensure that children’s developmental, behavioral, and sensory screenings are conducted within 45 calendar days from the child’s entry into the program.</td>
<td>1. Review 45-day screenings procedures with teachers.</td>
<td>Education, Health, and Disability staff</td>
<td>May 31, 2016</td>
<td>May 31, 2016</td>
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<td></td>
<td>2. Provide teachers with a year-long schedule of when 45-day screenings are due at different entry dates of the year.</td>
<td>Education, Health, and Disability staff</td>
<td>May 31, 2016</td>
<td>May 31, 2016</td>
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<td>4. Ensure that parents who are visiting the doctor request a hearing and vision test.</td>
<td>Family Advocates</td>
<td>April 29, 2016</td>
<td>April 29, 2016</td>
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<td>6. Develop a schedule for Nurse Navigators to conduct a hearing and vision screening for children who do have it.</td>
<td>Dir. Of Comm &amp; Family Wellness</td>
<td>One week after the hearing and vision equipment arrive.</td>
<td>One week after the hearing and vision equipment arrive.</td>
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<td></td>
<td>8. Administer the ASQ-SE.</td>
<td>Teachers</td>
<td>June 17, 2016</td>
<td>June 17, 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Monitor that 45-day screenings are completed by the expected date.</td>
<td>Education, Health, and Disability staff</td>
<td>Monthly</td>
<td>Monthly</td>
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### FINDINGS

**45 CFR §1304.20(a)(1)(ii)**

Obtain from a health care professional a determination as to whether the child is up-to-date on a schedule of age appropriate preventive and primary health care which includes medical, dental and mental health. Such a schedule must incorporate the requirements for a schedule of well child care utilized by the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program of the Medicaid agency of the State in which they operate, and the latest immunization recommendations issued by the Centers for Disease Control and Prevention, as well as any additional recommendations from the local Health Services Advisory Committee that are based on prevalent community health problems.

### GOALS (EXPECTED OUTCOMES)

Ensure that children are up-to-date on their well-baby checks.

### ACTION STEPS

1. Develop a Health Determination form to confirm that children are up-to-date on their EPSDT requirements.

2. Develop a procedure detailing how program will ensure that children are up-to-date on the EPSDT requirements.

3. Train staff on the EPSDT requirements, Health Determination form, and procedures for EPSDT compliance.

4. Train parents on the EPSDT requirements.

5. Train providers on the EPSDT requirements.

6. Monitor compliance with EPSDT requirements

### STAFF RESPONSIBLE

1. Director of Community and Family Wellness

2. Director of Community and Family Wellness

3. Director of Community and Family Wellness

4. Director of Community and Family Wellness

5. Director of Community and Family Wellness

6. Director of Community and Family Wellness

### TARGETED COMPLETION DATE

April 22, 2016

April 22, 2016

May 13, 2016

July 31, 2016

May 31, 2016

Monthly

### STATUS
<table>
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<td><strong>45 CFR §1304.40(a)(1)</strong> Grantee and delegate agencies must engage in a process of collaborative partnership building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. This process must be initiated as early after enrollment as possible and it must take into consideration each family’s readiness and willingness to participate in the process.</td>
<td>Ensure that all families are offered an opportunity to develop family goals.</td>
<td>1. Identify the families that do not have a family partnership agreement or a family assessment. 2. Develop a schedule with Family Advocates to complete any missing family partnership agreements and family assessment. Schedule will contain measurable goals at various intervals. 3. Monitor that family partnership agreements and family assessments are being completed in a timely manner.</td>
<td>1. Director of Family and Community Support Services 2. Director of Family and Community Support Services 3. Director of Family and Community Support Services</td>
<td>April 29, 2016  May 13, 2015</td>
<td>Monthly</td>
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<tr>
<td>STAFF PERSON(s) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:</td>
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<tr>
<td>AREA(s) OF CONCENTRATION:</td>
<td>ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE (ERSEA)</td>
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<td>DATE OF PLAN:</td>
<td>4/2015</td>
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<tr>
<td><strong>42 U.S.C. §9837(g) [a.k.a Head Start Act of 2007 §642(g)] Funded Enrollment; Waiting List</strong> Each Head Start agency shall enroll 100 percent of its funded enrollment and maintain an active waiting list at all times with ongoing outreach to the community and activities to identify underserved populations.</td>
<td><strong>Ensure full enrollment and a waiting list</strong></td>
<td>1. Identify parents that are transitioning out of the program.</td>
<td>ERSEA Manager</td>
<td>May 13, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Ensure that eligible families enrolled in EHS apply for School Readiness.</td>
<td>Family Advocates</td>
<td>May 29, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Confirm that all information for School Readiness has been received and is complete.</td>
<td>Family Advocates</td>
<td>One week after submitting School Readiness application</td>
<td></td>
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<tr>
<td></td>
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<td>4. Follow-up with families missing documents for School Readiness eligibility.</td>
<td>Family Advocates</td>
<td>Within 24 hours of knowing that documents are missing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Confirm that families with School Readiness are eligible for the program for a year.</td>
<td>ERSEA Manager</td>
<td>May 13, 2016</td>
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<td></td>
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<td>6. Establish a schedule for recruitment activities</td>
<td>ERSEA Manager</td>
<td>April 29, 2016</td>
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<td><strong>45 CFR §1305.6(c)</strong> At least 10 percent of the total number of enrollment opportunities in each grantee and each delegate agency during an enrollment year must be made available to children with disabilities who meet the definition for children with disabilities in §1305.2(a). An exception to this requirement will be granted only if the responsible HHS official determines, based on such supporting evidence he or she may require, that the grantee made a reasonable effort to comply with this requirement but was unable to do so because there was an insufficient number of children with disabilities in the recruitment area who wished to attend the program and for whom the program was an appropriate placement based on their Individual Education Plans (IEP) or Individualized Family Service Plan (IFSP), with services provided directly by Head Start of Early Head Start in conjunction with other providers.</td>
<td>Ensure that 10% of the children enrolled are children with an IFSP</td>
<td>1. Identify the number of children with pending referrals to Early Steps.</td>
<td>1. Disability Manager</td>
<td>April 29, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Follow-up with parents to ensure they attend the appointment with Early Steps.</td>
<td>2. Family Advocates</td>
<td>One week prior to appointment and the day before appt.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Determine the number of available slots for children with IFSP.</td>
<td>3. ERSEA and Disability Manager</td>
<td>April 29, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Monitor that ASQ-3 are being completed.</td>
<td>4. Disability Manager</td>
<td>Monthly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Coordinate recruitment efforts in locations that provide services/support to children with special needs.</td>
<td>5. ERSEA Manager</td>
<td>May 6, 2016</td>
<td></td>
</tr>
</tbody>
</table>
2015-2016 Self-Assessment

The Early Learning Coalition of Miami-Dade/Monroe (ELCMDM) is one of 31 coalitions in Florida. Since 2000, the ELCMDM has provided early education in two counties, Miami-Dade and Monroe. Under the auspices of the Office of Early Learning, ELCMDM serves more than 50,000 children between the ages of birth through 12 years old and their families. The ELCMDM is committed to increasing children’s chances for achieving education success and becoming productive members of society by promoting high-quality early childhood education. In February 2015, the ELCMDM was awarded the Early Head Start – Child Care Partnership grant. This grant allowed the ELCMDM to provide comprehensive services to 750 at risk children, between birth to 3 years of age, living in some of the poorest zip codes in Miami-Dade County. The project’s name, the Neighborhood Place for Early Head Start (NPEHS), reflects the ELCMDM’s notion that it takes a village to raise a child. It is this idea of community that exemplifies the ELCMDM’s belief in the importance of partnerships and collaboration to make a difference.

The NPEHS is committed to providing quality education and services to the children and families of Early Head Start Programs. As part of this commitment, the NPEHS engaged in a process of self-examination through the Self-Assessment. Head Start Performance Standard 1304.51(i)(1) stipulates that at least once each program year, with the consultation and participation of the policy groups and, as appropriate, other community members, grantee and delegates must conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives and in implementing Federal Regulations. With the approval from the Policy Council in March 2016, the NPEHS began the process of analyzing data and assessing the effectiveness of its operation and systems. The goal was to identify program strengths and areas of improvements. Policy Council members and program administration were invited to be a part of this self-assessment. The following areas were assessed:

- Program Governance and Management Systems
- Fiscal Integrity
- Child Development and Education and Disability
- Child Health and Safety
- Family and Community Engagement and ERSEA

Once the strengths and area of improvements were identified, the group discussed steps and timeline for improvements. The findings and decisions made by the management team and coordinators can be found in the subsequent pages of this report and the program improvement plan.
PROGRAM GOVERNANCE AND MANAGEMENT SYSTEMS

ACCOMPLISHMENTS

• Every EHS center has the opportunity for representation and shared decision-making on the Policy Council. Each Parent Committee representative has a voting right on the Policy Council.

• Through their desire to become involved, eagerness to give feedback, and determination to make a difference through informed decisions, the Policy Council members have demonstrated their commitment on the Council.

• The program is invested in giving providers opportunities to participate in conferences that will keep them abreast of the latest Early Head Start and early childhood trends.

AREAS FOR IMPROVEMENT

REGULATION
45 CFR §1304.51(d)(1-4) Communication with governing bodies and policy groups. Grantee and delegate agencies must ensure that the following information is provided regularly to their grantee and delegate governing bodies and to members of their policy groups:

• Procedures and timetables for program planning;
• Policies, guidelines, and other communications from HHS;
• Program and financial reports; and
• Program plans, policies, procedures, and Early Head Start and Head Start grant applications.

SYSTEM:
Communication
Record-keeping and reporting
Planning

UNDERLYING CAUSES:
Due to the program being in its first year of implementation and limited knowledge of regulations, the program did not establish a formal plan for sharing information with the governing bodies.

RECOMMENDED IMPROVEMENT STRATEGIES:
• Establish formal procedures/protocol for communication with governing bodies.
• Establish a timeline for report submission to the governing bodies.
**REGULATION**

45 CFR §1304.51(e) Communication among staff. Grantee and delegate agencies must have mechanisms for regular communication among all program staff to facilitate quality outcomes for children and families.

**SYSTEM:**
Communication
Planning
Monitoring

**UNDERLYING CAUSES:**
Due to the program being in its first year of implementation and limited knowledge of regulations, the program did not establish written procedures and a formal structure for communication.

**RECOMMENDED IMPROVEMENT STRATEGIES:**
- Establish and implement formal, written procedures for effective communication across programmatic areas.
- Train staff on the procedures for effective communication related to Early Head Start services.
- Monitor that implementation of communication procedures.

**REGULATION**

Head Start Act: Public Law 110-134 sec. 645A(h)(1) Center-Based Staff- The Secretary shall ensure that, not later than September 30, 2010, all teachers providing direct services to children and families participating in Early Head Start programs located in Early Head Start centers, have a minimum of a child development associate credential, and have been trained (or have equivalent coursework) in early childhood development;

**SYSTEM:**
Planning
Human Resource

**UNDERLYING CAUSES:**
Limited knowledge of ELCMDM’s procurement procedures delayed the initiating a Request for Proposal for an institution to offer the Child Development Associate (CDA) courses.

**RECOMMENDED IMPROVEMENT STRATEGIES:**
- Gain understanding of contract/procurement procedures.
- Participate in monthly meetings with Early Learning Coalition of Miami-Dade/Monroe’s Contract Department to discuss contract/procurement procedures and pending items.
- Coordinate with education institution the CDA courses to be offered to staff.
- Coordinate with staff to register and successfully complete the CDA courses.
REGULATION
45 CFR §1304.51(i)(2) Grantees must establish and implement procedures for the ongoing monitoring of their own Early Head Start and Head Start operations, as well as those of each of their delegate agencies, to ensure that these operations effectively implement Federal regulations.

**SYSTEM:**
Planning
Monitoring
Communication
Record-keeping and reporting

**UNDERLYING CAUSES:**
Due to the program being in its first year of implementation and limited knowledge of regulations, the program did not establish a formal, written plan for conducting an internal ongoing monitoring.

**RECOMMENDED IMPROVEMENT STRATEGIES:**
- Develop a written monitoring plan that is comprehensive and ongoing. The plan should identify the tasks, frequency, reports, and person(s) responsible for each task.

**FISCAL INTEGRITY
STRENGTH**

Early Learning Coalition of Miami-Dade/Monroe has a sound fiscal safety net to ensure that funds are available for Early Head Start services.

The program hired staff that has experience in providing fiscal oversight of the accountability of the EHS grant funds.

**CHILD DEVELOPMENT AND EDUCATION
ACCOMPLISHMENTS**

- Two EHS education staff have been trained in all four modules of the Program for Infant-Toddler Care (PITC).
- Six EHS education staff are certified observers in the Classroom Assessment Scoring System (CLASS) for infants and toddlers.
- Improvements have been made to every Early Head Start learning environment through the purchase of new furniture and developmentally appropriate materials.
All Early Head Start teachers received individual training on how to properly complete the Ages and Stages Questionnaire Third Edition (ASQ-3) with parents, rate the questionnaire, and identify children at risk for potential delays. Staff were also trained on the process for referring children at risk.

**Areas for Improvement**

**Regulation**
45 CFR §1304.21(2)(iii) Parents must be encouraged to participate in staff-parent conferences and home visits to discuss their child’s development and education.

**System:**
Record-keeping and Reporting
Communication
Monitoring
Human Resources

**Underlying Causes:**
A turn-over in administrative position, limited knowledge, and limited opportunities to plan delayed the implementation of parent-teacher conference and home visits.

**Recommended Improvement Strategies:**
- Develop a procedure and timetable for conducting and monitoring parent-teacher conferences and home visits.
- Train staff on how to conduct parent-teacher conference and home visits.
- Monitor the completion of parent-teacher conferences and home visits.

**Regulation**
1304.21(c)(2) Staff must use a variety of strategies to promote and support children’s learning and developmental progress based on the observations and ongoing assessment of each child.

**System:**
Record-keeping and reporting
Planning
Facilities, materials, and equipment

**Underlying Causes:**
Limited knowledge of procurement procedures delayed the purchasing of Teaching Strategies Gold subscriptions for the implementation and training of the ongoing assessment.

**Recommended Improvement Strategies:**
- Gain understanding of contract/procurement procedures.
• Participate in monthly meetings with Early Learning Coalition of Miami-Dade/Monroe’s Contract Department to discuss contract/procurement procedures and pending items.
• Finalize the purchase of the Teaching Strategies Gold license.
• Develop a procedures for conducting ongoing assessments.
• Train teachers on the procedures for conducting ongoing assessments.
• Ensure that ongoing assessment are being completed.

**CHILD HEALTH AND SAFETY**

**ACCOMPLISHMENTS**

• All Early Head Start teachers were trained on universal precautions.

• The program has partnered with the largest local public health care system, Jackson Health System, to provide care coordination for children and families.

• The Nurse Navigators from Jackson Health System have reviewed and given providers technical assistance on their health protocols.

**AREAS FOR IMPROVEMENT**

**REGULATION**

45 CFR §1304.20(b)(1) In collaboration with each child’s parent, and within 45 calendar days of the child’s entry into the program, grantee and delegate agencies must perform or obtain linguistically and age appropriate screening procedures to identify concerns regarding a child’s developmental, sensory (visual and auditory), behavioral, motor, language, social, cognitive, perceptual and emotional skills. To the greatest extent possible these screening procedures must be sensitive to the child’s cultural background.

**SYSTEM:**
Record-keeping and reporting
Planning
Communication
Monitoring
Facilities, materials, and equipment

**UNDERLYING CAUSES:**

• Local medical have been unwilling to do vision and hearing.
• Parents were not aware of the 45-day requirements for vision and hearing.
• Providers did not understand the impact of not administering the developmental screeners on time.
• Staff had lack of knowledge on how to complete the ASQ-3 screener correctly.
Due to the program being in its first year of implementation and limited knowledge of regulations, the program was unawareness of the regulation requiring the social emotional screener.

**RECOMMENDED IMPROVEMENT STRATEGIES:**
- Purchase audiometers and vision equipment to test children’s vision and hearing when a doctor is unwilling to conduct the screenings.
- Share EHS requirements with local medical providers.
- Refine procedure to ensure 45-day screener are obtained for all children.
- Train EHS teachers no how to complete the social emotional screener, ASQ-SE, with parents.
- Monitor that screenings are done within 45 calendar days of the child’s entry into the program.

**REGULATION**
45 CFR §1304.20(a)(1)(i) In collaboration with the parents and as quick as possible, but no later than 90 calendar days from the child’s entry into the program, grantee and delegate agencies must make a determination as to whether or not each child has an ongoing source of continuous and accessible health care. If a child does not have a source of ongoing health care, grantee and delegate agencies must assist the parents in accessing a source of care.

**SYSTEM:**
Planning
Monitoring
Communication

**UNDERLYING CAUSES:**
Parents are unaware of the importance of having an ongoing dental home.

**RECOMMENDED IMPROVEMENT STRATEGIES:**
- Establish partnerships with dental clinics in targeted areas.
- Educate parents on the importance of dental check-ups and having an ongoing dental home.
- Increase family referrals to dental home clinics.

**REGULATION**
45 CFR §1304.20(a)(1)(ii) Obtain from a health care professional a determination as to whether the child is up-to-date on a schedule of age appropriate preventive and primary health care which includes medical, dental and mental health. Such a schedule must incorporate the requirements for a schedule of well child care utilized by the Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) program of the Medicaid agency of the State in which they operate, and the latest immunization recommendations issued by the Centers for Disease Control and Prevention, as well as any additional recommendations from the local Health Services Advisory Committee that are based on prevalent community health problems.
SYSTEM:
Record-keeping and reporting
Monitoring
Communication

UNDERLYING CAUSES:
There is a lack of awareness of well-baby check requirements from parents and child care providers.

RECOMMENDED IMPROVEMENT STRATEGIES:
- Train staff, parents and providers on the EPSDT requirements.
- Monitor that children’s medical information is in compliance with EPSDT requirements.

FAMILY AND COMMUNITY ENGAGEMENT

ACCOMPLISHMENTS
The EHS program has implemented a self-reflective parenting course called Parenting Journey. Through this innovative program, parents participate in a support group that safely allows them to share their experiences, thoughts and feelings. Through the process, parents gain a greater understanding of their parenting styles, how they developed their parenting styles, and reflect on what kind of parent they want to be.

AREAS FOR IMPROVEMENT

REGULATION
45 CFR §1304.40(a)(1) Grantee and delegate agencies must engage in a process of collaborative partnership building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and other supports. This process must be initiated as early after enrollment as possible and it must take into consideration each family’s readiness and willingness to participate in the process.

SYSTEM:
Planning
Human Resource

UNDERLYING CAUSES:
Due to the program being in its first year of implementation, staff were assigned many different tasks that impacted the family partnership building process. Additionally, staff changes impacted the stability of caseloads and the relationship building process with families.

RECOMMENDED IMPROVEMENT STRATEGIES:
- Implement weekly program, planning meetings to intentional and collaborative plan tasks and activities and so that other areas are not negatively impacted.
- Hire additional qualified staff to reduce caseload size and establish caseload stability.

**ERSEA**

**ACCOMPLISHMENTS**

- The program has exceeded the number of dually enrolled children.

**AREAS FOR IMPROVEMENT**

**REGULATION**

42 U.S.C. §9837(g) [a.k.a Head Start Act of 2007§642(g)] Funded Enrollment; Waiting List- Each Head Start agency shall enroll 100 percent of its funded enrollment and maintain an active waiting list at all times with ongoing outreach to the community and activities to identify underserved populations.

**SYSTEM:**
- Planning
- ERSEA
- Monitor

**UNDERLYING CAUSES:**
- Requirements for layered funding delayed the attainment of full enrollment.
- Turn-over of contracted providers impacted the attainment of full enrollment.
- Insufficient staffing in the classrooms delayed providers from attaining full enrollment.

**RECOMMENDED IMPROVEMENT STRATEGIES:**
- Monitor that families maintain their dual enrollment status for a year.
- Establish a waiting list of providers.
- Monitor new providers to ensure that sufficient staff are hired within 2 weeks of signing contract. Appropriate number of slots will be reassigned to providers on the waiting list if teachers are not hired within the established timeframe.

**REGULATION**

45 CFR §1305.6(c) At least 10 percent of the total number of enrollment opportunities in each grantee and each delegate agency during an enrollment year must be made available to children with disabilities who meet the definition for children with disabilities in §1305.2(a). An exception to this requirement will be granted only if the responsible HHS official determines, based on such supporting evidence he or she may require, that the grantee made a reasonable effort to comply with this requirement but was unable to do so because there was an insufficient number of children with disabilities in the recruitment area who wished to attend the program and for whom the program was an appropriate placement based on their Individual Education Plans (IEP) or Individualized Family Service Plan (IFSP), with services provided directly by Head Start of Early Head Start in conjunction with other providers.

**SYSTEM:**
- ERSEA
- Planning
- Record-keeping and reporting
**UNDERLYING CAUSES:**
- Inaccurate completion of the ASQ-3 delayed identification and referral of at risk children.
- Requirements for layered funding delayed the attainment of full enrollment.

**RECOMMENDED IMPROVEMENT STRATEGIES:**
- Continue to train new staff on the appropriate procedure for screening and referring children based on ASQ-3 results.
- Reserve 10% of slots for the EHS only enrolled children for children with an IFSP.
- Identify children who are transitioning to a preschool. Fill the slots of transitioning children by conducting focused recruitment efforts for children with an IFSP.
THE NEIGHBORHOOD PLACE FOR EARLY HEAD START

School Readiness Goals

Part 1307.2 School readiness goals mean the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten.

The Improving Head Start for School Readiness Act of 2007 requires programs to address and strengthen school readiness for all of the children. The Neighborhood Place for Early Head Start is committed to support infants and toddler’s development and school readiness across the domains of social and emotional development, language and literacy, approaches toward learning, cognition and general knowledge, and physical development and health. TNPEHS School Readiness Goals were identified by a workgroup comprising Early Head Start Leadership Staff, Early Learning Coalition Management, and Early Head Start-Child Care Partners.

Domain: Social and Emotional Development

<table>
<thead>
<tr>
<th>Goal</th>
<th>Infants</th>
<th>Young Toddlers</th>
<th>Older Toddlers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children will develop and engage in positive relationships and interactions with others.</td>
<td>Turns to adults for comfort and security. Responds to others and environments by cooing, smiling, crying, or reaching out.</td>
<td>Uses adults to help accomplish goals. Shows interest in other children. Engages in parallel play.</td>
<td>Seeks support from parents/caregivers to address conflict. Engages in positive social play.</td>
</tr>
<tr>
<td>Goal</td>
<td>Indicator</td>
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<tr>
<td>Children will begin to develop and demonstrate control over some of their feelings and behaviors.</td>
<td>- Allows a trusted adult to help them calm down with words and touch along with self-soothing efforts such as finger sucking</td>
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<td>- Looks, vocalizes, and points towards parent/caregiver when they are upset</td>
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<td></td>
<td>- Uses words or cries to get attention</td>
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<td></td>
<td>- Uses emotionally-charged words to convey emotions</td>
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<tr>
<td>Children will begin to learn and internalize rules, routines, and directions.</td>
<td>- Recognizes and anticipate daily routines</td>
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<td></td>
<td>- Responds to changes in their environment</td>
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<td>- Becomes familiar with surrounding and enacting familiar routines</td>
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<td>- Begins to recognize boundaries</td>
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<td>- Understands rules</td>
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<td>- Repeats rules to others</td>
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### Domain: Language Development and Literacy

<table>
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<tr>
<th>Goal</th>
<th>Indicator</th>
<th>Infants</th>
<th>Young Toddlers</th>
<th>Older Toddlers</th>
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</table>
| Children will understand and begin to use oral language for conversation. | • Engages in back and forth exchanges  
• Uses language-like sounds in conversation  
• Follows simple instructions | • Uses two-word sentences  
• Invents new words as they experiment with language  
• Responds to simple spoken  
• Responds to speech by looking toward the speaker  
• Uses appropriate eye contact, pauses, and simple verbal prompts when communicating.  
• Points to things and pictures when they are named | • Repeats words heard in conversations  
• Says sentences in two to four words  
• Follows simple requests not accompanied by gestures  
• Uses language to express thoughts and needs  
• Responds to adult voices with excitement  
• Responds to adult voices with excitement  
• Shows growing interest in print and books |                                                                                                                                                                                                 |
| Children will demonstrate receptive and expressive skills            | • Looks at the person who is speaking  
• Moves arms and legs when they hear a familiar voice  
• Turns and smiles when  
• Points to things and pictures when they are named  
• Uses words to describe their feelings such as happy, sad. | • Responds to speech by looking toward the speaker  
• Uses appropriate eye contact, pauses, and simple verbal prompts when communicating.  
• Points to things and pictures when they are named  
• Uses words to describe their feelings such as happy, sad. |                                                                                                                                                                                                 |
| Children will engage with stories and books                          | • Responds to adult voices with excitement  
• Recognizes familiar books by their covers | • Responds to adult voices with excitement  
• Responds to adult voices with excitement  
• Shows growing interest in print and books |                                                                                                                                                                                                 |
<table>
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<th>Goal</th>
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<tr>
<td><strong>Goal</strong></td>
<td><strong>Indicator</strong></td>
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<tr>
<td>Children will begin to learn and demonstrate how print works.</td>
<td><strong>Infants</strong></td>
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<td></td>
<td>• Mimics and imitates</td>
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<td>• Follows a moving object with their eyes</td>
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</table>
### Domain: Approaches Toward Learning

<table>
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<th>Goal</th>
<th>Indicator</th>
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<tbody>
<tr>
<td><strong>Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.</strong></td>
<td><strong>Infants</strong>&lt;br&gt;• Explores an object using all their senses&lt;br&gt;• Positions and moves their body toward a familiar object  &lt;br&gt;<strong>Young Toddlers</strong>&lt;br&gt;• Imitates familiar activities&lt;br&gt;• Engages in longer periods of turn taking or back and forth  &lt;br&gt;<strong>Older Toddlers</strong>&lt;br&gt;• Is flexible in trying out different solutions to problems, has awareness of change, is active in exploration, asks questions, and demonstrates the beginning of symbolic play</td>
</tr>
<tr>
<td><strong>Children will learn and use words to describe what they are thinking and doing.</strong></td>
<td><strong>Infants</strong>&lt;br&gt;• Has ongoing, meaningful relationships with adults who provide a rich language environment&lt;br&gt;• Has different objects to explore by using all senses  &lt;br&gt;<strong>Young Toddlers</strong>&lt;br&gt;• Learns the names of objects and actions from an involved adult and begins to name some objects and action they are doing  &lt;br&gt;<strong>Older Toddlers</strong>&lt;br&gt;• Acts out familiar life scenes&lt;br&gt;• Uses language to ask for help, to communicates during play, and converses with others about what they are doing</td>
</tr>
</tbody>
</table>
## Domain: Cognition and General Knowledge

<table>
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<tr>
<th>Goal</th>
<th>Indicator</th>
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</thead>
</table>
| Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen. | • Explores the immediate environment by looking around, reaching out, and touching objects  
• Interacts with the environment to see cause and effect  
• Pokes, drops, pushes, pulls, and squeezes objects to see what will happen  
• Uses materials, such as pencils, paints, and modeling clay in different and varied ways  
• Uses trial and error to problem-solve  
• Asks “Why?” over and over  
• Takes things apart, stacks, sorts, traces, etc.  
• Turns puzzle pieces in various directions to complete the puzzle |
| Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information. | • Looks toward and smiles at familiar objects or individuals  
• Actively repeats a newly learned activity  
• Uses objects for other than their intended purposes  
• Searches for removed or missing objects  
• Associates spoken words with familiar objects or actions  
• Repeats simple words over and over  
• Answers questions about prior events  
• Imitates other children’s play and begins to play with other children for brief period of time  
• Pretends to be a story character  
• Completes three- or four piece puzzles |
## Domain: Physical Development and Health

<table>
<thead>
<tr>
<th>Goal</th>
<th>Indicator</th>
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</thead>
<tbody>
<tr>
<td>Children will develop control of large muscles for movement, navigation, and balance.</td>
<td>- Demonstrates balancing skills (head control, sitting up, cruising, etc.)</td>
</tr>
<tr>
<td></td>
<td>- Demonstrates traveling skills (cruising, walking, crawling)</td>
</tr>
<tr>
<td></td>
<td>- Demonstrates balancing skills (balancing on one foot)</td>
</tr>
<tr>
<td>Children will develop control of small muscles for manipulation and exploration.</td>
<td>- Uses fingers and hands to reach for, touch, and hold objects</td>
</tr>
<tr>
<td></td>
<td>- Uses fingers and whole-arm movements to manipulate and explore objects</td>
</tr>
<tr>
<td></td>
<td>- Uses refined wrist and finger movements</td>
</tr>
</tbody>
</table>
# Five Year Grant Continuation Application

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### Section II: Budget and Budget Justification Narrative

A. **Budget**
B. **Budget Justification Narrative**
Sub-section A: Goals

1. During the first year of implementation, the program has defined the following long term goals, short term objectives and expected outcomes:

   a. **Goal #1:** To support providers in creating an environment that is developmentally appropriate, ADA compliant, and safe for children.

   **Objectives:**

   i. Within 30 days of becoming a new partner, The Neighborhood Place for Early Head Start (TNPEHS) staff will conduct a Classroom Assessment of all classroom furnishing and materials, as well outdoor equipment. The program will purchase materials, furniture, and equipment based on the assessment.

   **Expected Outcomes:** The program will ensure that new providers have developmentally appropriate furniture and equipment that are safe, ADA compliant, Consumer Product Safety Commission compliant, and in good repair. To the extent possible furniture will be uniform throughout the program.

   ii. During the first year of implementation, TNPEHS staff will contract with a general contractor to do an assessment of all provider facilities and playgrounds.

   **Expected Outcomes:** The General Contractor will assess the condition of the facilities and playgrounds and provide his professional advice on the items that should be considered as a priority.
iii. During the first year of implementation, TNPEHS will use the general contractor’s assessment of facilities and playgrounds to prioritize the repairs and renovations for the next four years.

**Expected Outcomes:** Repairs and renovations of provider facilities and playgrounds will be prioritized based on the health and safety conditions, available funds, and ownership of the facility.

iv. During the second through fifth year of the grant period, TNPEHS will ensure repairs and renovations to facilities and playgrounds are done based on the prioritization list.

**Expected Outcomes:** Providers’ facilities and playgrounds will be safe, ADA compliant, Consumer Product Safety Commission compliant, and developmentally appropriate for the Early Head Start children.

b. **Goal #2:** To support school readiness goals by strengthen the quality of teaching and family services.

**Objectives:**

i. During the first through fifth year of the grant period, TNPEHS staff will identify all teachers’ minimum educational qualification, establish a professional development plan for all teachers, and assist teachers in enrolling in appropriate courses.

**Expected Outcomes:** The program will ensure that teachers have the minimum educational requirements for their position and will assist the teachers in a trajectory of pursuing higher education.
ii. During the first year of implementation, TNPEHS will identify and partner with an educational institution that will support all teachers in obtaining the minimum qualification for the EHS teaching position or who have expressed an interest in pursuing higher education.

**Expected Outcomes:** The program will support teachers in their professional growth by partnering with an educational institution that will provide courses for credit, related to the infant and toddler development.

iii. During the first year of implementation, TNPEHS will identify a training institution that will train a cohort of 30 EHS staff to become facilitators in leading Community of Practice (CoP) sessions.

**Expected Outcomes:** The training will prepare facilitators to lead ongoing CoP sessions for Early Childhood Practitioners.

iv. During the second through fifth year of the grant period, TNPEHS will conduct two cohorts of Community of Practice (CoP) each year. Each cohort will have a maximum of 15 participants. The CoP sessions will consist of one monthly meeting and each cohort will run for six months.

**Expected Outcomes:** The CoP will provide ongoing professional development/support for Early Head Start practitioners (teachers and family services staff) through a job-embedded structure. Through self-reflection and the support of peers, participants will have an opportunity to refine and master their craft.
c. **Goal #3:** To support providers with elevating the overall standards of their center by following a self-reflective and transformational process that encourages parent engagement.

**Objectives:**

i. During the first year of implementation, the National Association for the Education of Young Children (NAEYC) will train 10 program staff on the NAEYC process and ways to prepare partnering providers for NAEYC accreditation.

**Expected Outcomes:** The training will prepare program staff to observe programs in the same manner that NAEYC assessor conduct their observations.

ii. During the second through fifth year of the grant period, TNPEHS will identify a cohort of 8 providers who will become NAEYC accredited. Early Head Start (EHS) staff trained by NAEYC will be assigned a provider(s) to guide and support in the NAEYC process. The trained EHS staff will meet with their assigned provider based on their mutually agreed upon timeline.

**Expected Outcomes:** Providers will be able to improve the quality of operation in their schools and attain NAEYC accreditation.

d. **Goal #4:** To provide families with the opportunity to positively strengthen the parent-child relationship.
Objectives:

i. During the first year of implementation, 13 program staff will be trained on how to conduct parenting classes using the Parenting Journey Curriculum and provide two parenting classes to a cohort of parents with a maximum of 18 parents per cohort.

**Expected Outcomes:** Program staff will be able to conduct parenting courses for parents. Parents will be able to self-reflect on their current parenting styles. Through self-reflection, parents will use acquired knowledge to strengthen parent-child interactions.

ii. During the second through fifth year of the grant period, TNPEHS staff will provide six parenting classes every year to a cohort of parents, with a maximum of 18 parents per cohort.

**Expected Outcomes:** Parents will be able to self-reflect on their parenting style and make changes that will strengthen their relationship with their children.

e. **Goal #5:** To ensure compliance with children’s medical and dental requirements.

Objectives:

i. During the first year of implementation the program will educate EHS and Jackson staff on the EHS health performance standards.

**Expected Outcomes:** EHS and Jackson staff will gain knowledge of Early Head Start requirements and how the different services are integrated.
ii. During the first through fifth year of the grant period, TNPEHS will partner with Jackson Health System to provide care coordination within 90 days of enrollment for 100% of the children by assessing children’s medical and dental needs.

**Expected Outcomes:** Children will be up-to-date on EPSDT requirements and follow-up will be conducted for children needing intervention. Additionally, parents and child care providers will gain knowledge of the expected health requirements of children ages 0-3 years of age.

2. Goal Progress

   a. **Goal #1:** To support providers in creating an environment that is developmentally appropriate, ADA compliant, and safe for children.

      i. A locally developed Compliance Checklist was used to determine if furniture and materials at all sites were safe and in good condition.

      ii. Furniture and materials in poor condition or not developmentally appropriate were replaced.

      iii. The program contracted a general contractor to assess the conditions of provider facilities. Additionally, program staff conducted the OHS Health and Safety Screener and Compliance Checklist on all facilities. The information is being used to develop a plan for program improvement at provider sites.

      iv. Repairs and renovations of provider facilities and playgrounds were prioritized based on the health and safety conditions and available funds.
b. **Goal #2:** To support school readiness goals by strengthen the quality of teaching and family services.

   i. The program has established a professional development plan for all teachers.

   ii. The program has contracted with Miami-Dade College to assist teachers in obtaining the minimum educational requirements.

   iii. The program is in the process of identifying an educational institution that will train staff to lead CoP sessions.

c. **Goal #3:** To support providers with elevating the overall standards of their center by following a self-reflective and transformational process that encourages parent engagement.

   i. The program is currently coordinating trainings with the National Association for the Education of Young Children (NAEYC). Ten program staff will receive a NAEYC assessor training which will prepare staff to assist providers as they go through the accreditation process.

d. **Goal #4:** To provide families with the opportunity to positively strengthen the parent-child relationship.

   i. The program partnered with Parenting Journey. Thirteen staff were trained to facilitate the Parenting Journey sessions. Parenting Journey sessions were offered at two provider locations. A total of 21 parents signed up for the first two cohort.
e. **Goal #5:** To ensure compliance with children’s medical and dental requirements.

   i. The program staff have received training and technical assistance on Early Head Start health requirements.

   ii. Providers have received technical assistance on their health and safety protocols, as well as compliance with universal precautions and HIPAA.

3. **Program Impact:** At the end of the five-year grant period, the program will have provided high quality early learning and comprehensive services to over 3,750 at risk infants and toddlers in the community. This unparalleled experience will be the basis for preparing children to enter school ready to learn. Over 375 children will have been identified as having developmental delays who otherwise may have not been diagnosed or much less have received intervention. Through appropriate and early identification, children will have been afforded services that are specific to their need with the likelihood of overcoming their delay prior to entering school.

   Over 190 teachers will have a minimum of a National Child Development Associate with an Infant and toddler endorsement. Through reflective practice, teachers will gain a better understanding of how to support infants and toddlers in their development, establish nurturing relationships, and create safe and secure environments. Teachers will learn to utilize a diverse range of information (such as health, social emotional, developmental, nutrition, etc.) to effectively plan activities that are developmentally appropriate and individualized for each child based on his/her developmental stage, needs, and interests.

   Over twenty-six providers in our community will become NAEYC accredited and understand
the benefits of providing comprehensive services to families. Providers will have benefitted from managerial trainings that will inform them of ways to build a sound and prosperous business that focus on providing the highest quality early childhood care.

Over 3,750 families will accomplish personal goals leading to self-sufficiency. At least 468 parents will have gone through a self-reflective parenting journey. As part of this journey, parents will have reflected on how they were parented. This historical journey will have proffered parents with insight on their parenting style and allow them the opportunity to break bad habits.

4. School Readiness Goals:

**Domain: Social and Emotional Development**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Indicator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infants</strong></td>
<td><strong>Young Toddlers</strong></td>
</tr>
<tr>
<td>Children will develop and engage in positive relationships and interactions with others.</td>
<td>- Turns to adults for comfort and security</td>
</tr>
<tr>
<td></td>
<td>- Responds to others and environments by cooing, smiling, crying, or reaching out</td>
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</tbody>
</table>
### Domain: Language Development and Literacy

<table>
<thead>
<tr>
<th>Goal</th>
<th>Indicator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td><strong>Indicator(s)</strong></td>
</tr>
<tr>
<td>Infants</td>
<td>Young Toddlers</td>
</tr>
<tr>
<td>Children will begin to develop and demonstrate control over some of their feelings and behaviors.</td>
<td>• Allows a trusted adult to help them calm down with words and touch along with self-soothing efforts such as finger sucking</td>
</tr>
<tr>
<td></td>
<td>• Uses words or cries to get attention</td>
</tr>
<tr>
<td>Children will begin to learn and internalize rules, routines, and directions.</td>
<td>• Recognizes and anticipate daily routines</td>
</tr>
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<td></td>
<td>• Responds to changes in their environment</td>
</tr>
<tr>
<td></td>
<td>• Becomes familiar with surrounding and enacting familiar routines</td>
</tr>
<tr>
<td></td>
<td>• Begins to recognize boundaries</td>
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<tr>
<td>Children will understand and begin to use oral language for conversation.</td>
<td>• Engages in back and forth exchanges</td>
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<tr>
<td></td>
<td>• Uses language-like sounds in conversation</td>
</tr>
<tr>
<td></td>
<td>• Uses two-word sentences</td>
</tr>
<tr>
<td></td>
<td>• Invents new words as they experiment with language</td>
</tr>
<tr>
<td></td>
<td>• Follows simple instructions</td>
</tr>
<tr>
<td>Goal</td>
<td>Indicator(s)</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Children will demonstrate receptive and expressive skills           | • Looks at the person who is speaking  
• Moves arms and legs when they hear a familiar voice  
• Turns and smiles when their name is spoken by parents and caregivers  
• Begins to coo and babble  
• Responds to speech by looking toward the speaker  
• Uses appropriate eye contact, pauses, and simple verbal prompts when communicating.  
• Responds to simple spoken requests  
• Points to show someone what he/she wants  
• Uses language to express thoughts and needs  
• Points to things and pictures when they are named  
• Uses words to describe their feelings such as happy, sad, tired, or mad |
| Children will engage with stories and books                          | • Responds to adult voices with excitement  
• Responds to adult voices with excitement  
• Recognizes familiar books by their covers  
• Learns that pictures represent objects, events, and ideas  
• Shows growing interest in print and books |
| Children will begin to learn and demonstrate how print works.       | • Mimics and imitates  
• Follows a moving object with their eyes  
• Pretends to read environmental print  
• Recognizes the first letter of their name |
### Domain: Approaches Toward Learning

<table>
<thead>
<tr>
<th>Goal</th>
<th>Infants</th>
<th>Young Toddlers</th>
<th>Older Toddlers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.</td>
<td>• Explores an object using all their senses</td>
<td>• Imitates familiar activities</td>
<td>• Is flexible in trying out different solutions to problems, has awareness of change, is active in exploration, asks questions, and demonstrates the beginning of symbolic play</td>
</tr>
<tr>
<td></td>
<td>• Positions and moves their body toward a familiar object</td>
<td>• Engages in longer periods of turn taking or back and forth</td>
<td></td>
</tr>
<tr>
<td>Children will learn and use words to describe what they are thinking and doing.</td>
<td>• Has ongoing, meaningful relationships with adults who provide a rich language environment</td>
<td>• Learns the names of objects and actions from an involved adult and begins to name some objects and action they are doing</td>
<td>• Acts out familiar life scenes</td>
</tr>
<tr>
<td></td>
<td>• Has different objects to explore by using all senses</td>
<td></td>
<td>• Uses language to ask for help, to communicates during play, and converses with others about what they are doing</td>
</tr>
</tbody>
</table>

### Domain: Physical Development and Health

<table>
<thead>
<tr>
<th>Goal</th>
<th>Infants</th>
<th>Young Toddlers</th>
<th>Older Toddlers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children will develop control of large muscles for movement, navigation, and balance.</td>
<td>• Demonstrates balancing skills (head control, sitting up, cruising, etc.)</td>
<td>• Demonstrates traveling skills (cruising, walking, crawling)</td>
<td>• Demonstrates traveling skills (walking, running, climbing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Demonstrates balancing skills (balancing on one foot)</td>
</tr>
<tr>
<td>Goal</td>
<td>Indicator(s)</td>
<td></td>
<td></td>
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<tr>
<td>------</td>
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</tbody>
</table>
| **Children will develop control of small muscles for manipulation and exploration.** | - Uses fingers and hands to reach for, touch, and hold objects  
- Uses fingers and whole-arm movements to manipulate and explore objects  
- Uses refined wrist and finger movements |

<table>
<thead>
<tr>
<th>Domain: Cognition and General Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
</tr>
</tbody>
</table>
| **Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.** | - Explores the immediate environment by looking around, reaching out, and touching objects  
- Interacts with the environment to see cause and effect  
- Pokes, drops, pushes, pulls, and squeezes objects to see what will happen  
- Uses materials, such as pencils, paints, and modeling clay in different and varied ways  
- Uses trial and error to problem-solve  
- Asks “Why?” over and over  
- Takes things apart, stacks, sorts, traces, etc.  
- Turns puzzle pieces in various directions to complete the puzzle |

| **Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information.** | - Looks toward and smiles at familiar objects or individuals  
- Actively repeats a newly learned activity  
- Uses objects for other than their intended purposes  
- Searches for removed or missing objects  
- Associates spoken words with familiar objects or actions  
- Repeats simple words over and over  
- Answers questions about prior events  
- Imitates other children’s play and begins to play with other children for brief period of time  
- Pretends to be a story character  
- Completes three- or four piece puzzles |
Sub-section B: Service Delivery

1. Needs of Children and Families:  Any changes are documented in the areas below.

2. Service Area: Some changes have occurred with providers since the initial submission of the grant application. The program is not partnering with Family Child Care Homes. Instead of 33 centers, the program has partnered with 26 centers. The following centers did not contract with our Early Head Start program:
   a. Children’s Academy #5 and #6
   b. Early Learning Bright Academy
   c. Homestead YMCA Preschool
   d. Interamerican Learning Center
   e. Lincoln Marti #3
   f. Little Lamb Child Care Center
   g. Love Thy Kids Academy
   h. Martin Luther King YMCA Preschool
   i. Sheyes Miami #2 Young Achievers
   j. Tiny Tykes Learning Center
   k. Village Allapattah YMCA Preschool

The program is partnering with the following centers;
   a. Excel Miami
   b. Excel Opa Locka
   c. Wynwood Learning Center II
   d. Le Jardin #4
3. Recruitment and Selection

**Change:** The initial grant application states that “once families are deemed eligible for EHS and choose to participate, they will be enrolled and meet with the Family Advocate (FA) within 5 days.” The timeframe for meeting with eligible and accepted families is now 10 days.

4. Transportation: Not applicable - Transportation is not being provided by the program.

5. Education Services:

**Change:** The grant application states that *Teaching Strategies Gold* observations will be done monthly. Daily observations will be performed using *Teaching Strategies Gold*. Each day teachers will concentrate on two different children. Therefore, observations for every child will be entered at a minimum weekly.

**Change:** The grant application states that “all EHS-CC Partnership sites will participate in the local QRIS, Quality Counts.” Some sites are unable to participate in QRIS, Quality Counts because they only serve Early Head Start children. Therefore, they are ineligible to participate in QRIS per local requirements.

**Change:** The grant application states that EHS-CC Partnership Technical Assistance Coach visits will documented in WELS. The EHS technical assistance visits are captured in ChildPlus.

**Change:** The grant applications states that screening results letter is issued to the family by the Family Advocate. The screening results letter is issued and reviewed by the classroom teacher.
6. Health Services:

   **Change:** The grant application states that “Jackson Health System will perform dental screenings on all children.” Jackson has partnered with the Department of Health to perform all dental screening on all eligible children at their clinics or through a special grant awarded to the Department of Health, Seals on Wheels.

   **Change:** The grant application states that “the Nutritionist, a Registered Dietician will review all menus and work with food contractors and caterers to address menu improvements or dietary restrictions.” In addition to food contractors and caterers, the Nutritionist will review the menus for sites that cook their own meals.

7. Family Services and Social Services:

   **Change:** The grant applications states that the Family Advocates “will plan monthly gatherings at the Hubs for fun, informal gatherings.” The gatherings will be planned quarterly rather than monthly.

8. Early Head Start Specific

   a. **Continuity of services:** No changes or updates

   b. **Pregnant women services:** Not applicable to this program

9. **Transition:** No changes or updates

10. **Coordination:** No changes or updates

**Sub-section C: Approach to School Readiness**

1. **Updates to Approach in School Readiness:** - No changes or updates

2. **Progress on School Readiness:** Currently, teachers have been utilizing the 45-day screening results to assess children’s level of knowledge. Informal ongoing assessment has been done
in order to plan individualized activities. The program has identified Teaching Strategies Gold and as the assessment tool to support the curriculum, Creative Curriculum. Teachers will be trained to appropriately use Teaching Strategies Gold as a method of conducting reliable and valid ongoing assessment.

3. School Readiness Program Improvement: The program is using the results from the Classroom Assessment Scoring Scale (CLASS) to provide teachers with technical assistance that will improve the adult-child interaction. Results from a modified version of the Infant/Toddler Environment Rating Scale (ITERS-R) have been used to assess the effectiveness and appropriateness of the learning environment. Consequently, new materials and furniture have been purchased to enhance the sensory experiences that infants and toddlers need to learn and grow. Classroom observations coupled with child observations have guided individualized training and professional development for teachers.

Sub-Section D: Parent, Family, and Community Engagement

1. Changes in Family Outcomes: No changes or updates

2. New Data Source: No changes or updates

3. Family Progress Supporting School Readiness:

   Transition: As of January 2016, forty percent (40%) of children scheduled to transition out of EHS have begun or completed the transition process. Families are educated on the transition process and its importance to their child's educational success. As an integral part of the transition process, families are supported and informed about the various options available to them once their child leaves the EHS program. By presenting all of the
different options and their potential benefits, parents are empowered to make an informed and favorable decision about their child’s education. In addition, parents receive advice on how to prepare children for the transition. This collaborative effort among staff and families contributes to a seamless process that positively supports the child’s ability to adapt and integrate into their new environment.

**Parent-Teacher Conferences:** Helping parents understand screening results and the progression of their child’s development is the role of Early Head Start teachers. Parents are invited to attend parent-teacher conferences where they are kept abreast of educational goals and are informed of children’s developmental level. Parent-teacher conferences also allow a teacher an opportunity to obtain pertinent information from the parent about changes in their child’s behavior or development. These individual meetings establish a partnership between parent and teacher that focuses on meeting developmental goals. Accordingly, parent and teacher can jointly discuss how to best support the child in their development.

**Attendance:** Since its inception the average daily attendance for the program has been 92.4%. Creating good attendance habits for young children is a responsibility of parents. In order to fully benefit from the Early Head Start program, families are encouraged and counseled to bring their children to school every day. Daily attendance fosters a continuity in learning that is essential for scaffolding learning and development, as well as minimizing any learning loss resulting from poor attendance.

4. **Communicating Parent, Family, and Community Engagement (PFCE) Goals:** Families are educated on PFCE goals and objectives through the Family Goal Planning process which
include completing a Family Assessment and establishing a Family Partnership Agreement. Progress towards meeting the PFCE goals and objectives is obtained from the parents at regular follow-up meetings with Family Advocates. In collaboration with the parents, Family Advocates complete a Preliminary, Mid-Year, and End of year assessment. Currently, 602 families have completed the Preliminary Family’s Needs Assessment. The assessments are used to track the status of goals. This information is also shared at monthly Parent Committee Meetings.

5. Changes in Board and Policy Council: No changes or updates

6. Organizational Chart

7. Staff Qualifications: No changes or updates

8. Changes in Management Systems: No changes or updates
**Section II: Budget and Budget Justification Narrative**

**Sub-section A: Budget**

**Applicant Name:** Early Learning Coalition of Miami-Dade/Monroe  
**Award Number:** 04HP0007

### Budget Information - Non Construction Programs

#### Section A - Budget Summary

<table>
<thead>
<tr>
<th>Grant Program Function or Activity</th>
<th>Catalog of Federal Domestic Assistance Number (a)</th>
<th>Estimated Unobligated Funds</th>
<th>New or Revised Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Federal (c)</td>
<td>Non-Federal (d)</td>
</tr>
<tr>
<td>1. Early Head Start: Program Operations</td>
<td>93.600</td>
<td>$9,294,967</td>
<td>$2,381,835</td>
</tr>
<tr>
<td>2. Early Head Start: TTA</td>
<td>93.600</td>
<td>$232,974</td>
<td>$0</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Totals</td>
<td></td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

#### SF-424A

Prescribed by OMB Circular A-102

#### Section B - Budget Categories

| 6. Object Class Categories | Grant Program, Function or Activity (1) Early Head Start: Program Operations (2) Early Head Start: TTA (3) (4) Total (5) |
|----------------------------|-------------------------------------------------------------|--------------------|---------------|---------------|---------------|
| a. Personnel               | $1,805,920                                                   |                    | $1,805,920    |               |
| b. Fringe Benefits         | $579,908                                                    |                    | $579,908      |               |
| c. Travel                  | $35,010                                                     |                    | $35,010       |               |
| d. Equipment               | $5,000                                                      |                    | $5,000        |               |
| e. Supplies                | $9,600                                                      | $62,476            | $72,076       |               |
| f. Contractual             | $6,297,038                                                  | $13,800            | $6,310,838    |               |
| g. Construction            | $0                                                          | $0                 | $0            |               |
| h. Other                   | $562,491                                                    | $156,098           | $718,589      |               |
| i. Total Direct Charges (sum of 6a-6h) | $9,294,967                              | $232,374           | $0            | $0            | $9,527,341    |
| j. Indirect Charges        | $0                                                          |                    | $0            |               |
| k. **Totals** (sum of 6i-6j) | $9,294,967                              | $232,374           | $0            | $0            | $9,527,341    |

#### 7. Program Income

| 7. Program Income | |
|-------------------|---------------------|---------------------|---------------------|
|                   | $0                  | $0                  | $0                  |
# Section C - Non-Federal Resources

<table>
<thead>
<tr>
<th>(a) Grant Program</th>
<th>(b) Applicant</th>
<th>(c) State</th>
<th>(d) Other Sources</th>
<th>(e) Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Early Head Start: Program Operations</td>
<td>$2,381,835</td>
<td></td>
<td></td>
<td>$2,381,835</td>
</tr>
<tr>
<td>9. Early Head Start: TTA</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td>10.</td>
<td>$0</td>
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<td>$0</td>
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<tr>
<td>11.</td>
<td>$0</td>
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<td></td>
<td>$0</td>
</tr>
<tr>
<td>12. <strong>Total</strong> (sum of lines 8 - 11)</td>
<td>$2,381,835</td>
<td>$0</td>
<td>$0</td>
<td>$2,381,835</td>
</tr>
</tbody>
</table>

# Section D - Forecasted Cash Needs

<table>
<thead>
<tr>
<th></th>
<th>Total for 1st Year</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Federal</td>
<td>$9,527,341</td>
<td>$2,381,835</td>
<td>$2,381,835</td>
<td>$2,381,835</td>
<td>$2,381,836</td>
</tr>
<tr>
<td>15. <strong>Total</strong> (sum of lines 13 and 14)</td>
<td>$11,909,176</td>
<td>$2,977,294</td>
<td>$2,977,294</td>
<td>$2,977,294</td>
<td>$2,977,294</td>
</tr>
</tbody>
</table>

# Section E - Budget Estimates of Federal Funds Needed for Balance of the Project

<table>
<thead>
<tr>
<th>(a) Grant Program</th>
<th>Future Funding Periods (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(b) First</td>
</tr>
<tr>
<td>16.</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
</tr>
<tr>
<td>19.</td>
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<td>20. <strong>Total</strong> (sum of lines 16-19)</td>
<td>$0</td>
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</tbody>
</table>

# Section F - Other Budget Information

<table>
<thead>
<tr>
<th>21. Direct Charges</th>
<th>22. Indirect Charges</th>
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<tr>
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<td>23. Remarks</td>
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</table>
Sub-Section B: Budget Narrative

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Federal</th>
<th>$1,805,919</th>
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</table>

**VP of EHS and Child Care Partnerships:** 12 month position; $95,000 Annual. Responsible for the administration of the Early Head Start program, including program design, management and systems integration. Provides oversight of record-keeping and monitoring systems and development of community partnerships. Works in collaboration with EHS Senior Director, program consultants/managers and community child care partnership sites to deliver EHS services. Must meet requirements per Federal Head Start Performance Standards and any local, state and or agency policies and procedures.

**Administrative Assistant:** 12 month position; $30,264 x 1 FTE = $30,264 Annual. Will support the administrative team, including gathering data, record keeping, completing reports, working on special projects as requested by the administrator.

**ERSEA Manager:** 12 month position; $39,413.14 x 1 FTE = $39,413.14 Annual - will manage, develop and administer eligibility, recruitment and selection policies to meet and maintain enrollment and waitlist numbers.

**Health and Family Wellness Director:** 12 month position; $59,298.72 x 1 FTE = $59,298.72 Annual - will oversee contracted health/dental services with Jackson Health System. Baccalaureate degree and experience in public health, nursing, health education, maternal and child health, or health administration. Master’s preferred.

**Disabilities and Mental Health Manager:** 12 month position: $54,999.88 x 1 FTE = $54,999.88 Annual, - will oversee contracted mental health services with Citrus Health Network such as screening, assessment, referral for mental health, developmental and special education provisions in addition to planning and program development. Baccalaureate degree required; master’s preferred.

**Child Development and Education Director:** 12 month position; $47,645.00 x 1 FTE = $47,645.00 Annual - will supervise the educational services of the EHS program; guide curriculum and program planning, development, and training in addition to as managing the educational specialists and serving a resource for teachers. A baccalaureate or advanced degree in Early Childhood Education or equivalent coursework required.

**Director Family and Community Support:** 12 month position; $60,600.02 x 1 FTE = $60,600.02 Annual, - will supervise family advocates and collaborate with community agencies to coordinates social services. Baccalaureate degree required.
**Nutritionist: $57,379.60 x 1 FTE= $57,379.60 Annual** - will conduct nutrition assessments, plan menus, oversee food operations, review child and family nutrition data, develop individual nutrition plans/special diets, provide nutrition education and training to staff and families, and is a Registered Dietician.

**Educational Specialist: 12 month position; $44,356.83 x 2 FTE = $88,713.65 Annual** - will be an expert resource and/or trainer for classroom staff, program administration and volunteers, observes and monitors classroom activities and children's records, coordinates with Technical Assistance staff in supporting program quality, analyzes child data, does not have supervisory duties, holds a graduate degree in early childhood field.

**Family Advocate: 12 month position; $36,443.75 x 18 FTE = $659,587.50 Annual** - will serve as an advocate and liaison between the family/client and community services. Family Advocates make home visits, assist clients and families by providing resources and make referrals working under the supervision of the Manager of Community Support Services.

**Family Advocate Lead: 12 month position; $41,137.83 x 2 FTE = $82,275.66 Annual** - will supervise family advocates as well as serve as an advocate and liaison between the family/client and community services. Family Advocates make home visits, assist clients and families by providing resources and make referrals working under the supervision of the Manager of Community Support Services. Five years’ experience preferred.

**Monitor: 12 month position; $42,844.23 x 2 FTE = $85,688.46 Annual** - will monitor all data and records related to contract performance measures and Head Start Performance Standards to ensure regular compliance, will analyze and synthesize relevant reports, assist in identifying deficiencies and develop recommendations for improvement.

**Director of Research, Evaluation, and Assessment: 12 month position; $62,263.80 x .10 FTE = $6,226.38** - will support data collection, analysis and reporting, as well as supervise the evaluation activities.

**Senior VP of Strategic Initiatives and Program Development: 12 month position; $110,249.90 x .10 FTE = $11,024.99** - will supervise the EHS Director and provide leadership and general oversight of all EHS program activities.

**Finance Manager: 12 month position, $60,106.00 X .90 FTE = $54,095.40**
Annual, Manages the fiscal functions for Early Head Start program to include cash management, projection and analysis, and budget monitoring. Prepares reports, plans and forecasts, and maintains and monitors non-federal share documentation.

**Attendance and Enrollment Coordinator: 12 month position, $35,103.32 x 1 FTE = $35,103.32 Annual** – will track attendance and enrollment for all EHS children. Assist with provider payments and fiscal reporting. Under the supervision of the Finance Manager.
**Technical Assistant**: 12 month position; $39,909.68 X 4 FTE = $159,638.68 Annual, - will be a model and mentor for classroom staff and volunteers, will coach teachers in curriculum implementation and quality improvement, and holds a formal degree in early childhood field.

**Administrative Allocated Salaries**: 12 months - $1,626,954.49 X 11.0% = $178,964.99 Annual, - allocated to EHS - The ELC identifies Administrative and Infrastructure expenses by allocating shared costs to all programs. The Cost Allocation Plan is approved by the State of Florida annually and the primary methodology for allocating is direct labor hours. Administrative salaries reflect such areas as Finance, Contracts, Procurement, Human Resources, and MIS and benefit all programs.

**Fringe**

Federal $579,908.83

- FICA/MICA = Gross $1,626,954.49 x 0.0765 = $124,462.02
- Retirement = Gross $1,626,954.49 x 0.06 = $97,617.27
- Disability/Life = Gross $1,626,954.49 x 0.01 = $16,269.54
- State Unemployment = Gross 40 FTE X $7,000 X .027 = $7,560.00
- Group Insurance = Gross $1,626,954.49 x 0.20 = $324,000.00
- Worker's Comp = Gross 40 FTE X $250 = $10,000.00

**Travel**

Federal $35,010.00

- **National Head Start Conference**: $15,000.00
  - 6 Staff members x $2,500.00 ($450.00 airfare + $656.00 registration + 1,214.00 lodging + 180.00 per diem).
- **Florida Head Start Association**: $12,430.00
  - 10 Staff members x 1,242 (245.00 airfare + 350.00 registration + 467.00 lodging + 180.00 per diem).
- **Regional Head Start Conference**: $7,580.00
  - 5 Staff members x 1,516 (367.00 airfare + 525.00 registration + 480.00 lodging + 144.00 per diem).

**Parent Activity Funds**

Federal $5,250.00

**Funds**: $5,250.00
- $7.00 x 750 parents to support various activities for Parents

**Supplies**

Federal $14,600.00

**IT**: $5,000.00
- Supplies 40 FTE x $125/year
Office Supplies: $9,600.00
Supplies for EHS, file maintenance, copy paper, etc. Costs for office supplies: 40 EFT x $20.00/month = $9,600.00

Contractual Federal $631,250.00

Jackson Memorial Hospital: $531,250.00
Comprehensive health and dental services to ensure health and dental screenings are completed and ongoing service is provided

Citrus Health Network: $100,000.00
Citrus Health will provide mental health screenings and services to all children, families, and staff at EHS sites.

OTHER Federal $6,248,288.60

Office Space: $160,832.04 (for EHS program)
Annual $28.00 x 4,394 square feet = $123,032.04 office space at the North $37,800.

Local Travel: $74,172.60
ELC mileage rate of .445 at estimated annual miles by function for 40 FTE totaling 164,880 miles x .445 = $73,371.60 plus other miles (Parent, non-school transportation, admin staff, etc.) 1,800 x $.445 = $801.00;

Bus Passes: $1,390.00
250 passes x $5.65

Allocated Administrative/Infrastructure $320,846.00
The ELC distinguishes Administrative and Infrastructure expenses by allocating shared costs to all programs. The Cost Allocation Plan is approved by the State of Florida annually and the primary methodology for allocating identified costs is via direct labor hours. Administrative expenses are generated from such areas as Finance, Executive Office, Contracts/Procurement, Human Resources, and MIS and benefit all programs. Line items include ELC main office rent, utilities, and like facility costs that are shared by all programs as well as Contracts, Professional Services, Audit, and other like administrative and infrastructure costs. The projected allocation rate for EHS is 11%; $2,916,786 X 11% = $320,846.00

Reimbursement to Child Care Partners: $2,173,750
This represents 30% non-subsidized children of 750 = (750 x 30%) = 225 x 251 days x 50.00 daily rate = $2,823,750 less $650,000 match = $2,173,750 The daily rate enables performance requirements by provider, to include maintaining correct teacher ratio, upholding health and safety standards, purchase of quality classroom materials, adequate administrative support, and purchase of diapers, and formula.
Reimbursement to Child Care Partners: $3,492,037.50
This represents 70% subsidized children of 750: (750 x 70%) = 525 x 251 days at 26.50 daily rate = $3,492,037.50. The amount that CCDF is contributing is $50.00-26.50=$23.50/day x 251 days=$3,096,712.50. The CCDF contribution amount is not part of the federal request or the non-federal match, but enables more children to receive EHS funding. The daily rate for subsidized enrollments is leveraged by CCDF funds, and together the rates enable performance requirements by provider, to maintain correct teacher ratio, uphold health and safety standards, purchase quality classroom materials, adequate administrative support, and purchase of diapers, wipes, and formula.

TECHNICAL ASSISTANCE:

Training/ Supplies: Federal $232,374

Policy Council and ELC Board of Director Governance Training: $234.00
26 people @ $9.00 p/p
Governance Training: $4,540.00
1 contracted consultant x 1 day
Breakfast: $400.00 (40 participants @ $10.00 p/p)
Manuals (10 in a set): $340.00 (4 sets @ $85.00 a set)
CLASS Observer Recertification $1,000.00
$100 p/p x 5 participants x 2 modules: toddler module and infants module
Preservice Conference: $25,625.00
Keynote speaker $10,000, Programs cost $5,000 (400 programs x $12.50), Food for participants $8,000 (400 participants x $20.00), Conference bags $2,625 (400 participants x $6.56)
A Winning Trifecta: Knowledge, Implementation, and Evaluation of DEC Recommended Practices: $9,760.00
$2,440 x 4 participants
Toddler CLASS® Observation Train-the-Trainer: $4,500.00
$4,500 p/p x 1 participant
Introduction to Toddler CLASS: $3,000.00
150 books x $20.00 per book
Parenting Journey Consultation: $600.00
$600 ($50 p/h x 2 hours x 6 consultative sessions)
Parenting Journey Materials: $21,882.00
PJ Parent Books 12 sets (12 books per set) cost: $1,392 (12 sets @ $116)
Cohort materials: $1,050, ($175 per cohort x 6 cohorts):
Food for participants: $19,440 ($15 p/p x 18 participants per cohort x 6 cohorts x 12 sessions per cohort)
Western Kentucky University Training and Technical Assistance: $15,085.00
$2,155 x 7 sessions training sessions for EHS Staff and Education Partners
New Family Service Managers Orientation: $3,435.00  
$1,145 p/p x 3 participants

Toddler CLASS® Observation Training: $375.00  
3 packages x $125 per package

Western Kentucky University Training and Technical Assistance: $8,620.00  
Challenging Behaviors of Infants and Toddlers: $4,310  
[(2 sessions x 36 participants per session) x $2,155 X 2]  
Social-Emotional Development: $4,310  
[(2 sessions x 36 participants per session) x $2,155 X 2]

2016 Early Educators Leadership Conference: $6,475.00  
(5 participants x $1295 p/p)

Creative Curriculum Training: $5,520.00  
40 participants x $138 p/p

Digital Press Release (PRSA): $250.00  
$250.00 x 1 participant

Public Relations Online (MDC): $400.00  
$400 x 1 participant

Western Kentucky Health/Nutrition Trainings: $3,400  
$1,700 p/p x 2 participants

H G Jones Associates three module courses and competency exam: $5,677.00  
$5,677.00 for all three modules and competency exam x 1 participant

Finding the Keys to ERSEA: $5,600.00  
$1400 p/p x 4 participants

CDA Training: $78,840.00  
CDA and college courses: $57,840 ($118 per credit x 12 credits per year x 40 participants) + ($30 registration p/p x 40 participants)  
CDA course Material $21,000 ($175 x 20 participants pursuing an AA x 6)

Yearly Health/Orientation Fair: $9,015.00  
Orientation booklets: $2062.50 ($2.75 booklets X 750 participants)  
Passports: $2062.50 ($2.75 x 750 passports)  
Raffle Tickets (2000/roll): $12.00 (1 Roll x $12)  
Food: $4,125 ($5.50 x 750 participants)  
Toothbrushes Pediatric (144/pack): $99 (6 packs x, $16.50 per pack)  
Toothpaste: (144/pack): $279 (6 packs x $46.50 per pack)  
Plastic Grab Bags: $375 ($0.50 x 750 bags)

Pedestrian Safety Training: $300.00  
Brochures: $330 ($0.11 copy per page x 4 pages x 750 copies)

High Impact Series Maximizing Time Management through a Successful Sourcing Plan (AIRS Webinar): $300.00  
$100 x 3 participants

Adult and Pediatric First Aid/CPR/AED: $8,100.00  
$30 p/p x 270 participants

Health Manager Meeting: $4,464.00  
$1488 p/p x 3 participants
Integrating Health and Nutrition into Infant/Toddler Programs (local training): $5,347.00
Consultant Fees: $3,847 ($975 training per day x 3 days) + $922 travel cost
Materials: $1,500 ($10.00 x 150 participants)

OTHER
Reimbursement to Child Care Partners – Annual $650,000.

Non- Federal $650,000.00

Volunteers: $1,674,614
Classroom, Parent/child curricular activities, and Parent extracurricular activities = 875 (750 parents plus 125) @74.00% participation x 1 hour day x 240 days x $10.92 (teacher assistant rate) = $1,674,614.

Professional in-kind services for Advisory Committee: $13,981.00
3 professionals each for Education, Nutrition, Health, Parent Involvement, and Social Services = 15 x 46.67 hourly rate x 2 hours x 6 meetings per year = $8,221.15; 6 Inclusion professionals x 80.00 hourly rate x 2 hours x 6 meetings = $5,760.00.

Professional in-kind services for ELC Board meetings: $35,200
20 members x 11 meetings x 2 hours x 80.00 hourly rate = $35,200.00.

Professional in-kind services for ELC Finance Committee: $7,040
4 members x 11 meetings per year x 2 hours x 80.00 hourly rate = $7,040.00

Professional in-kind services: $1,000.00
In kind donation from ChildPlus.net for implementation/training.
SELF-ASSESSMENT PLAN

PURPOSE

Self-Assessment is a vital component of the planning cycle. The self-assessment creates a time for the program to critically examine the data collected throughout the program year. The program uses this time to uncover patterns or trends in the data that may not be immediately evident during the regular ongoing monitoring process. The results of the self-assessment are used for program planning which include the development of goals and objectives, determination of training and technical assistance priorities, and the allocation of program funds.

Although inter-related, ongoing monitoring and self-assessment are distinct and separate systems. Ongoing monitoring takes place throughout the program year, examines whether the program is meeting regulatory requirements, and looks to answer the question, “Are we doing things right?” Self-Assessment takes place annually, examines the effectiveness of program operations, and attempts to answer the question, “Are we doing the right things?”

The self-assessment process described here will allow the program to analyze the effectiveness of key management systems, as those systems impact services delivered to children and families. Through the implementation of this process, we will focus on big issues, and answer three pertinent questions:

1. How can we better serve children and families in our community?
2. Where are we at risk?
3. How can we improve or streamline operations?

PERFORMANCE STANDARD

1304.51(i)(1) At least once each program year, with the consultation and participation of the policy groups and, as appropriate, other community members, grantee and delegate agencies must conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations.
**PARTICIPANTS**

The inclusion of multiple perspectives ensures that all service areas and viewpoints are represented and considered during the analyses of data and the development of a program improvement plan. For this reason, various stakeholders (community representatives and parents) will be invited to participate along with key management staff from the Early Head Start Program.

**PROCESS**

**Data Collection**

The Neighborhood Place for Early Head Start will use existing information from various internal and external monitoring reports and/or inspections. Additionally, the program will use information from the program’s database and children’s records to determine areas of strength, as well as areas needing improvement. Each service area director or manager will identify the documents that will be reviewed as part of the self-assessment.

Timeframe: April 4, 2016 – April 6, 2016

**Data Analysis**

The self-assessment participants will collectively review the data for each service area. Data analysis will focus on identifying major area(s) of strength, major area(s) of improvement, and system(s) impacted by the finding(s) for each service area. Service areas will consist of: education, family and community engagement, health, nutrition, mental health, and disability. The Early Head Start systems will consist of: self-assessment; planning; program governance; human resource; facilities, materials, and equipment; record-keeping and reporting; communication; ongoing monitoring; fiscal management; and ERSEA.

Timeframe: April 11, 2016 – April 15, 2016

**Report Presentation**

Two reports will be developed as a result of the data analysis. The summary report will recapitulate the results from the data analysis. A program improvement plan will detail the steps to be taken to strengthen the program. The program improvement plan will identify the individuals responsible for each step and the timeframe for completing each step. Both reports will be presented to the Policy Council and the Early Learning Coalition of Miami-Dade/Monroe Board.

Timeframe: April 25, 2016 - May 2, 2016
THE NEIGHBORHOOD PLACE FOR EARLY HEAD START

2016-2017 TRAINING AND TECHNICAL ASSISTANCE PLAN

Goal: Increasing staff’s knowledge of the best early childhood practices in all areas of development and applying this knowledge to practice is a goal of The Neighborhood Place for Early Head Start.

Method for Achieving Goal: Scaffolding or building staff’s knowledge and connecting that knowledge to every day practice will be attained through continuous and sustained learning and support. Information will be introduced through workshops, courses, research, journals and periodical literature, peer discussions, and webinars. Information learned will be reinforced by using individual technical assistance and support and internalized through self-reflection.

Expected Outcomes: It is expected that staying abreast of the latest trends in all facets of early childhood and developing systems for implementation will result in the highest quality of service for children and families. Various tools, such as environmental rating scales, parent surveys, ongoing assessments, goal attainment from family partnership agreements, monitoring tools, etc. will provide information to assess the level of quality and satisfaction in the program.

Funding: $232,374.00

<table>
<thead>
<tr>
<th>Topic/Cost</th>
<th>Service Area(s) Impacted</th>
<th>Expected Outcomes</th>
<th>Target Participants</th>
<th>Materials/Cost</th>
<th>Timeframe</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic:</strong> Policy Council Budget Training</td>
<td>• Parent Engagement • Governance • Fiscal</td>
<td>• Participants will learn fiscal terms and the organization of budget. • Participants will be able to identify red flags in the budget and ask appropriate questions.</td>
<td>• Parents • Community Representatives</td>
<td>Materials Breakfast</td>
<td>12/2016</td>
<td>$234</td>
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<tr>
<td><strong>Cost:</strong> N/A (in-house training)</td>
<td></td>
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<td></td>
<td>Cost: $234.00 (26 people @ $9.00 p/p)</td>
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<tr>
<td><strong>Topic:</strong> EHS Staff Budget Training</td>
<td>• Management</td>
<td>• Participants will learn fiscal terms and the organization of budget. • Participants will be able to identify red flags in the budget and ask appropriate questions. • Participants will be able to develop a budget and plan for their service area effectively.</td>
<td>• Directors • Managers</td>
<td>Materials N/A</td>
<td>8/2016</td>
<td>N/A</td>
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<tr>
<td>Topic/Cost</td>
<td>Service Area(s) Impacted</td>
<td>Expected Outcomes</td>
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<td>Materials/Cost</td>
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<tr>
<td><strong>Topic:</strong> Governance Training</td>
<td>• Parent Engagement • Governance • Fiscal</td>
<td>• Participants will understand the EHS regulations and the role of the ELC Board and Policy Council in shared decision-making.</td>
<td>• Parents • Community Representatives • ELC Board Members</td>
<td>Materials: Breakfast</td>
<td>12/2016</td>
<td>$4,540</td>
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<td><strong>Cost:</strong> $3,800</td>
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<td>Cost: $400.00 (40 participants @ $10.00 p/p)</td>
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<td>(1 contracted consultant x 1 day)</td>
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<td>Manuals (10 in a set)</td>
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<td>Cost: $340.00 (4 sets @ $85.00 a set)</td>
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<tr>
<td><strong>Topic:</strong> CLASS Observer</td>
<td>• Education</td>
<td>• Education staff will maintain CLASS reliability to conduct bi-annual CLASS Observations in TNPEHS Classrooms.</td>
<td>• Director of Child Development and Education • Education Specialist • Technical Assistance Specialists</td>
<td>Materials: N/A</td>
<td>8/2016 - 7/2017</td>
<td>$1,000</td>
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<tr>
<td><strong>Recertification</strong></td>
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<td><strong>Cost:</strong> $1,000</td>
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<td>[$100 p/p x 5 participants x 2 modules (toddler and infants)]</td>
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<td>Topic/Cost</td>
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| **Topic:** Head Start Preservice  
Keynote Speaker: $10,000 (all inclusive)** | • Health  
• Education  
• Disability  
• Family Engagement  
• Mental Health  
• Nutrition | • Participants will obtain the latest information about the Early Head Start program and early childhood.  
• Participants will have the opportunity to network with other programs to exchange ideas. | • Directors  
• Managers  
• Parents  
• Providers  
• Teachers  
• Family Advocate  
• Monitors  
• Board Members  
• Support Staff | **Materials**  
Program  
**Cost:** $5,000  
(400 programs x $12.50)  
Food for participants  
**Cost:** $8,000  
(400 participants x $20.00)  
Conference bags  
**Cost:** $2,625  
(400 participants x $6.56) | 8/2016-7/2017 | $25,625 |
| **Topic:** A Winning Trifecta: Knowledge, Implementation, and Evaluation of DEC Recommended Practices  
**Cost:** $9,760  
($2,440 x 4 participants)** | • Disabilities  
• Education  
• Family Services | • Participants will absorb new skills and practices so that teaching can be enhanced in the classrooms. This event also aims to support families of children with disabilities by promoting and encouraging good policies and practices in the classrooms these children attend. | • Director of Education  
• Technical Assistant/Education Staff  
• Disabilities and Mental Health Manager  
• Director of Family Support Services | **Materials**  
N/A | 10/17/16-10/21/16 | $9,760 |
<table>
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<tr>
<th>Topic/Cost</th>
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<th>Materials/Cost</th>
<th>Timeframe</th>
<th>Total Cost</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Toddler CLASS® Observation Train-the-Trainer</td>
<td></td>
<td>• Education staff will be able to train other participants to become reliable CLASS observers and provide an overview to EHS teaching staff and TNPEHS staff on the Toddler CLASS Observation Tool.</td>
<td>Education Specialist (1)</td>
<td>Materials: N/A</td>
<td>8/2016 - 7/2017</td>
<td>$4,500</td>
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<td><strong>Cost:</strong> $4,500 ($4,500 p/p x 1 participant)</td>
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<td><strong>Topic:</strong> Introduction to Toddler CLASS®</td>
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<td>• EHS teaching staff will be able to gain a deeper understanding of developmentally appropriate teacher-child interactions and implement strategies in EHS classrooms.</td>
<td>EHS Partners (Directors and Teaching Staff)</td>
<td>Materials: Toddler CLASS Dimension Guides</td>
<td>8/2016 - 7/2017</td>
<td>$3,000</td>
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<tr>
<td>Topic/Cost</td>
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</table>
| Topic: Parenting Journey (Parent Sessions) | • Family Services | Families will have the opportunity to engage in a curriculum that builds on current strengths and parent child interactions. | • Family and Community Support Director  
• Disabilities and Mental Health Manager  
• Family Advocate  
• EHS Parents | Materials:  
PJ Parent Books  
12 sets (12 books per set) | 8/1/16-7/31/17 | $22,482 |
| Cost: N/A | $600 ($50 p/h x 2 hours x 6 consultative sessions) |  |  | Cost:  
$600 ($50 p/h x 2 hours x 6 consultative sessions) |  |  |
| Topic: Parenting Journey Consultation | | Consultants will ensure the fidelity of the delivery of the program. | | | | |
| Cost: $600 ($50 p/h x 2 hours x 6 consultative sessions) | | | | Materials:  
Cohort materials  
Cost:  
$1,050  
($175 per cohort x 6 cohorts)  
Materials:  
Food for participants  
Cost:  
$19,440  
($15 p/p x 18 participants per cohort x 6 cohorts x 12 sessions per cohort) | 8/1/16-7/31/17 | $22,482 |
<table>
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<tr>
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</table>
| **Topic:** Western Kentucky University Training and Technical Assistance: | • Family Services | Family services staff will have the opportunity to receive training in order to thoroughly understand their job function as it pertains to the EHS program. | • Family Advocates  
• Director of Family Support Services | **Materials:** N/A | 8/1/16-7/31/17 | $15,085 |
| **Cost:** $15,085  
($2,155 per session x 7 sessions) | | | | | | |
| **Topic:** New Family Service Managers Orientation | • Family Services | Participant will become familiar with best practices in ensuring that staff is properly trained and supervised in the area of Family Services. | • Director of Family and Community Support Services  
• Family Advocates | **Materials:** N/A | 8/1/16-7/31/17 | $3,435 |
<table>
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</thead>
</table>
| **Toddler CLASS® Observation Training** | - Education
- Mental Health | - Education staff will learn how to conduct CLASS observations in TNPEHS toddler classrooms to monitor and support developmentally appropriate teacher-child interactions. | - Education Specialist (1)
- Technical Assistance Specialists Staff (2) | **Materials:**
CLASS Training Program Materials
**Cost:**
$375 (3 packages x $125 per package) | 8/2016 - 7/2017 | $375 |

| **Western Kentucky University Training and Technical Assistance:** | - Education
- Mental Health | - EHS Teachers and TNPEHS Education staff will learn key strategies to implement and support in EHS classrooms in regards to Social Emotional Development. | - Director of Child Development and Education (1)
- Education Specialist(2)
- Technical Assistance Specialists(4)
- Disabilities and Mental Health Manager (1)
- EHS Partners (Center Directors and Teaching Staff) (64) | **Materials:**
N/A | 8/2016 - 7/2017 | $8,620 |
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<tr>
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</thead>
</table>
| **Topic:** 2016 Early Educators Leadership Conference | • Education | • Participants will improve their leadership skills by obtaining practical knowledge to be used in daily practice. | • Director of Child Development and Education (1)  
• Education Specialist(2)  
• EHS providers (2 Directors) | **Materials:** N/A | 8/2016 - 7/2017 | $6,475 |
| **Cost:** $6,475  
(5 participants x $1295 p/p) | | | | | | |
| **Topic:** Making the Most of the Child Welfare System | • Education  
• Family Services  
• Disabilities  
• Mental Health | • Participants will gain knowledge on the impact of maltreatment on young children’s development.  
• Participants will learn strategies for Early Head Start caregivers to support and nurture children through their toughest life journey. | • Technical Assistance Specialists  
• Family Advocates  
• EHS Provider (Directors and EHS Teaching Staff) | **Materials:** N/A | 8/2016 - 7/2017 | N/A |
| **Cost:** N/A  
(training offered by Linda Ray Intervention Center free of cost) | | | | | | |
| **Topic:** Creative Curriculum Training | • Education | • Participants will learn how to plan individualized routines and experiences that are responsive to young children’s needs and that support their development and learning in all areas. | • Technical Assistance Specialists (6)  
• EHS Providers ( 34 EHS Teaching Staff) | **Materials:** N/A | 8/2016 - 7/2017 | $5,520 |
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</table>
| Topic: Mandatory Reporter/Child Abuse Training | • Education  
• Family Services  
• Health  
• Disabilities and Mental Health  
• Human Resource | • Participants will be gain insight on their legal, professional, and ethical responsibility for mandated reporting and have basic knowledge of the reporting process. | • Directors  
• Managers  
• Family Advocates  
• Technical Assistance Specialists  
• EHS Providers | Materials: N/A | 8/2016 - 7/2017 | N/A        |
| Cost: N/A                                       |                                                              |                                                                                  |                                                                                      |                           |                 |            |
| Topic: Digital Press Release (PRSA)             | • ERSEA                                                      | • Participant will learn how to create eye catching press releases in the digital age. | • ERSEA Manager                                                                    | Materials: N/A            | 2/2017          | $250       |
| Cost: $250.00 (§250.00 x 1 participant)        |                                                              |                                                                                  |                                                                                      |                           |                 |            |
| Topic: Public Relations Online (MDC)           | • ERSEA                                                      | • Participant will learn PR strategies and tactics.                               | • ERSEA Manager                                                                    | Materials: N/A            | 2/2017          | $400       |
| Cost: $400.00 (§400 x 1 participant)           |                                                              |                                                                                  |                                                                                      |                           |                 |            |
| Topic: Western Kentucky Health/Nutrition Trainings | • Health                                                   | • Participants will have the opportunity to obtain practical information that will help them develop better systems in their respective areas. | • Director of Health  
• Nutritionist                                                                 | Materials: N/A            | 08/2016-07/2017 | $3,400     |
<p>| Cost: $3,400 (§1,700 p/p x 2 participants)     |                                                              |                                                                                  |                                                                                      |                           |                 |            |</p>
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<tr>
<td><strong>Topic:</strong> H G Jones Associates</td>
<td>• ERSEA</td>
<td>• Participants will begin to develop a systems outlook and approach to ERSEA -Understand the regulations governing ERSEA -Be able to transfer their knowledge to others in their program. • Participants will have an in-depth analysis of its ERSEA processes and an outline of possible solutions to important issues. • Participants will be able to use a systems approach and integrate ERSEA into its overall program planning activities -Participants will be able to use their knowledge of the regulations to make quality decisions for enhancing current ERSEA plans, policies, procedures, and process. • Participants will be able to transfer their knowledge to support other key staff and partners -Participants will identify roles and responsibilities for governing bodies, program managers, the ERSEA team and partners - Participants will have holistic perspective of ERSEA including strengthening accountability measures</td>
<td>• ERSEA Manager</td>
<td><strong>Materials:</strong> N/A</td>
<td>9/2016 - 11/2016</td>
<td><strong>$5,677.00</strong></td>
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<td><strong>Cost:</strong> $5,677.00 ($5,677.00 for all trainings and competency exam x 1 participant)</td>
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<tr>
<td><strong>Finding the Keys to ERSEA</strong></td>
<td>ERSEA</td>
<td>• Participants will increase their knowledge of applicable regulations and their adherence to the Head Start Act as well as proposed rules, etc.</td>
<td>• ERSEA Manager&lt;br&gt;• Director of Family and Community Support Services&lt;br&gt;• Disabilities and Mental Health Manager&lt;br&gt;• Family Advocate</td>
<td>N/A</td>
<td>7/2017 - 7/2017</td>
<td>$5,600</td>
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<td><strong>Cost:</strong> $5,600 &lt;br&gt;($1400 p/p x 4 participants)</td>
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<td>• Participants will expand their understanding of the practical application of ERSEA.</td>
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<td>• Participants will develop an understanding of the relationship of the Communitywide Strategic Planning and Needs Assessment and ERSEA.</td>
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<td></td>
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<td>• Participants will enhance their understanding of how ERSEA impacts all services.</td>
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<tr>
<td><strong>CDA and College Courses</strong></td>
<td>Education</td>
<td>• Participants will have the opportunity to attain a CDA, AA, BA or renew their CDA.</td>
<td>• EHS teachers&lt;br&gt;(20 Participants to pursue a CDA and 20 participants to pursue an AA)</td>
<td>Books</td>
<td>01/2017-07/2017</td>
<td>$78,840</td>
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<td><strong>Cost:</strong> $57,840 &lt;br&gt;($118 per credit x 12 credits per year x 40 participants) + ($30 registration p/p x 40 participants)</td>
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<td><strong>Topic:</strong> Yearly <strong>Health/Orientation Fair</strong> <strong>Cost:</strong> N/A</td>
<td>• Health • Family Services</td>
<td>• Participants will learn about the required initial health screenings and screenings will be offered for enrolled children • Participants will receive an orientation of the EHS program and school the child attends.</td>
<td>Enroll children (750) and their parents</td>
<td><strong>Materials:</strong> Orientation booklets <strong>Cost:</strong> $2,062.50 ($2.75 booklets X 750 participants) Passports <strong>Cost:</strong> $2,062.50 ($2.75 x 750 passports) Raffle Tickets (2000/roll) <strong>Cost:</strong> $12.00 (1 Roll x $12) Food <strong>Cost:</strong> $4,125 ($5.50 x 750 participants) Toothbrushes Pediatric (144/pack) <strong>Cost:</strong> $99 6 packs x,$16.50 per pack Toothpaste: (144/pack) <strong>Cost:</strong> $279 (6 packs x $46.50 per pack) Plastic Grab Bags: <strong>Cost:</strong> $375 ($0.50 x 750 bags)</td>
<td>07/2017</td>
<td><strong>$9,015</strong></td>
</tr>
<tr>
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</table>
| **Topic:** Pedestrian Safety Training  
**Cost:** N/A (no cost in-house training) | ● Education  
● Parent Engagement  
● Health and Safety | ● Parent will have an opportunity to participate in the required pedestrian training | ● EHS Parents | Materials: Brochures  
Cost: $330 ($0.11 copy per page x 4 pages x 750 copies) | 8/2016 | $330 |
| **Topic:** High Impact Series  
Maximizing Time Management Through a Successful Sourcing Plan (AIRS Webinar)  
**Cost:** $300 ($100 x 3 participants) | ● ERSEA | ● Participant will learn the steps needed to follow and reach a broad spectrum of candidates, as well as learn ways to conduct effective recruitment. | ● ERSEA Manager  
● Family Advocate (2) | Materials: N/A | 6/2017 | $300 |
| **Topic:** Adult and Pediatric First Aid/CPR/AED  
**Cost:** $8,100 ($30 p/p x 270 participants) | ● Health/Safety | ● Participants will have the ability to perform CPR and First on pediatric children as well as adults. | ● EHS staff (40)  
● Classroom teachers in need of renewal (230) | Materials: N/A | 8/2016-12/2016 | $8,100 |
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</table>
| **Topic:** Health Manager Meetings                                       | Health                   | • Participants will have the opportunity to learn about the latest trends and stay abreast of changes/new regulations affecting health. | • Director of Health  
• Nutritionist  
• Jackson Project Coordinator | Materials: N/A                                                       | 04/2017–07/2017   | $4,464     |
| **Cost:** $4,464 ($1,488 p/p x 3 participants)                           |                          |                                                                                  |                                                          |                                                                               |                 |            |
| **Topic:** Integrating Health and Nutrition into Infant/Toddler Programs (local training) | Health                   | • Childcare providers and EHS staff will become knowledgeable of how health/nutrition is integrated in their school | • EHS staff (40)  
• Directors and Owners (60)  
• Parents (45) | Materials: Cost: $1,500 ($10.00 x 150 participants) | 01/2017–07/2017   | $5,347     |
| **Cost:** $3,847 (($975 training per day x 3 days) + $922 travel cost)  |                          |                                                                                  |                                                          |                                                                               |                 |            |
EARLY LEARNING COALITION OF MIAMI-DADE/MONROE

BOARD STATEMENT

I, Adrian Alfonso, Chairman of the Early Learning Coalition of Miami-Dade/Monroe Board of Directors, affirm and approve the renewal plus any additional funding of the Early Head Start Grant and budget in the amount of $9,527,341 for program year August 1, 2016 to July 31, 2017. The funded enrollment is for 750 Early Head Start children.

Signature: __________________________

Date: 4-27-2016
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPRENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCES

Office of Head Start
Updated July 29, 2014
Table of Contents

SF424B, Assurances ....................................................................................................................... 1
Certification Regarding lobbying .................................................................................................. 3
Certification Regarding level II of the Executive Schedule .................................................... 3
Certification of Filing and Payment of Federal Taxes ............................................................... 4
1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental, or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, “Audits of States, Local Governments, and Non-Profit Organizations.”

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
Certification Regarding lobbying

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-111, "Disclosure Form to Report Lobbying," in accordance with its instructions.

3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for loan Guarantees and loan Insurance

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Regarding Compliance with Compensation Cap (Level II of the Executive Schedule)

Federal funds will not be used to pay any part of the compensation of an individual employed by a Head Start and/or Early Head Start agency if that individual’s compensation exceeds the rate payable for Level III of the Executive Schedule.
Czrtification of Filing and Payment of Feczeral Taxes

As required by the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Act, 2008 (Public Law 110-161, Division G, Title V, section 523), as a prospective financial assistance recipient entering into a grant or cooperative agreement of more than $5,000,000, I, as the duly authorized representative of the applicant, do hereby certify to the best of my knowledge and belief, that:

1. The applicant has filed all Federal tax returns required during the three years preceding this certification.
2. The applicant has not been convicted of a criminal offense pursuant to the Internal Revenue Code of 1986 (U.S.Code - Title 26, Internal Revenue Code).
3. The applicant has not, more than 90 days prior to this certification, been notified of any unpaid Federal tax assessment for which the liability remains unsatisfied, unless the assessment is the subject of an installment agreement or offer in compromise that has been approved by the Internal Revenue Service and is not in default, or the assessment is the subject of a non-frivolous administrative or judicial proceeding.

Submission Statement

I agree to the statements contained in the list of certifications and assurances, and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S.Code, Title 218, Section 1001)

Authorized Representative:

Prefix: Mr
First Name: Adrian
Last Name: Nonso
Title: Chairman, ELC Board of Directors
Telephone Number: (305) 646-7220 x2244
Fax Number: letores@elcmdm.org
Signature of Authorized Representative: Date Signed: Date Submitted:
Early Learning Coalition Finance Committee Meeting
March 29, 2016
Resolution: 03292016-04

Action Requested: Authorize the President and CEO to release a Request for Proposal for Assessments, General Repairs/Improvements, and Playgrounds for our Early Head Start child care centers.

Fiscal Impact: The contract is not-to-exceed a total amount of $1,200,000.00 for fiscal year 2015-2016, subject to approval for legal sufficiency and form.

Funding Source: The Department of Health and Human Services, Administration for Children and Families, Office of Head Start

Strategic Goal: ☒ Neediest Children ☒ Providers
☑ Youngest Children ☐ Internal Capacity
☑ Educate All ☐ Funding

Resolution: 03292016-04

AUTHORIZATION FOR THE PRESIDENT AND CEO TO RELEASE A REQUEST FOR PROPOSAL FOR ASSESSMENTS, GENERAL REPAIRS/IMPROVEMENTS, AND PLAYGROUNDS FOR OUR EARLY HEAD START CHILD CARE CENTERS. FOR FISCAL YEAR 2015-2016, SUBJECT TO APPROVAL FOR LEGAL SUFFICIENCY AND FORM.

WHEREAS, the Finance Committee has been apprised of the goals of the program through the attached narrative, hereby incorporated by reference, and the Finance Committee is in agreement with the goals described therein; and

WHEREAS, the President and CEO and staff recommend approving this action,

NOW, THEREFORE BE IT RESOLVED BY THE BOARD OF THE EARLY LEARNING COALITION OF MIAMI-DADE/MONROE, MIAMI-DADE COUNTY, FLORIDA that this Board authorizes the President and CEO to release a Request for Proposal for Assessments, General Repairs/Improvements, and
playgrounds for our Early Head Start child care centers. The contract is not to exceed a total amount of $1,200,000.00 and it is subject to approval for legal sufficiency and form.

The foregoing resolution and attachment was offered by ____________, who moved its approval. The motion was seconded by ____________, and upon being put to a vote, the vote was as follows: ____________.

The vote was recorded as in the attached roll call sheet.

The Chairperson thereupon declared the resolution duly passed and adopted this 4th, day of April, 2016

EARLY LEARNING COALITION OF MIAMI-DADE/MONROE
MIAMI-DADE COUNTY, FLORIDA

BY ______________________________
BOARD SECRETARY
Background

The Neighborhood Place for Early Head Start, a division of the Early Learning Coalition of Miami-Dade and Monroe, provides Early Head Start services to 750 infant/toddlers and their families residing in Miami-Dade County. The Neighborhood Place for Early Head Start partners with approximately 25 private Miami-Dade child care providers who provide the educational standards to our target enrollment of 750 infants/toddlers. It is the intent of Early Head Start-Child Care Partnership Grants to increase the level of quality of private child care providers in their schools and playgrounds.

1- General Repairs/Improvements:

All work must be conducted by Florida licensed general contractors, in good standing, who adhere to Davis-Bacon and ADA regulations.

1. Conduct assessment on each site to determine repair/improvement needs:
2. Perform job on each site after approval including:
   a. Painting
   b. Carpentry includes, but is not limited to, installation/replacement/removal of walls, baseboards, doors, cabinets, ceiling replacement
   c. Electrical installation of updated receptacles, electrical boards, etc.
   d. Flooring installation and repairs
   e. Plumbing
   f. Air Conditioning
   g. Building structures including roof

2- Playground Needs:

All work must be conducted by Certified Playground Safety Inspectors certified by the National Association of Park and Recreation Association.

1. Evaluate each site and provide design plans showcasing appropriate equipment and play areas including proper ground covering and shade structures to accommodate children ages birth to 3 years old
2. Installation of equipment must meet all Davis-Bacon and ADA regulations
3. All work to be done according to Miami-Dade County Building and zoning rules and regulations as well as the city in which each partner school is located.

Note: As per 45 CFR 1309.3, services should be conducted in the school owner’s owned facilities.
Early Learning Coalition Board of Directors Meeting

May 2, 2016

Resolution: 04272016-07

Action Requested: Amend attached resolution No. 03292016-04 approved by this board in the previous meeting to authorize the President and CEO to release a Request for Proposal for Assessments, General Repairs/Improvements, and Playgrounds for our Early Head Start child care centers and the Early Learning Coalition locations.

Fiscal Impact: The contract is not-to-exceed a total amount of $1,260,000.00 for fiscal year 2015-2016, subject to approval for legal sufficiency and form.


Strategic Goal:  
- Neediest Children  
- Youngest Children  
- Educate All  
- Providers  
- Internal Capacity  
- Funding

Resolution: 03292016-04

AUTHORIZATION TO AMEND ATTACHED RESOLUTION NO. 03292016-04 AND AUTHORIZATION FOR THE PRESIDENT AND CEO TO RELEASE A REQUEST FOR PROPOSAL FOR ASSESSMENTS, GENERAL REPAIRS/IMPROVEMENTS, AND PLAYGROUNDS FOR OUR EARLY HEAD START CHILD CARE CENTERS AND EARLY LEARNING COALITION LOCATIONS FOR FISCAL YEAR 2015-2016, SUBJECT TO APPROVAL FOR LEGAL SUFFICIENCY AND FORM.

WHEREAS, the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”) has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Finance Committee is in agreement with the goals described therein;

WHEREAS, the Finance Committee recommends approving this action and has presented said action to the Board for adoption and approval;

WHEREAS, the Board approves the adoption of this action;
NOW, THEREFORE, be it resolved by the Board that the President and CEO are authorized
to negotiate and execute the contracts listed in the background of this resolution.

The contract amount is approximately $1,260,000.00 and it is subject to approval for legal
sufficiency and form.

The foregoing resolution and attachment was offered by ________, who moved its
approval. The motion was seconded by ________, and upon being put to a vote, the vote was
as follows: ____________________ .

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 2nd
day of May, 2016.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: _______________________
   Board Secretary
Background

The Neighborhood Place for Early Head Start, a division of the Early Learning Coalition of Miami-Dade and Monroe, provides Early Head Start services to 750 infant/toddlers and their families residing in Miami-Dade County. The Neighborhood Place for Early Head Start partners with approximately 25 private Miami-Dade child care providers who provide the educational standards to our target enrollment of 750 infants/toddlers. It is the intent of Early Head Start-Child Care Partnership Grants to increase the level of quality of private child care providers in their schools and playgrounds.

1- General Repairs/Improvements:

All work must be conducted by Florida licensed general contractors, in good standing, who adhere to Davis-Bacon and ADA regulations.

   1.  Conduct assessment on each site to determine repair/improvement needs:
   2.  Perform job on each site after approval including:
       a.  Painting
       b.  Carpentry includes, but is not limited to, installation/replacement/removal of walls, baseboards, doors, cabinets, ceiling replacement
       c.  Electrical installation of updated receptacles, electrical boards, etc.
       d.  Flooring installation and repairs
       e.  Plumbing
       f.  Air Conditioning
       g.  Building structures including roof

2- Playground Needs:

All work must be conducted by Certified Playground Safety Inspectors certified by the National Association of Park and Recreation Association.

   1.  Evaluate each site and provide design plans showcasing appropriate equipment and play areas including proper ground covering and shade structures to accommodate children ages birth to 3 years old
   2.  Installation of equipment must meet all Davis-Bacon and ADA regulations
   3.  All work to be done according to Miami-Dade County Building and zoning rules and regulations as well as the city in which each partner school is located.

Note: As per 45 CFR 1309.3, services should be conducted in the school owner’s owned facilities.

3- Early Learning Coalition Locations:

There are approximately 14 Early Learning Coalition locations in Miami-Dade and Monroe Counties that are scheduled to receive the services referenced in item #1 above.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Department of Health and Human Services Administration for Children and Families Office of Head Start</td>
<td>$1,200,000.00</td>
</tr>
<tr>
<td>Office of Early Learning School Readiness, Voluntary Prekindergarten, and facilities pool</td>
<td>$60,000.00</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$1,260,000.00</td>
</tr>
</tbody>
</table>
Early Learning Coalition Finance Committee Meeting
March 29, 2016
Resolution: 03292016-04

Action Requested: Authorize the President and CEO to release a Request for Proposal for Assessments, General Repairs/Improvements, and Playgrounds for our Early Head Start child care centers.

Fiscal Impact: The contract is not-to-exceed a total amount of $1,200,000.00 for fiscal year 2015-2016, subject to approval for legal sufficiency and form.

Funding Source: The Department of Health and Human Services, Administration for Children and Families, Office of Head Start

Strategic Goal:  
- O Neediest Children
- O Youngest Children
- O Educate All
- O Providers
- o Internal Capacity
- O Funding

Resolution: 03292016-04

AUTHORIZATION FOR THE PRESIDENT AND CEO TO RELEASE A REQUEST FOR PROPOSAL FOR ASSESSMENTS, GENERAL REPAIRS/IMPROVEMENTS, AND PLAYGROUNDS FOR OUR EARLY HEAD START CHILD CARE CENTERS. FOR FISCAL YEAR 2015-2016, SUBJECT TO APPROVAL FOR LEGAL SUFFICIENCY AND FORM.

WHEREAS, the Finance Committee has been apprised of the goals of the program through the attached narrative, hereby incorporated by reference, and the Finance Committee is in agreement with the goals described therein; and

WHEREAS, the President and CEO and staff recommend approving this action,

NOW, THEREFORE BE IT RESOLVED BY THE BOARD OF THE EARLY LEARNING COALITION OF MIAMI-DADE/MONROE, MIAMI-DADE COUNTY, FLORIDA that this Board authorizes the President and CEO to release a Request for Proposal for Assessments, General Repairs/Improvements, and
playgrounds for our Early Head Start child care centers. The contract is not to exceed a total amount of $1,200,000.00 and it is subject to approval for legal sufficiency and form.

The foregoing resolution and attachment was offered by ___________, who moved its approval. The motion was seconded by __________, and upon being put to a vote, the vote was as follows: __________.

The vote was recorded as in the attached roll call sheet.

The Chairperson thereupon declared the resolution duly passed and adopted this 4th, day of April, 2016.

EARLY LEARNING COALITION MIAMI-DADE/MONROE
MIAMI-DADE COUNTY, FL

BY ____________
SECRETARY
Background

The Neighborhood Place for Early Head Start, a division of the Early Learning Coalition of Miami-Dade and Monroe, provides Early Head Start services to 750 infant/toddlers and their families residing in Miami-Dade County. The Neighborhood Place for Early Head Start partners with approximately 25 private Miami-Dade child care providers who provide the educational standards to our target enrollment of 750 infants/toddlers. It is the intent of Early Head Start-Child Care Partnership Grants to increase the level of quality of private child care providers in their schools and playgrounds.

1- General Repairs/Improvements:

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2. Perform job on each site after approval including:
   a. Painting
   b. Carpentry includes, but is not limited to, installation/replacement/removal of walls, baseboards, doors, cabinets, ceiling replacement
   c. Electrical installation of updated receptacles, electrical boards, etc.
   d. Flooring installation and repairs
   e. Plumbing
   f. Air Conditioning
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All work must be conducted by Certified Playground Safety Inspectors certified by the National Association of Park and Recreation Association.

1. Evaluate each site and provide design plans showcasing appropriate equipment and play areas including proper ground covering and shade structures to accommodate children ages birth to 3 years old
2. Installation of equipment must meet all Davis-Bacon and ADA regulations
3. All work to be done according to Miami-Dade County Building and zoning rules and regulations as well as the city in which each partner school is located.

Note: As per 45 CFR 1309.3, services should be conducted in the school owner's owned facilities.
## BUDGET VARIANCE
**March 2016**

### REVENUE

<table>
<thead>
<tr>
<th>Category</th>
<th>Forecast</th>
<th>Current Month Actual</th>
<th>Current Year Actual</th>
<th>% Budget Remaining</th>
<th>Target % Budget Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>State of Florida</td>
<td>111,810</td>
<td>9,885</td>
<td>83,509</td>
<td>25.31%</td>
<td>25.00%</td>
</tr>
<tr>
<td>The Children's Trust</td>
<td>4,930</td>
<td>281</td>
<td>1,138</td>
<td>43.08%</td>
<td>25.00%</td>
</tr>
<tr>
<td>Other</td>
<td>648</td>
<td>38</td>
<td>505</td>
<td>22.12%</td>
<td>25.00%</td>
</tr>
<tr>
<td>Refugee</td>
<td>2,000</td>
<td>128</td>
<td>1,138</td>
<td>43.08%</td>
<td>25.00%</td>
</tr>
<tr>
<td>Teen Parent</td>
<td>405</td>
<td>30</td>
<td>139</td>
<td>44.36%</td>
<td>25.00%</td>
</tr>
</tbody>
</table>

**TOTAL EXP**

<table>
<thead>
<tr>
<th>Forecast</th>
<th>Current Month Actual</th>
<th>Current Year Actual</th>
<th>% Budget Remaining</th>
<th>Target % Budget Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>170,204</td>
<td>15,488</td>
<td>125,678</td>
<td>26.16%</td>
<td>25.00%</td>
</tr>
<tr>
<td>4,930</td>
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</table>

**NET**

<table>
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### EXPENDITURES

<table>
<thead>
<tr>
<th>Category</th>
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<th>Current Year Actual</th>
<th>% Budget Remaining</th>
<th>Target % Budget Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and Fringe</td>
<td>10,883</td>
<td>779</td>
<td>7,930</td>
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<td>27.78%</td>
</tr>
<tr>
<td>Child Care Services</td>
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<td>7,848</td>
<td>71,473</td>
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<td>25.00%</td>
</tr>
<tr>
<td>Contractual Services</td>
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<td>105</td>
<td>1,994</td>
<td>10.88%</td>
<td>10.50%</td>
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<tr>
<td>Occupancy</td>
<td>272</td>
<td>14</td>
<td>17</td>
<td>78.37%</td>
<td>78.00%</td>
</tr>
<tr>
<td>Program Activity</td>
<td>1751</td>
<td>12</td>
<td>198</td>
<td>100.00%</td>
<td>71.83%</td>
</tr>
<tr>
<td>IT</td>
<td>211</td>
<td>6</td>
<td>154</td>
<td>80.81%</td>
<td>80.00%</td>
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<tr>
<td>Other</td>
<td>182</td>
<td>23</td>
<td>260</td>
<td>71.83%</td>
<td>71.83%</td>
</tr>
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<tr>
<td>58,393</td>
<td>5,783</td>
<td>42,169</td>
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<td>17,022</td>
<td>1,325</td>
<td>13,697</td>
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<td>25.00%</td>
</tr>
<tr>
<td>1,233</td>
<td>159</td>
<td>1,074</td>
<td>24.62%</td>
<td>25.00%</td>
</tr>
<tr>
<td>15,668</td>
<td>1,233</td>
<td>13,435</td>
<td>26.16%</td>
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</tr>
</tbody>
</table>
### Eligibility Breakdown

<table>
<thead>
<tr>
<th>Type</th>
<th>Receiving Service</th>
<th>% of Total</th>
<th>Diff Prior Month</th>
<th>% Change Prior Month</th>
<th>Amount*</th>
<th>% of Total</th>
<th>Diff Prior Month</th>
<th>% Change Prior Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT Risk (BG1)</td>
<td>2,455</td>
<td>10.01%</td>
<td>81</td>
<td>3.41%</td>
<td>$936.32</td>
<td>10.66%</td>
<td>$92.34</td>
<td>10.94%</td>
</tr>
<tr>
<td>Income Eligible (BG8)</td>
<td>18,120</td>
<td>73.90%</td>
<td>-</td>
<td>0.01%</td>
<td>$6,669.48</td>
<td>75.93%</td>
<td>$264.29</td>
<td>10.33%</td>
</tr>
<tr>
<td>Florida One Parent</td>
<td>1,666</td>
<td>6.80%</td>
<td>-</td>
<td>-</td>
<td>$592.35</td>
<td>6.74%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transitional Child Care (BG5)</td>
<td>1,240</td>
<td>5.06%</td>
<td>17</td>
<td>1.39%</td>
<td>$417.16</td>
<td>4.75%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Workforce Development (BG3x)</td>
<td>1,037</td>
<td>4.23%</td>
<td>(23)</td>
<td>-2.17%</td>
<td>$168.39</td>
<td>1.92%</td>
<td>$21.79</td>
<td>14.86%</td>
</tr>
<tr>
<td>ARRA</td>
<td>-</td>
<td>0.00%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>BGSNT</td>
<td>-</td>
<td>0.00%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24,518</td>
<td>100%</td>
<td>49</td>
<td>0.20%</td>
<td>$8,783.70</td>
<td>100%</td>
<td>$835.87</td>
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### Monthly Activity

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Census</td>
<td>24,258</td>
</tr>
<tr>
<td>NET Increase/(Decrease)</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>24,283</td>
</tr>
</tbody>
</table>

### Current Data

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled As of April 25, 2016</td>
<td>24,235</td>
</tr>
<tr>
<td>Projected Paid for April (96% of enrolled)</td>
<td>23,266</td>
</tr>
</tbody>
</table>

### VPK Enrolled As of April 25, 2016

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>22,256</td>
</tr>
<tr>
<td>Summer</td>
<td>-</td>
</tr>
</tbody>
</table>

### VPK Total Actual Paid - March 2016

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISP</td>
<td>20</td>
</tr>
<tr>
<td>Regular</td>
<td>22,102</td>
</tr>
<tr>
<td>Summer</td>
<td>-</td>
</tr>
</tbody>
</table>

### VPK Total Actual Paid - YTD

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISP</td>
<td>34</td>
</tr>
<tr>
<td>Regular</td>
<td>23,545</td>
</tr>
<tr>
<td>Summer</td>
<td>403</td>
</tr>
</tbody>
</table>

### Age Break Down

<table>
<thead>
<tr>
<th>Type</th>
<th>Receiving Service</th>
<th>% of Total</th>
<th>Diff Prior Month</th>
<th>% Change Prior Month</th>
<th>Amount*</th>
<th>% of Total</th>
<th>Diff Prior Month</th>
<th>% Change Prior Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant</td>
<td>4,784</td>
<td>18.54%</td>
<td>(138)</td>
<td>-2.80%</td>
<td>$2,007.20</td>
<td>22.85%</td>
<td>$65.77</td>
<td>14.06%</td>
</tr>
<tr>
<td>Toddler</td>
<td>4,435</td>
<td>17.18%</td>
<td>6</td>
<td>0.14%</td>
<td>$1,727.77</td>
<td>19.67%</td>
<td>$138.81</td>
<td>8.74%</td>
</tr>
<tr>
<td>Three Year Old</td>
<td>4,866</td>
<td>18.85%</td>
<td>(40)</td>
<td>-0.82%</td>
<td>$1,759.74</td>
<td>20.03%</td>
<td>$154.23</td>
<td>9.61%</td>
</tr>
<tr>
<td>Pre-School</td>
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<td>26.25%</td>
<td>293</td>
<td>4.52%</td>
<td>$2,114.68</td>
<td>24.08%</td>
<td>$325.40</td>
<td>18.19%</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>20,859</td>
<td>80.82%</td>
<td>121</td>
<td>0.58%</td>
<td>$7,609.39</td>
<td>86.63%</td>
<td>$730.73</td>
<td>10.62%</td>
</tr>
<tr>
<td>School Age: 6 yrs</td>
<td>2,238</td>
<td>8.64%</td>
<td>(2)</td>
<td>-0.09%</td>
<td>$533.57</td>
<td>6.07%</td>
<td>$44.32</td>
<td>30.78%</td>
</tr>
<tr>
<td>School Age: 7 yrs</td>
<td>831</td>
<td>3.21%</td>
<td>128</td>
<td>18.21%</td>
<td>$188.29</td>
<td>2.14%</td>
<td>$138.81</td>
<td>8.74%</td>
</tr>
<tr>
<td>School Age: 8 yrs</td>
<td>303</td>
<td>1.17%</td>
<td>20</td>
<td>7.07%</td>
<td>$64.62</td>
<td>0.74%</td>
<td>$10.45</td>
<td>19.30%</td>
</tr>
<tr>
<td>Unduplicated School Age: 6 - 8 yrs**</td>
<td>4,535</td>
<td>17.54%</td>
<td>(79)</td>
<td>-1.71%</td>
<td>$1,080.51</td>
<td>12.30%</td>
<td>$101.36</td>
<td>10.35%</td>
</tr>
<tr>
<td>School Age: 9 yrs and above</td>
<td>467</td>
<td>1.81%</td>
<td>14</td>
<td>3.09%</td>
<td>$39.71</td>
<td>1.07%</td>
<td>$12.62</td>
<td>15.56%</td>
</tr>
<tr>
<td><strong>School Age Total Includes 53 duplicates</strong></td>
<td>5,002</td>
<td>19.34%</td>
<td>(65)</td>
<td>-1.28%</td>
<td>$1,174.21</td>
<td>13.37%</td>
<td>$113.98</td>
<td>10.75%</td>
</tr>
<tr>
<td>School Age (Unduplicated)</td>
<td>4,949</td>
<td>19.18%</td>
<td>(68)</td>
<td>-1.36%</td>
<td>$1,174.21</td>
<td>13.37%</td>
<td>$113.98</td>
<td>10.75%</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>0.00%</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>4,949</td>
<td>19.18%</td>
<td>(68)</td>
<td>-1.36%</td>
<td>$1,174.21</td>
<td>13.37%</td>
<td>$113.98</td>
<td>10.75%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25,808</td>
<td>100%</td>
<td>53</td>
<td>0.21%</td>
<td>$8,783.61</td>
<td>100%</td>
<td>$844.71</td>
<td>10.64%</td>
</tr>
</tbody>
</table>

**Note:** Legends with too small percentage are not shown on the pie chart.
### Eligibility Breakdown

<table>
<thead>
<tr>
<th>Type</th>
<th>Receiving Service</th>
<th>% of Total</th>
<th>Diff Prior Month</th>
<th>% Change Prior Month</th>
<th>Amount</th>
<th>% of Total</th>
<th>Diff Prior Month</th>
<th>% Change Prior Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT Risk (BG1)</td>
<td>113</td>
<td>18.08%</td>
<td>(12)</td>
<td>-9.60%</td>
<td>$45.03</td>
<td>21.30%</td>
<td>(0.20)</td>
<td>-0.43%</td>
</tr>
<tr>
<td>Income Eligible (BG8)</td>
<td>457</td>
<td>73.12%</td>
<td>20</td>
<td>4.58%</td>
<td>$152.48</td>
<td>72.13%</td>
<td>$18.19</td>
<td>13.55%</td>
</tr>
<tr>
<td>Florida One Parent</td>
<td>-</td>
<td>0.00%</td>
<td>0</td>
<td>-</td>
<td>$-</td>
<td>0.00%</td>
<td>$-</td>
<td>-</td>
</tr>
<tr>
<td>Transitional Child Care (BG5)</td>
<td>9</td>
<td>1.44%</td>
<td>0</td>
<td>0.00%</td>
<td>$3.41</td>
<td>1.61%</td>
<td>(0.01)</td>
<td>-0.28%</td>
</tr>
<tr>
<td>Work Force Development (BG3x)</td>
<td>16</td>
<td>2.56%</td>
<td>4</td>
<td>33.33%</td>
<td>$4.96</td>
<td>2.35%</td>
<td>$1.30</td>
<td>35.62%</td>
</tr>
<tr>
<td>CCEP (Purchasing Pool) (CCPP)</td>
<td>30</td>
<td>4.80%</td>
<td>1</td>
<td>3.45%</td>
<td>$5.51</td>
<td>2.61%</td>
<td>$1.03</td>
<td>23.03%</td>
</tr>
<tr>
<td>ARRA</td>
<td>-</td>
<td>0.00%</td>
<td>-</td>
<td>-</td>
<td>$0.00</td>
<td>0.00%</td>
<td>$0.00</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>625</td>
<td>100%</td>
<td>13</td>
<td>2.12%</td>
<td>$211.39</td>
<td>100%</td>
<td>$20.32</td>
<td>10.64%</td>
</tr>
</tbody>
</table>

### Age Break Down

<table>
<thead>
<tr>
<th>Type</th>
<th>Receiving Service</th>
<th>% of Total</th>
<th>Diff Prior Month</th>
<th>% Change Prior Month</th>
<th>Amount</th>
<th>% of Total</th>
<th>Diff Prior Month</th>
<th>% Change Prior Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant</td>
<td>120</td>
<td>18.49%</td>
<td>6</td>
<td>5.26%</td>
<td>$51.96</td>
<td>24.58%</td>
<td>$5.93</td>
<td>12.89%</td>
</tr>
<tr>
<td>Toddler</td>
<td>105</td>
<td>16.18%</td>
<td>-</td>
<td>0.00%</td>
<td>$44.06</td>
<td>20.84%</td>
<td>$2.00</td>
<td>4.76%</td>
</tr>
<tr>
<td>Three Year Old</td>
<td>107</td>
<td>16.49%</td>
<td>5</td>
<td>4.90%</td>
<td>$37.08</td>
<td>17.54%</td>
<td>$1.71</td>
<td>4.83%</td>
</tr>
<tr>
<td>Pre-School</td>
<td>144</td>
<td>22.19%</td>
<td>10</td>
<td>7.46%</td>
<td>$41.72</td>
<td>19.74%</td>
<td>$6.10</td>
<td>17.11%</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>476</td>
<td>73.34%</td>
<td>21</td>
<td>4.62%</td>
<td>$174.82</td>
<td>82.70%</td>
<td>$15.74</td>
<td>9.89%</td>
</tr>
<tr>
<td>School Age: 6</td>
<td>47</td>
<td>7.24%</td>
<td>3</td>
<td>6.82%</td>
<td>$9.78</td>
<td>4.62%</td>
<td>$1.53</td>
<td>18.53%</td>
</tr>
<tr>
<td>School Age: 7</td>
<td>42</td>
<td>6.47%</td>
<td>(2)</td>
<td>-4.55%</td>
<td>$8.84</td>
<td>4.18%</td>
<td>$0.35</td>
<td>4.17%</td>
</tr>
<tr>
<td>School Age: 8</td>
<td>39</td>
<td>6.01%</td>
<td>2</td>
<td>5.41%</td>
<td>$8.36</td>
<td>3.95%</td>
<td>$1.67</td>
<td>24.93%</td>
</tr>
<tr>
<td>School Age: 6 - 8**</td>
<td>146</td>
<td>22.50%</td>
<td>(4)</td>
<td>-2.67%</td>
<td>$31.16</td>
<td>14.74%</td>
<td>$3.06</td>
<td>10.89%</td>
</tr>
<tr>
<td>School Age: 9 - 10</td>
<td>17</td>
<td>2.62%</td>
<td>1</td>
<td>6.25%</td>
<td>$3.33</td>
<td>1.58%</td>
<td>$0.70</td>
<td>26.53%</td>
</tr>
<tr>
<td>School Age: 11 - 12</td>
<td>10</td>
<td>1.54%</td>
<td>2</td>
<td>25.00%</td>
<td>$2.09</td>
<td>0.99%</td>
<td>$0.82</td>
<td>64.86%</td>
</tr>
<tr>
<td>School Age: Other Age</td>
<td>0</td>
<td>0.00%</td>
<td>-</td>
<td>-</td>
<td>$0.00</td>
<td>0.00%</td>
<td>$0.00</td>
<td>-</td>
</tr>
<tr>
<td>School Age Total</td>
<td>173</td>
<td>26.66%</td>
<td>(1)</td>
<td>-0.57%</td>
<td>$36.58</td>
<td>17.30%</td>
<td>$4.58</td>
<td>14.32%</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>0.00%</td>
<td>-</td>
<td>-</td>
<td>$-</td>
<td>0.00%</td>
<td>$-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Sub-Total</strong></td>
<td>173</td>
<td>26.66%</td>
<td>(1)</td>
<td>-0.57%</td>
<td>$36.58</td>
<td>17.30%</td>
<td>$4.58</td>
<td>14.32%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>649</td>
<td>100%</td>
<td>20</td>
<td>3.18%</td>
<td>$211.39</td>
<td>100%</td>
<td>$20.32</td>
<td>10.64%</td>
</tr>
</tbody>
</table>

### Enrollment and Costs

- **Children Served**
  - Total actual paid - March 2016: 615
  - Net Slot Payment and Gold Seal: $200
  - Match (BG8 and CCEP): $6
  - Total cost (in thousands) (incl match): $217
  - Change month over month: Total Net Increase/decrease children: 11
  - Net increase/(decrease) dollars: $20

- **Monthly Activity**
  - Beginning Census: 604
  - Net Increase/(Decrease): 11
  - Total: 615

- **Current Data**
  - Enrolled as of April 25, 2016: 603
  - Projected Paid for April (96% of enrolled): 579

- **Waitlist**
  - Waitlist as of April 25, 2016: 579
  - Waitlist as of March 28, 2016: 579
  - Waitlist as of February 16, 2016: 579

- **VPK Enrolled as of April 25, 2016**: 452
- **VPK Total Actual Paid - March 2016**: 455

- **School Age Break Down**
  - **Total** as of April 25, 2016: 603
  - **Projected Paid for April (96% of enrolled)**: 579

- **VPK Total Actual Paid - March 2016**: 455

- **VPK Enrolled as of April 25, 2016**: 452

- **Total Net Increase/decrease children**: 11
- **Net increase/(decrease) dollars**: $20

- **Net Slot Payment and Gold Seal**: $200
- **Match (BG8 and CCEP)**: $6
- **Total cost (in thousands) (incl match)**: $217

- **Change month over month**: Total Net Increase/decrease children: 11
- **Net increase/(decrease) dollars**: $20

- **Beginning Census**: 604
- **Net Increase/(Decrease)**: 11
- **Total**: 615