Program Policy and Strategy Committee Meeting  
Monday, February 27, 2023; 9 A.M.  
Meeting ID: 821 2516 0628  
Passcode: 754576

I. Welcome & Introductions                 Chereen Coile  
II. Approval of Minutes                  Chereen Coile  
  A. Motion to approve January 23, 2023 minutes.  
III. Making a Difference                  Dr. Anabel Espinosa  
IV. CLASS® Assessments Update          Fiorella A. Christie  
V. American Rescue Plan Act Update      Fiorella A. Christie and Victor Caballero  
VI. Early Head Start                    Belkis Torres  
    A. Attendance  
    B. Meals  
    C. Early Head Start Annual Report  
    D. School Readiness Goals Update  
    E. Program Goals Update  
VII. Professional Development Institute Ana Sejeck  
    A. Super CLASS® Saturday On the Road April 29, 2023  
VIII. Public Comments                   Chereen Coile  
IX. Adjourn                               Chereen Coile  

Next Meeting:  
March 27, 2023; 9 A.M.

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.
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.

MINUTES

Program Policy and Strategy Committee Meeting
Monday, January 23, 2023; 9 A.M.
Meeting ID: 822 9939 4581
Passcode: 224219

Committee Attendees: Chereen Coile; Sandi Bisceglia; Jim Haj; Dr. Fluney; Joycelyn Lawrence; Denise Barrera

Board Attendees: Dr. Armstrong; Gilda Ferradaz

Committee absentees: Suzette Frazier

Staff Attendees: Michelle Meilan; Belkis Torres; Evelio Torres; Lisney Badillo; Ana Sejeck; Pamela Hollingsworth; Sandra Gonzalez; Fiorella A Christie; Alex Sanchez; Dr. Hicks; Vanessa Aguilera; Lissandra Curbelo; Cindy Cabrera; Ana Sejeck; Anabel Espinosa; Lucy Schrack; Paloma Lopez-Barcena; Sheyla Perez; Sandrina Seraphin; Ahmed Mitwalli

I. Welcome & Introductions
Chereen Coile

A. C. Coile called the meeting to order and welcomed everyone.
B. K. Gregory called roll and quorum was established with six voting members.

II. Approval of Minutes
Chereen Coile

A. Motion to approve November 28, 2022 minutes
   - Motion to approve Dr. Fluney
   - Motion Seconded S. Bisceglia
   - Motion unanimously passed.

III. Making a Difference
Pamela Hollingsworth

- Shayla Ashley, Registered Apprentice placed at Kids for Kids Academy was discussed by P. Hollingsworth.
IV. CLASS® Assessments Update
Fiorella A. Christie

- Fiorella A. Christie provided CLASS® Assessments Update Information.

V. American Rescue Plan Act Update
Fiorella A. Christie

A. F. Altare reported the most updated statistics on the ARPA Round 2 applications and awards as well as the ARPA Workforce Notice of Award.

Notice of Award- Round 1

- Awarded 1,278 programs totaling $83,187,761.25
- 1st installment – $27,729,253.75 – 100% completed
- 2nd installment - $27,054,184.57 – 98% completed
- 3rd installment - $15,797,649.53 – 57% completed

Notice of Award- Round 2-$118,973,311

- Award amounts and eligibility requirements for round 2 are the same as those for round 1, although the application format has changed.
- Payments will be made in one lump sum.
- Applications opened Oct. 31, 2022
- Applications will close Feb. 28, 2023

Round 2 Applications

- Received 1062
- Approved 595 programs totaling $36,049,015.32

VI. Early Head Start
Belkis Torres

A. Attendance Analysis was provided by B. Torres:
   Top reasons for absences in months that fell below 85%.
   October: 52% were reported with children ill.
   November: 47% were reported as children ill.
   December: 48% were reported with children ill.

B. Meals: B. Torres reported an increase in meals served in December 2022, 99.51%, from the previous month.

Early Head Start Updates were provided by B. Torres.
During the months of November and December, attendance took a dip due to children being ill. Additionally, there was an increase of absences around the holidays.

The Office of Head Start issued Program Instruction on January 6, 2023. The Program Instruction confirms the implementation of the final rule on Mitigating the Spread of COVID-19 in Head Start Program.

In consultation with the Health Advisory Committee, programs must develop an evidence-based COVID-19 mitigation policy. The Information Memorandum outlines seven (7) areas for programs to consider in their policy:

- Mitigation Strategies
- COVID-19 Community Levels data
- COVID-19 Vaccination
- Prioritizing Strategies
- Responsive to Changing Conditions
- Communication Plan
- Additional Precautions

Congress signed the Consolidated Appropriation Act 2023 (H.R. 2617) on Dec. 23, 2022 and is currently with President Biden. If approved, Head Start will receive $11.99 billion dollars which is a $960 million increase from last year. Funds are expected to be allocated as follows:

- $596 million increase for Cost-of-Living Adjustment (COLA; roughly a 5.4% increase)
- $262 million increase for Quality Improvement Funding (QIF)
- $100 million increase for expansion of prenatal-to-five Head Start and Early Head Start
- $8 million increase for the Tribal Colleges and Universities Head Start Partnership Program

VII. Early Head Start Resolutions

- **01232023-01** Self-Assessment Report Improvement Plan
  Authorize the President and CEO to submit the 2022-2023 Early Head Start Self-Assessment Report and Action Plan with the Early Head Start grant application and implement the Action Plan.

- **01232023-02** Recruitment and Selection Plan
  Authorize the President and CEO to implement the Early Head Start 2023-2024 Recruitment and Selection Plan.
VIII. Professional Development Institute

   A. Super CLASS® Saturday 2! Updates were discussed by A. Sejeck.

IX. New VPK Requirements Revisited

   A. Florida Assessment of Student Thinking (FAST) Updates were provided by C. Cabrera
   B. Review of VPK Provider Readiness Rates and Plan to Improve Updates were provided.

   C. C. Cabrera provided a list of supports provided by the Early Learning Coalition. (Provided in Program Policy and Strategy Committee packet).

X. Public Comments

XI. Adjourn
Inclusion, Screening and Child Assessment

Lead Manager: Anabel Espinosa, Ph.D
aespinosa@elcmdm.org
Every month the Inclusion, Screening and Child Assessment Team will share a story from the field, highlighting the supports offered to children and families.
Key Point #1
Supporting All Children

**The Child**
- A Child Resource & Referral (CCR&R) Tier 3 Request for services was received on behalf of a 2.5 year-old who recently arrived from Ukraine.
- A Tier 3 Request for Services comes directly from CCR&R for families who have special requests, in addition to the individualized child care listing typically available through CCR&R.
- The toddler was not using verbal language to communicate, using the bathroom independently and had a diagnosed Autism Spectrum Disorder (ASD).

**The Services**
- The family was seeking guidance with early intervention services (i.e. referrals, therapy, special schools, etc.).
- CCR&R provided a listing of child care providers that fit the families parameters (e.g. location, hours of operation, accreditation, etc.).
- The Warm-Line connected the family to early interventions service providers (e.g. Early Steps, FDLRS/Child Find, Parent to Parent, etc.).
Key Point #1
Supporting All Children

Care Coordination
- In addition to the child care listing and support with referrals to other agencies, the family received resources for children with Autism Spectrum Disorders (ASD)
  1. Family Empowerment Scholarship for Unique Abilities (FEA-UA)
  2. Bathroom Independence for children who are non-verbal

Ongoing Supports
- The family’s interpreter reached out to the Warm-Line for assistance with Early Head Start application.
- Parent confirmed Early Head Start application was submitted.
- Parent confirmed that the child’s diagnosis had been validated by diagnosticians in Miami-Dade.
- With the support of translator, family continues to share updates with Warm-Line staff.
Questions

• Anabel Espinosa, Ph.D., Director of Research and Evaluation
  ▪ asq@elcmdm.org
  ▪ 305-646-7220, ext. 2321
• Aileen Suazo, M.S., Screening and Evaluation Manager
  ▪ asuazo@elcmdm.org
  ▪ 305-646-7220, ext. 2276
• Maria “Lucy” Schrack, M.Ed., Inclusion Manager
  ▪ 305-646-7220, ext, 2305
American Rescue Plan Act Grant

Fiorella A. Christie,
Vice President of Quality Initiatives
faltare@elcmdm.org
## American Rescue Plan Act Grant

### Notice of Award – Round 2

**$118,973,311**

- Award amounts and eligibility requirements for round 2 are the same as those for round 1, although the application format has changed
- Payments will be made in one lump sum
- Applications opened Oct. 31, 2022
- Applications will close Feb. 28, 2023

### Round 2

**Applications**

- Received 1235
- Approved 947 programs totaling $59,828,024.76

### Round 1

**Applications**

- Awarded 1,278 programs totaling $83,187,761.25
- 1\(^{st}\) installment – $27,729,253.75 – 100% completed
- 2\(^{nd}\) installment - $27,346,779.56 – 99% completed
- 3\(^{rd}\) installment - $18,476,125.65 – 67% completed
American Rescue Plan Act (ARPA) Build a World CLASS® Workforce

- The Division of Early Learning (DEL) prioritized investments that will build the knowledge and skills that drive high-quality adult-child interactions. These investments extend from the newest teacher to the most experienced teachers and program directors.
- Over 400 early care and education partners have applied.
- More information available on our website and YouTube Channel

Grants Currently Available:

**Recruit and Train New Teachers**
- **$700 Health and Safety bonus**, upon completion of Department of Children and Families (DCF) Health & Safety training.*
- **$500 Recruitment bonus**, upon completion of background screening and at least 120 hours of employment.*

*Only participating educators hired on or after July 1, 2022 would be eligible

**Upcoming Grants**

**Recruit and Train New Teachers**
- **CLASS® bonus - $600 bonus**

**Upskill Directors**
- **$750 bonus for each track**

**Elevate Florida’s Early Learning Workforce**
- **Child Success Grants**
  - Segment 1 - $500 for educators, $600 for directors
  - Segment 2 - $700 for educators, $800 for directors

- **CLASS® Observer Director Training Grants - $1,200 bonus**

**Continuous Quality Improvement**
- Up to $19,800
EARLY HEAD START PROGRAM

Program, Policy, and Strategic Committee
The Early Head Start program continues to show progress in the three goals:
Goal 1: Increase the selection pool of eligible children in the community.
Goal 2: Increase teacher motivation and self-confidence by becoming peer trainers and coaches, which can contribute to teacher retention.
Goal 3: Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff.

Compared to last year, the program has seen a decrease in the number of children meeting or exceeding in the areas of Approaches to Learning; Cognition; and Perceptual, Motor, and Physical Development. The program will analyze the data to determine factors contributing to the decline in these particular areas of development.

The 2021-2022 Annual Report covers the following information:
• Funding Sources
• Expenditures
• 2022-2023 Proposed Budget
• Program Enrollment
• Special Needs Enrollment
• Child Outcomes
• Professional Development
• Family Engagement and Outcomes
• Medical, Dental, Nutrition, and Mental Health Services
• Financial and Federal Review Results
Attendance

Source: ChildPlus
Monthly Meals

% of Monthly Meals Served (Upward Trend is Good)

- Increase from the Previous Month
- Decrease from the Previous Month
- No change from the Previous Month

Source: ChildPlus
ACF-PI-HS-23-02 – FY2023 Head Start Funding Increase

A Program Instruction (PI) was released on February 21, 2023, informing Head Start and Early Head Start programs of funding increases:

- Quality Improvement funds will be awarded to programs. The amount for Early Head Start will be $420 per funded enrollment. It is estimated the Early Learning Coalition will receive $315,000.
- Cost of Living Adjustment (COLA) will be awarded in the amount of 5.6% to increase of staff salaries and operating costs. It is estimated the Early Learning Coalition will receive $609,358.

Programs will be required to submit an application for COLA and Quality Improvement funds once a guidance letter is issued. Board and Policy Council approval will be required as part of the application process.
## Program Goal Update

**Goal 1: Increase the selection pool of eligible children in the community.**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
</thead>
</table>
| Increase waitlist by 10% over the number of transitioning families for each community served by the program. | Between August 2021 through February 2022, the program was able to meet and maintain a waitlist of 10% over the transitioning children at some sites:  
  • Eleven (11) centers met this objective 100% of the time during the specified period.  
  • Nineteen (19) centers attained less than 10% of a waitlist.  
  Challenges: Contracting with new partners negatively impacts the waitlist of other centers in the area. In order to fill the slots at the new partner site, the program contacts parents on the waitlist of other neighboring sites to offer them an opportunity to enroll their child(ren) at the new site. |
| Increase customer satisfaction by 10% each year of the 5-year project.       | The program uses exit interviews when families separate from the program and satisfaction surveys to assess parents’ experiences in the program. Feedback from the surveys are used to address any concerns brought up by families. In the past year, 94.5% of families who left the program reported positive experiences while enrolled. This program year, 93% of families have shared that they were satisfied with the services offered by the program. |
| Conduct a coordinated annual open house at each center.                     | The program contracted with a videographer who is creating short videos that tour the center and give parent information about the center. Once open house activities resume in person, the program will continue to share the videos with families who are not able to participate in the open house events. |
Program Goal Update

Goal 2: Increase teacher motivation and self-confidence by becoming peer trainers and coaches, which can contribute to teacher retention.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
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<tbody>
<tr>
<td>Identify and train five (5) teachers to coach peers in the implementation of the Science, Technology, Engineering, Art, and Math (STEAM) Integration Project by the end of year two (2) of the 5-year project.</td>
<td>During the 2021-2022 school year, a teacher who had previously participated in STEAM served as a peer coach for STEAM. The peer coach attended and supported Saturday trainings by participating and adding her experience and knowledge on the topic covered in each session. The peer coach co-presented at one of the meetings and was a sole presenter at another. The peer coach was also responsible for guiding and engaging the teachers via zoom and as the group explored the different areas of the museum on one of the in-person training.</td>
</tr>
<tr>
<td>Select and train two (2) teachers, by the end of year one (1) and every year after, to be co-trainers for a session during the annual Professional Development days, for a total of 8 co-trainers at the end of the five-year project</td>
<td>Four (4) teachers co-facilitated trainings for their peers on the topic of Classroom Transitions. Two teachers did the presentation in Spanish and two did the presentation in English.</td>
</tr>
</tbody>
</table>
Goal 3: Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff.

<table>
<thead>
<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td>Conduct seven (7) cohorts of nutrition education training each year, for a total of 35 cohorts at the end of the 5-year project.</td>
<td>There were six (6) Li’l Foodie Cook-Along virtual session in 2021-2022. During the sessions, the Early Head Start Nutrition Manager showed parents how to prepare simple and nutritious meals. The nutritionist shared information on the nutrients in the meals and their benefits. A food safety training was offered to parents on the proper handling techniques for potentially hazardous foods and to identify the types and causes of foodborne illnesses.</td>
</tr>
<tr>
<td>Provide support to five (5) centers a year in attaining Breastfeeding-Friendly Designation (BFFD).</td>
<td>Seven (7) more centers received Breastfeeding Friendly Designation for a total of twenty-three (23) centers. The following centers have been designated as Breastfeeding Friendly:</td>
</tr>
</tbody>
</table>

1. 7 Heaven (new 2022-2023)  
2. Children of the New Sun  
3. It’s a Small World VII  
5. Kids Small World  
6. Kinderkids Academy 3  
7. Kinderland 4 Kids  
8. Lincoln Marti 102 (new 2022-2023)  
9. Lincoln Marti 450  
10. Lincoln Marti 905  
11. Little Ones Academy  
12. Little Red School House  
13. LORD’s Learning Center  
14. Miami Gardens Learning Center (new 2022-2023)  
15. My Little Angels Day Care center (new 2022-2023)  
17. Pink and Blue  
18. Rainbow Intergenerational  
19. Shores School  
20. Springview Academy  
21. Step Above  
22. Sunshine Childcare and Preschool (new 2022-2023)  
23. The Carter Academy II
Program Goal Update

Goal 3: Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train and implement a supplemental nutrition curriculum, Healthy Kids,</td>
<td>Total of twenty-five (25) teachers from twelve (12) classrooms, two (2) directors, and one (1) owner representing four (4) childcare partner sites participated in Healthy Kids, Healthy Future training during 2021-2022 program year. To date seventy-three (73) of the approximately 100 classrooms have participated in training.</td>
</tr>
<tr>
<td>Healthy Future by Nemours, in 20 classrooms per year for a total of 100 classrooms by the end of the 5-year project.</td>
<td></td>
</tr>
</tbody>
</table>
Program Goal Update

Goal 3: Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide quarterly information, resources, and activities that will promote wellness in general to include physical health, nutrition, and mental health.</td>
<td>Since the last grant application submission the program has promoted wellness in the following ways:</td>
</tr>
<tr>
<td></td>
<td>1. Wellness information and tips were shared with teachers bimonthly in the &quot;Wellness Corner&quot; of the Teacher's Newsletter.</td>
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<tr>
<td></td>
<td>2. Monthly Action for Happiness calendars continue to be shared with the Board, staff, childcare partners, and parents.</td>
</tr>
<tr>
<td></td>
<td>3. Weekly Thoughtful Thursday emails continue to be sent to Early Head Start staff every Thursday to promote positive thinking.</td>
</tr>
<tr>
<td></td>
<td>4. Mental health tips and resources continued to be shared with families in the weekly Neighborhood Place Digest. Some tips and resources included information on local parenting workshops, activities to do at home with children, mindfulness practices, webinars, etc.</td>
</tr>
<tr>
<td></td>
<td>5. Early Head Start staff were offered a set of brief, evidenced-based activities designed for Early Head Start staff to increase emotional wellness.</td>
</tr>
</tbody>
</table>
**School Readiness Goals**

<table>
<thead>
<tr>
<th>Social and Emotional Domain:</th>
<th>Children will develop and engage in positive relationships and interactions with others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Communication:</td>
<td>Children will demonstrate receptive and expressive skills.</td>
</tr>
<tr>
<td>Approaches Towards Learning:</td>
<td>Children will demonstrate interest in self-identity, belonging, curiosity, and eagerness in exploring the world around them</td>
</tr>
<tr>
<td>Cognition:</td>
<td>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.</td>
</tr>
<tr>
<td>Perceptual, Motor, and Physical Development:</td>
<td>Children will develop control of large and small muscles for movement, navigation, manipulation, exploration and balance.</td>
</tr>
</tbody>
</table>
Children Meeting and Exceeding Goals

Average Percentage of Children Meeting or Exceeding Goal

<table>
<thead>
<tr>
<th></th>
<th>20-21</th>
<th>21-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Emotional</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>Language and Communication</td>
<td>84%</td>
<td>85%</td>
</tr>
<tr>
<td>Approaches to Learning</td>
<td>94%</td>
<td>89%</td>
</tr>
<tr>
<td>Cognition</td>
<td>94%</td>
<td>88%</td>
</tr>
<tr>
<td>Perceptual, Motor, and Physical Development</td>
<td>89%</td>
<td>85%</td>
</tr>
</tbody>
</table>

**Chart:**
- X-axis: Percentage (78% to 96%)
- Y-axis: Approaches (Social and Emotional, Language and Communication, Approaches to Learning, Cognition, Perceptual, Motor, and Physical Development)
- Two bars for each category: 20-21 and 21-22
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Summary

In 2021-2022, the Early Head Start program continued to feel lingering effects of COVID-19. While there was a decrease of exposure compared to 2020-2021, staffing became a challenge. As a result, the program lost partners in 2021-2022 or partners reduced the number of children they would serve. The program, much like other programs across the nation, started the year under enrolled by 25%. After an aggressive plan to recruit new partners, the program ended the year with 94% of the enrollment opportunities contracted to partners and the remaining in the process for being contracted.

In order to minimize staffing challenges, the program used funds to provide new hire bonuses. New hire bonuses were provided to increase interest and fill the Early Head Start teacher position in childcare partner sites. Minimizing teacher turn-over was another area addressed by the program using bonuses. Teacher retention bonuses were issued based on years of services and education. A final bonus was given to teachers based on performance using performance measure criteria identified by the program.

Despite the challenges of under enrollment, the program served a total of 941 children during the 2021-2022 program year. Nearly 60% of the total number of children served were one (1) year of age or younger and nearly 75% of the children were from single parent homes. Of the total number of children served, 13% were diagnosed with an identified special need; a breakdown of the types of diagnosis can be found in this annual report.

During the 2021-2022 year, the program was able to offer parents different early childhood settings to place their children. Services were offered in a center-based option, as well as a family childcare home. The family childcare home provided a smaller and more intimate setting for parents who prefer a more familial type setting.

During the latter part of 2021-2022 program year, the program launched an online application system. The new online application provides parent the convenience of accessing the application in the comfort of their own home. It provides a secure way for parents to enter their information and upload sensitive documents without the risk of having their information exposed to the general public or unauthorized individuals. Parents who didn’t have access to a computer, tablet or phone can go to one of the childcare partner locations to apply on one of the program issued laptops. Paper applications are still available for parents who feel more comfortable with a more traditional way of applying.

As 2022-2023 gets underway, the program is looking forward to finding ways to better serve children and their families in association with our childcare and community partners.
2021-2022 Funding Sources

- United States Department of Health and Human Services: $11,936,015.00
- Program Operations: $10,580,539.00
- Training and Technical Assistance: $232,374.00
- COVID: $1,123,102.00
- Office of Early Learning - School Readiness: $319,615.62
- Children's Trust (Non-Federal Share Cash): $758,333.00
- Other Non-Federal Share (Goods/Services): $159,608.76
2021-2022 Expenditures

* Additional COVID funding was awarded in April 2021 and remained unobligated at the end of the fiscal year.

** Other Expenses include but not limited to: rent, repairs, maintenance, training, local travel, In-kind Goods and Services etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$2,074,474.99</td>
<td>18%</td>
</tr>
<tr>
<td>Fringes</td>
<td>$655,432.24</td>
<td>6%</td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>$1,262,725.76</td>
<td>11%</td>
</tr>
<tr>
<td>Equipment</td>
<td>$180,698.02</td>
<td>2%</td>
</tr>
<tr>
<td>Other Expenses**</td>
<td>$810,075.06</td>
<td>7%</td>
</tr>
<tr>
<td>Contractual</td>
<td>$6,485,808.81</td>
<td>56%</td>
</tr>
</tbody>
</table>

Total Expenses $11,469,214.88
# 2022-2023 Proposed Budget

## 2022-2023 Budget

**Total Budget:** $11,469,214.88

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$2,597,555.00</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>$890,871.00</td>
</tr>
<tr>
<td>Supplies</td>
<td>$91,602.00</td>
</tr>
<tr>
<td>Contractual</td>
<td>$6,386,746.00</td>
</tr>
<tr>
<td>Other</td>
<td>$805,139.00</td>
</tr>
<tr>
<td>Equipment</td>
<td>$41,000.00</td>
</tr>
<tr>
<td>American Rescue Plan (COVID Supplement)</td>
<td>$1,123,102.00</td>
</tr>
</tbody>
</table>

**Total:** $11,469,214.88
Program Enrollment

During the 2021-2022 program year, the Early Head Start program provided services in seven areas in Miami-Dade County with limited resources: Liberty City, Little Havana, Hialeah, Miami Gardens/Opa-Locka, North Miami, Perrine, and Homestead/Florida City. Services were provided in collaboration with 28 childcare partners. Recruitment for the program is year-round and focuses on increasing community awareness, encouraging families to apply for services, and ensuring the families most in need of the program are selected. Annually, the program develops a selection plan that is evaluated and considers community changes. The plan outlines the point system that will be used to ensure fair selection of families. Families with the highest points are selected to fill vacancies as they arise and during transition periods.

<table>
<thead>
<tr>
<th>% of Eligible Children in 2021-2022</th>
<th>56%</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Children Served in 2021-2022</td>
<td>941</td>
</tr>
<tr>
<td># of Families Served in 2021-2022</td>
<td>788</td>
</tr>
<tr>
<td>Average Monthly Enrollment</td>
<td>78%</td>
</tr>
</tbody>
</table>
The Early Head Start Program reserves a minimum of 10% of enrollment for children with an identified disability. Children who enter the program are identified as needing service through a developmental screening called Ages and Stages Questionnaire, 3rd Edition. In partnership with the local Part C agency, Early Steps, and with parental consent, children are referred for an in-depth evaluation to determine eligibility. Children who meet the criteria for intervention receive an Individualized Family Support Plan (IFSP) detailing the type and amount of intervention services to be received. Services are provided in an inclusion setting where children receive services in their natural environment and teachers play a supportive role in the progression of development. The Early Head Start Program works closely with families to make accommodations and support the implementation of the plan. The RoadMap to Early Intervention was created to support and guide Early Head Start families, staff and teachers to navigate the early intervention system.

Total Number of Children Served

- Intellectual Disability/Down Syndrome: 2
- Autism: 3
- Hearing Impairment: 2
- Speech/Language Impairment: 7
- Orthopedic Impairment: 1
- Non-Categorical/Developmental Delay: 84

Total: 99
Child Outcomes

During the 2021-2022 school year, services to children resumed in person. The program continued its partnership with the Miami Children’s Museum to enhance the curriculum in Early Head Start classrooms with a Science, Technology, Art, and Math (STEAM) Integration program. The STEAM Integration program encouraged teachers and their young children to engage in experiential learning and problem solving, to embrace collaboration, and foster a thoughtful and creative approach to new experiences and concepts. In 2021-2022, the STEAM Integration program launched a teacher mentor component where a teacher who had previously participated in the STEAM Integration program served as a mentor for teachers going through the program.

Technical Assistance Specialists continued to provide coaching to teachers to ensure the curriculum was implemented with fidelity. Monthly data meetings with teachers and directors were opportunities to understand children’s progress in each of the areas of development and provide support in areas where children needed a little more support.

The information below represents the percentage of children who exceeded, met or were below the widely held expectations.1

1 Widely Held Expectations describes the range of knowledge, skills, and abilities that children of a particular age demonstrate over a year of life.
## Family Engagement

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Meetings</td>
<td>Parents are informed of their child’s transition as soon as they enroll for services. The assigned family advocate actively meets with the parents six months before a child transitions to assist with the process.</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>Parents worked with staff to identify strengths in the program and opportunities for improvement. Parents made recommendations to strengthen the program.</td>
</tr>
<tr>
<td>Screenings and Assessments</td>
<td>Children were screened within the first 45 days of enrollment for social emotional and developmental concerns. Results are discussed with parents and recommendations are made accordingly.</td>
</tr>
<tr>
<td>Parent Orientation</td>
<td>This introductory activity explains the program to parents and shares information on all the services available; the importance of parent engagement is emphasized.</td>
</tr>
<tr>
<td>Parent Committee Meeting and Policy Council</td>
<td>Parent Committee and Policy Council are ways for parents to be a part of the decision-making process and support the school and program with making positive changes.</td>
</tr>
<tr>
<td>Home Visits and Parent-Teacher Conferences</td>
<td>Parents stayed abreast of their child’s progress through home visits and parent-teacher conferences. Parents were able to see their child’s developmental progress and how to continue supporting him/her in his/her growth.</td>
</tr>
<tr>
<td>Consultations</td>
<td>Program content experts provided consultation to parents based on their child needs. Consultations include but are not limited to: how to support children socially and emotionally, addressing children eating habits and other nutrition concerns, and navigating early intervention services.</td>
</tr>
<tr>
<td>Family Goal Setting</td>
<td>All parents worked with their family advocates to identify a goal and set a plan of action to accomplish their goal(s).</td>
</tr>
<tr>
<td>Nutrition Trainings</td>
<td>Parents were encouraged to participate in several activities throughout the year related to nutrition. One activity is the Lil Foodies Virtual Cook Along where parents received live cooking instructions for healthy meals.</td>
</tr>
<tr>
<td>Cleaning Sanitizing and Disinfecting</td>
<td>This training discussed the differences between cleaning, sanitizing, and disinfecting. It examined the recommended chemicals/agents to use in these processes and included information about the proper use and storage of cleaning materials.</td>
</tr>
<tr>
<td>Behavioral and Mental Health Issues related to COVID</td>
<td>Parents learned to identify and understand some of the feelings they and their children may be experiencing, as well as learned tips for reducing levels of stress and anxiety.</td>
</tr>
</tbody>
</table>
## Family Engagement

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dance Salsa and Bachata</strong></td>
<td>Parents learned the techniques of salsa dancing and caring for their body by participating in a physically active workshop.</td>
</tr>
<tr>
<td><strong>Arts for Early Learning and Canvas Painting Class</strong></td>
<td>Parents participated in a virtual art activity which included a discussion on how to implement the arts in early learning at home.</td>
</tr>
<tr>
<td><strong>Protecting Children: Preventing Deaths from Hot Cars</strong></td>
<td>Parents learned about situations that put them at risk for forgetting their child in the car and learned tips of how to protect their child from being left in a car.</td>
</tr>
<tr>
<td><strong>Natural Soap Making Training</strong></td>
<td>Parents learned to make their unique own soap without lye or chemicals!</td>
</tr>
<tr>
<td><strong>Homebuying 101</strong></td>
<td>Parents learned the ins and outs of homebuying and how to budget for homeownership.</td>
</tr>
<tr>
<td><strong>Situational Awareness</strong></td>
<td>Parents learned what makes a person situationally aware and identified the process for responding to dangerous situations.</td>
</tr>
<tr>
<td><strong>Food Safety</strong></td>
<td>Parents learned proper handling techniques for potentially hazardous foods and how to identify the types and causes of foodborne illnesses.</td>
</tr>
<tr>
<td><strong>Mompreneur (Entrepreneur Workshop)</strong></td>
<td>Parents learned how to pursue entrepreneurship and brand and market a business, even with little ones at home. The training included steps to launch a business, business marketing and branding, advertising on social media and practical tips on earning additional income to help reach the family’s financial goals.</td>
</tr>
<tr>
<td><strong>Financial Wellness</strong></td>
<td>In partnership with Dade County Federal Credit Union and Money Management Inc., parents received financial literacy trainings offered in the topics of teaching financial literacy to children, basic budgeting and understanding credit.</td>
</tr>
<tr>
<td><strong>Gun / Firearm Safety</strong></td>
<td>Parents learned the statistics on death from firearms, to identify at-risk population, common myths associated with gun injuries, and prevention strategies to reduce childhood gun injuries and deaths.</td>
</tr>
<tr>
<td><strong>Fire Safety, Prevention, and Extinguisher Usage</strong></td>
<td>Parents learned precautions to take in order to prevent a fire, the difference between types of fire extinguishers and how to properly use them, and how to get out safely in case of a fire.</td>
</tr>
<tr>
<td><strong>Domestic Violence</strong></td>
<td>This course aimed to bring domestic violence out into the public to help save lives and ensure the safety of families. It looked at the impact on victims and their children.</td>
</tr>
</tbody>
</table>
The Early Head Start program takes a collaborative approach when working with the family unit. Each childcare partner is assigned a family advocate who is culturally and linguistically competent in the different cultures and languages of the parents. Family advocates build and sustain positive relationships with their families through the agency’s Family Need Assessment as well as the goal setting process. The Family Needs Assessment, also known as the "snapshot", is a strength-based approach that focuses on the family’s strengths and identifies the needs. This process is completed twice a year. The first assessment is used to provide resources and facilitate the goal setting process. The second assessment measures the family's growth as well as the effectiveness of the program’s interventions and resources. Family advocates also use the needs assessment to identify potential trainings for families.

<table>
<thead>
<tr>
<th>Family Outcomes</th>
<th>Final Assessment</th>
<th>Preliminary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership and Advocacy</td>
<td>2.8</td>
<td>3.4</td>
</tr>
<tr>
<td>Families and Communities</td>
<td>3.2</td>
<td>3.4</td>
</tr>
<tr>
<td>Transitions</td>
<td>2.4</td>
<td>3.1</td>
</tr>
<tr>
<td>Volunteering</td>
<td>3.3</td>
<td>3.5</td>
</tr>
<tr>
<td>Education, Training, and Literacy</td>
<td>3.2</td>
<td>3.6</td>
</tr>
<tr>
<td>School Readiness</td>
<td>3.8</td>
<td>3.8</td>
</tr>
<tr>
<td>Family Education at Home</td>
<td>3.8</td>
<td>4.0</td>
</tr>
<tr>
<td>Child Development/ Parenting</td>
<td>3.9</td>
<td>4.1</td>
</tr>
<tr>
<td>Nurturing Relationships</td>
<td>3.8</td>
<td>4.1</td>
</tr>
<tr>
<td>Diaper and Formula</td>
<td>4.2</td>
<td>4.1</td>
</tr>
<tr>
<td>Food and Clothing</td>
<td>3.8</td>
<td>4.2</td>
</tr>
<tr>
<td>Employment</td>
<td>3.6</td>
<td>4.0</td>
</tr>
<tr>
<td>Financial Security</td>
<td>3.3</td>
<td>3.9</td>
</tr>
<tr>
<td>Transportation</td>
<td>3.4</td>
<td>3.9</td>
</tr>
<tr>
<td>Mental Health/ Substance Abuse</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Health</td>
<td>3.9</td>
<td>4.1</td>
</tr>
<tr>
<td>Safety</td>
<td>4.5</td>
<td>4.4</td>
</tr>
<tr>
<td>Housing</td>
<td>3.8</td>
<td>4.0</td>
</tr>
</tbody>
</table>

0 0.5 1 1.5 2 2.5 3 3.5 4 4.5 5

Final Assessment  Preliminary
The Early Head Start Program focuses on children’s health status by educating parents/guardians on its importance. Educating families involve fact sharing and connecting parents to organizations in the community that are able to provide needed health services and information. This allows parents/guardians to understand their child(ren)’s medical and dental needs as well as to become informed advocates for their child(ren). Research has shown that children living in poverty are less likely to have routine care and continuity of a home health provider.\(^2\) Family advocates from the Early Head Start Program work with connecting families to a medical and dental home so that children have a managed and continuous form of health care. Family advocates track children’s medical and dental care to ensure children are receiving regular care. Despite these efforts, there is a continuous challenge with having parents understand the importance of early dental care. In an effort to make dental care accessible to families, the program developed a partnership with the State of Florida’s Department of Health to provide dental exams to children through a mobile dental bus called Seals on Wheels Program.

Nutrition Services

A child’s nutrition has been proven to affect his/her development. During the gestation period and the formative years, there are critical periods in which certain nutrients affect development, particularly the brain. In some stages of development, deficiency of certain nutrients can have an irreversible effect on the brain. Therefore, the Early Head Start Program carefully tracks children’s growth by performing a nutritional assessment on all enrolled children. Additionally, an analysis is completed on each menu to ensure children receive at least two-third of their nutritional Recommended Daily Allowance (RDA) while in Early Head Start’s care. Parents of children with identified nutritional concern are provided relevant nutrition information and offered one-on-one nutrition counseling or referred to other specialists as needed. Special menus are created and implemented for children with special dietary needs. Below is a summary of the number of meals served each month during the 2021-2022 school year.

<table>
<thead>
<tr>
<th>Month</th>
<th>Breakfasts Served</th>
<th>Lunches Served</th>
<th>Snacks Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2021</td>
<td>8,141</td>
<td>8,241</td>
<td>8,187</td>
</tr>
<tr>
<td>September 2021</td>
<td>8,996</td>
<td>9,072</td>
<td>9,039</td>
</tr>
<tr>
<td>October 2021</td>
<td>8,575</td>
<td>8,639</td>
<td>8,595</td>
</tr>
<tr>
<td>November 2021</td>
<td>8,749</td>
<td>8,801</td>
<td>8,735</td>
</tr>
<tr>
<td>December 2021</td>
<td>7,819</td>
<td>7,904</td>
<td>7,871</td>
</tr>
<tr>
<td>January 2022</td>
<td>8,515</td>
<td>8,589</td>
<td>8,567</td>
</tr>
<tr>
<td>February 2022</td>
<td>9,056</td>
<td>9,157</td>
<td>9,129</td>
</tr>
<tr>
<td>March 2022</td>
<td>10,718</td>
<td>10,808</td>
<td>10,762</td>
</tr>
<tr>
<td>April 2022</td>
<td>9,461</td>
<td>9,535</td>
<td>9,463</td>
</tr>
<tr>
<td>May 2022</td>
<td>10,250</td>
<td>10,303</td>
<td>10,243</td>
</tr>
<tr>
<td>June 2022</td>
<td>10,051</td>
<td>10,097</td>
<td>10,041</td>
</tr>
<tr>
<td>July 2022</td>
<td>9,358</td>
<td>9,419</td>
<td>9,359</td>
</tr>
</tbody>
</table>

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4 See footnote 6.
Mental Health Services

Social-Emotional Development is a critical foundation for children’s success in school and life. For this reason, the program ensures teachers are knowledgeable and well-equipped with strategies for promoting children’s social and emotional development. During the 2021-2022 school year, the program offered social emotional trainings on:

| **Stress Management Trainings** | **Newborn T.O.U.C.H.**  
*(Touch, Observe, Understand, Communicate, Hold)* | **Techniques & Strategies to Support Infant & Early Childhood Mental Health & Wellness** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A series of Stress Management Trainings that taught staff ways to reduce stress and increase health and well-being within the workplace. Staff learned to identify stressors, how the stressors affect them, and ways to build resilience.</td>
<td>This training uses a relationship-focused approach that promotes family-centered care practices that nurture growth through each phase of development. Early Head Start staff learned a strong foundation of knowledge, skills and competencies to create a caregiving environment in which newborns and their families can thrive.</td>
<td>Early Head Start staff gained knowledge, tangible techniques and strategies to support the mental health, wellness and success of our future leaders.</td>
</tr>
<tr>
<td><strong>The Pyramid Model Training</strong></td>
<td><strong>First &amp; Then Visuals</strong></td>
<td></td>
</tr>
<tr>
<td>The Pyramid Model promotes young children’s healthy development and prevents challenging behaviors. Teachers learned the reasons and purposes of young children’s challenging behaviors, effective strategies to respond appropriately, and ways to combine several strategies when responding to difficult situations using more intentional and preventative practices.</td>
<td><strong>Infant Mental Health Endorsement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The program implemented an initiative for staff to pursue the Infant Mental Health Endorsement competencies developed by The Michigan Association for Infant Mental Health (MI-AIMH). Endorsement uses a nationally recognized set of competencies that helps define best practice and guides professional growth for professionals who serve newborns.</td>
<td></td>
</tr>
</tbody>
</table>
Financial Audit Results

EARLY LEARNING COALITION OF MIAMI-DADE/MONROE, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS - FEDERAL AWARDS PROGRAMS AND STATE FINANCIAL ASSISTANCE
FOR THE YEAR ENDED JUNE 30, 2022

SECTION I – SUMMARY OF AUDITOR’S RESULTS

Financial Statements

Type of auditor’s report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? __ Yes __ X No

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

Noncompliance material to financial statements noted? __ Yes __ X No

Federal Awards and State Financial Assistance

Internal control over major federal programs and state projects:

Material weakness(es) identified? __ Yes __ X No

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

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

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

Identification of major programs:

<table>
<thead>
<tr>
<th>CFDA/CFSA Number</th>
<th>Name of Federal/State Program or Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.575, 93.596</td>
<td>Child Care Development Fund (CCDF) Cluster</td>
</tr>
<tr>
<td>93.600</td>
<td>Head Start</td>
</tr>
<tr>
<td>48.108</td>
<td>VPK State General Funds</td>
</tr>
</tbody>
</table>

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

$ 3,000,000 Federal
$ 1,445,854 State

Auditee qualified as low-risk auditee? __ X Yes __ No
EARLY LEARNING COALITION OF MIAMI-DADE/MONROE, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS - FEDERAL AWARDS PROGRAMS AND
STATE FINANCIAL ASSISTANCE
FOR THE YEAR ENDED JUNE 30, 2022

SECTION II – FINANCIAL STATEMENT FINDINGS

None

SECTION III - FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARDS PROGRAMS

None

SECTION IV – FINDINGS AND QUESTIONED COSTS - MAJOR STATE FINANCIAL
ASSISTANCE PROJECTS

None

SECTION V – OTHER ISSUES

1. No management letter was issued for the year ended June 30, 2022.

2. No Summary Schedule of Prior Audit Findings is required because there were no prior audit findings related to Federal awards programs or State financial assistance projects.

3. No corrective action plan is required because there were no findings required to be reported under the Federal OMB Circular Compliance Supplement or the Department of Financial Services’ State Project Compliance Supplement.

4. As explained in Note 5 to the financial statements, OEL and the Organization believe that the net overpayment remaining to providers as a result of making estimated payments in prior years, which was reported as an audit finding during the year ended June 30, 2019, is $210,802. The finding was addressed and corrected during the year ending June 30, 2020. As a result, no finding has been reported in the current year or disclosed in the accompanying schedule of prior audit findings as this was corrected in the prior audit.
Federal Review Audits

Performance Summary

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

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

Follow-up Corrected

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

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

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

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

monitored partners weekly staffing plans. The plans provided the education team with an understanding of the staff rotas and staffing patterns. A review of staffing plans, daily Early Head Start Staff coverage forms, and regulatory monitoring visit forms found a platform for continuous monitoring and analysis of teacher staffing patterns to ensure sufficient classroom coverage and correct staff-child ratios were maintained.

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

The grantee provided support for effective classroom management and positive learning environments, supportive teacher practices, or strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns. This area of noncompliance is corrected.
The Early Head Start program continues to flourish thanks to stakeholders that believe, care and support the work the program does. The program is thankful to the Early Learning Coalition of Miami-Dade/Monroe and the Early Head Start Policy Council for their leadership and guidance. Bringing the mission to life can be attributed to the dedicated staff and childcare partners who provide quality experiences for children and families on a daily basis. It is thanks to community partners that the program is able to enhance services and provide needed resources to families. The program is deeply thankful to the parents who support the program and put their trust in us.