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.

Program, Policy and Strategy Committee Meeting
Monday, August 30, 2021
7:00 am
Zoom Meeting ID: 946 2794 8099
Passcode: 195334

I. Welcome & Introductions

II. Approval of Minutes

A. Motion to approve minutes for July 26, 2021

III. Early Head Start

A. Meals
B. Attendance
C. Resolution 08302021-01 – Self-Assessment
   Authorize the President and CEO to proceed with the implementation of the Early Head Start 2021-2022 Self-Assessment Plan.
D. Resolution 08302021-02 – Early Head Start
   Authorize the President and CEO to submit a request allowing Early Head Start to provide comprehensive services through a Family Childcare Home option.

IV. Early Head Start Program Compliance

V. Ages & Stages Questionnaire Updates

VI. Professional Development Institute

A. Early Childhood Apprenticeship Program
B. Early Childhood Internship Program

VII. The Equity Institute Lead With Equity

VIII. Public Comments

IX. Adjourn
ELC Program, Policy, and Strategy Committee Meeting  
July 26, 2021; 7:00 a.m.  
Zoom Meeting ID: 946 4204 5918  
Passcode: ELC0726

Committee Attendees: Sandi Bisceglia; James Haj; Eileen Fluney; Stephanie Scuderi; Chereen Coile

Committee Absentees: Gladys Montes; Joycelyn Lawrence; Raeann Bacchus; Mara Zapata

Staff Attendees: Angelo Parrino; Pam Hollingsworth; Fiorella Christie; Belkis Torres; Anabel Espinosa; Jackye Russell; Sandra Gonzalez; Maria Schrack

Non-Committee Attendees: Daniel Armstrong;

I. Welcome and Introductions
   Sandi Bisceglia

   • S. Bisceglia called the meeting to order and welcomed everyone. Quorum was established with five (5) voting members.

II. Approval of Minutes
    Sandi Bisceglia

    • S. Bisceglia for the approval of the meeting minutes from June 2021.

        ○ E. Fluney moved to approve the minutes.
        ○ C. Coile seconded the motion.
        ○ Motion passed unanimously.

III. Early Head Start
     Belkis Torres

     • B. Torres presented the following updates:

         ○ Attendance: The average daily attendance has remained 92% or higher during the past five (5) months;
         ○ The June average daily attendance was 92%;
         ○ Self-assessment: Three (3) of eight (8) areas have been fully completed all of the self-assessment action steps. The remaining five (5) areas are expected to be completed by the end of October 2021;
         ○ Corrective Action Plan (CAP): 20 of the 25 required action steps have been completed. The remaining five (5) have been started and continue to be implemented.
IV. Quality Initiatives

- F. Altare Christie discussed The Children’s Trust Scholarship Program and announced that the ELC would receive additional funding in an approximate amount of $11,500.00 for the period July 1, 2021 through September 30, 2022. This will allow for additional children to be served through The Children’s Trust Scholarship Program.

V. Inclusion & Assessment Updates

- A. Espinosa discussed the following:
  - Concerns surrounding the management of development screenings have been identified with the Single Statewide Information System (SSIS). The screening, inclusion, and assessment team have designed and implemented work-arounds to address the misalignment between SSIS, current processes, and administrative rule requirements;
  - The screening, inclusion, and assessment team achieved growth and proficiency on Quality Assurance monitoring during FY 2020-21, in spite of the challenges with SSIS.
  - For quarter three (3), Miami-Dade providers achieved 100% compliance with development screening and assessment and Best Practices in Early Childhood Education. Monroe providers achieved 100% and 97% respectively.

VI. Professional Development Institute

- P. Hollingsworth discussed the following:
  - The Professional Development Institute provided trainings for 11,572 participants during FY 2020-21;
    - 11,359 Miami-Dade participants (duplicated number);
    - 213 Monroe participants (duplicated number);
  - Equity Institute: The Children First Equity and Inclusion Series will be featured at the Built to Thrive 21 Summit, September 21, 2021, sponsored by The Children’s Movement of Florida;
  - ELC Talks presented Confederate statues and monuments on July 15. The August 19 session will address the Impact of COVID-19 on Early Childhood Education and Child Development.

VII. Public Comments

- Sandi Bisceglia

VIII. Adjourn

- Sandi Bisceglia
Early Head Start Slides Summary

**Attendance**
- The average daily attendance in July was 91%.
  - 50% in-person only
  - 13% virtual only
  - 37% hybrid

**Partnership Changes**
Six partners did not renew their contracts:
- America’s Little Leaders Academy
- Kiddy Academy
- Precious Moments
- Sheyes of Miami Day Care #3
- Sheyes of Miami Learning Center
- The Carter Academy 1

**Program Compliance**
- Incidents and/or accidents are reported to Regional Office
- Possible Actions are:
  - Area of Concern
  - Noncompliance
  - Deficiency
- Noncompliance require a Corrective Action Plan, submission of documents, and interviews.
Attendance

Percent of Average Monthly Attendance (Upward Trend is Good)

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

<table>
<thead>
<tr>
<th>Month</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Mar-21/FY21-Q3</td>
<td>93.00%</td>
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<tr>
<td>Apr-21</td>
<td>93.00%</td>
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<tr>
<td>May-21</td>
<td>92.00%</td>
</tr>
<tr>
<td>Jun-21/FY21-Q4</td>
<td>92.00%</td>
</tr>
<tr>
<td>Jul-21</td>
<td>91.00%</td>
</tr>
</tbody>
</table>

- Benchmark: 85%
- Actual: Blue
- Trendline: Green
- Previous Year: Olive
Monthly Breakfast

Percent of Monthly Breakfasts Served (Upward Trend is Good)

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

<table>
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<tr>
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</thead>
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<td>99.10%</td>
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<tr>
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<tr>
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<td>98.50%</td>
</tr>
<tr>
<td>Jul-21</td>
<td>97.90%</td>
</tr>
</tbody>
</table>

100.00%
75.00%
50.00%
25.00%
0%

Benchmark:
100%
Actual
Trendline
Monthly Lunches

Percent of Monthly Lunches (Upward Trend is Good)

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

[Sales Data Table and Graph]
Monthly Snacks

Percent of Monthly Snacks (Upward Trend is Good)

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

The following partners did not renew their contracts:

- America’s Little Leaders Academy
- Kiddy Academy
- Precious Moments
- Sheyes of Miami Day Care #3
- Sheyes of Miami Learning Center
- The Carter Academy 1
Early Head Start Program Compliance

An incident occurs in the Early Head Start program.

If incident is child abuse or neglect in nature it is reported to local authorities and Early Head Start Regional Office.

(Example: timeline of events, staff and parent statements, classroom videos, incident report given to parent(s), actions taken by center, process for preventing the incident, Department of Children and Families (DCF) report, results of DCF investigation, copy of licensing inspection, etc.)
Possible Actions

1. **Area of Concern:**
   An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.

2. **Area of Noncompliance:**
   An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Possible Actions

3. **Deficiency**:
As defined in the Head Start Act, the term "deficiency" means:
A. a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:
   i. **a threat to the health, safety, or civil rights of children or staff**;
   ii. a denial to parents of the exercise of their full roles and responsibilities related to program operations;
   iii. **a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management**;
   iv. the misuse of funds received under this subchapter;
   v. loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or
   vi. **failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified**;
B. systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or
C. **an unresolved area of noncompliance**.
Noncompliance Follow-up

• Corrective Action Plan
• Organizational Chart
• Partner contract(s)
• Staffing plans from April – August 2021
• Agendas, notes and/or summaries of individual and/or team staff meetings from April – August 2021
• Communication and/or reports from licensing and/or DCF.
• Any other documentation of changes made in communication, staffing and training
• Documentation on any support provided by Training and Technical Assistance including participants, training materials/hand-outs, summary report with who provided the training.

• Plan for ongoing monitoring of classrooms for grantee and partner sites, include completed monitoring tools or checklists, classroom observations, or coaching logs/notes used to monitor staff and their interactions with children and maintaining staff/child ratios while in the classroom, playground and/or virtually from April – August 2021.
• Policies and procedures on education services including classroom management and positive learning environments, supportive teacher practices, supporting children including those with challenging behaviors, and teacher-child ratios.
• Staff training for grantee and partner sites include agendas, sign in sheets or electronic verification, materials and/or handouts used, and any surveys or tools used to determine the effectiveness of each training from April – August 2021
• Interview with Board and Policy Council chairs, Chief Executive Officers, Early Head Start leadership and education staff.
Action Requested: Authorize the President and CEO to proceed with the implementation of the Early Head Start 2021-2022 Self-Assessment Plan.

Fiscal Impact: No Fiscal Impact

Funding Source: U.S. Department of Health and Human Services Administration for Children and Families

Strategic Goal: ☒ Neediest Children ☒ Providers
☐ Youngest Children ☐ Funding
☐ Educate All ☒ N/A – ELC Operations

RESOLUTION: 08302021-01

AUTHORIZE THE PRESIDENT AND CEO TO PROCEED WITH THE IMPLEMENTATION OF THE EARLY HEAD START 2021-2022 SELF-ASSESSMENT PLAN.

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

WHEREAS, the Program, Policy and Strategy Committee recommends approving this action;

NOW, THEREFORE, be it resolved that the Program, Policy and Strategy 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.
**Background:**

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 previous 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. The self-assessment plan, results, and improvement plan are submitted as part of the Early Head Start application and reapplication process.

**Regulations:**

642(c)(1)(E)(iv)(V)(aa) The governing body shall be responsible for reviewing and approving all major policies, including the annual self-assessment and financial audit.

642(c)(2)(D)(iii) The Policy Council shall approve and submit to the Governing Board decisions about (iii) Applications for funding and amendments to applications for funding for programs under this subchapter, prior to submission of applications described in this clause.
2021-2022
Early Head Start
Self-Assessment Plan
PURPOSE

Self-Assessment is a vital component of the planning cycle for the Early Head Start Program. The self-assessment creates a time for the program to critically examine data collected. 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 and achievement of goals and objectives, determination of training and technical assistance priorities, and the allocation and use 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 in meeting program goals and implementation of program services. 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

At least once each program year, a program must conduct a self-assessment that uses program data to evaluate the program’s progress towards meeting its goals, compliance with program performance standards throughout the program year, and effectiveness of the professional development and family engagement systems in promoting school readiness. [Head Start Performance Standards 1302.103(b)(2)(i)].

PARTICIPANTS

The inclusion of multiple perspectives ensures that all service areas and viewpoints are represented and considered during the analysis 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.

The Neighborhood Place for Early Head Start will use existing information from various internal and external monitoring reports and/or inspections. Information from the program’s database will also be used 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. Service area directors and managers may incorporate additional site visits or record reviews to gather pertinent data that will provide accurate information on the program’s implementation.


Board and Policy Council members will be invited to participate in the focus groups. Directors and managers will invite community representatives who are versed in their respective areas to participate in the focus groups. Childcare partners and parents of currently enrolled children will also be invited to be a part of the focus groups.

DATA SHARING (TIMEFRAME: SEPTEMBER 20, 2021 – SEPTEMBER 24, 2021)

Service area directors and managers will share the data and program goals with their respective focus group members prior to the focus group meeting. This will afford the focus group members an opportunity to become familiar with the data and goals to create a list of questions and/or observations. All data provided will be shared cumulatively to ensure confidentiality of children and families.

DATA ANALYSIS (TIMEFRAME: NOVEMBER 9, 2021)

Data analysis will be completed in two tiers. The first tier will focus on the programmatic and fiscal areas. These areas will consist of: ESREA (Eligibility, Selection, Recruitment, Enrollment, and Attendance), education, family and community engagement, health, nutrition, mental health, finance, and disability. Directors and managers from each area will organize a team comprised of staff and community stakeholders to review the data. Data analysis will focus on identifying major area(s) of strength and opportunities for improvement. The focus group will also discuss the progress and challenges in achieving the program goals. Each team will identify the systems being impacted in each finding and make recommendations for improvement.

IMPACT OF ANALYSIS (TIMEFRAME: NOVEMBER 10, 2021 – DECEMBER 17, 2021)

The second tier will focus on the program and systems. The Early Head Start (EHS) leadership team will analyze the information from each team. Since the program’s systems work together to inform and influence the service delivery, the EHS leadership team will review the systems impacted in each finding. Appendix A provides a list of 12 Early Head Start systems and a brief description of each system. A final summary report and program improvement plan will be developed.
**REVIEW DRAFT OF THE SUMMARY REPORT AND IMPROVEMENT PLAN WITH THE CHIEF OPERATING OFFICER**  
**(TIMEFRAME: JANUARY 10, 2022 - JANUARY 14, 2022)**

Two reports will be developed as a result of the data analysis:

- **Summary Report**: The summary report will recapitulate the results from the data analysis.
- **Program Improvement Plan**: 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. The draft report will be shared with the Chief Operating Officer.

**FINAL REPORT AND IMPROVEMENT PLAN**  
**(TIMEFRAME: JANUARY 17, 2022 - JANUARY 24, 2022)**

Recommendations from Chief Operating Officer will be incorporated into the draft Summary Report and Program Improvement Plan for a final report.

**REPORT PRESENTATION**  
**(TIMEFRAME: JANUARY 31, 2022 - FEBRUARY 17, 2022)**

The Summary Report and the Program Improvement Plan will be presented to Early Learning Coalition of Miami-Dade/Monroe Programs and Policy Committee, Policy Council, and the Early Learning Coalition of Miami-Dade/Monroe Board.

**FOCUS GROUP UPDATES**  

Each director and manager will email their focus group member the summary and corrective action plan resulting from the data analysis and focus group recommendations. Two follow-up meetings will be held in April and July to provide a status on the progress of the Program Improvement Plan.

**BOARD AND POLICY COUNCIL UPDATES**  

Updates on the Program Improvement Plan will be presented to the Early Learning Coalition of Miami-Dade/Monroe Programs and Policy Committee, Policy Council and the Early Learning Coalition of Miami-Dade/Monroe Board in the April and August meetings.
Program Planning and Service System Design guide all programs in their five-year grant and include service plans that directly impact children and families. Data and Evaluation drive data-based decision-making, inform each stage of the program planning cycle, and use qualitative and quantitative measures to ensure effective program management. Fiscal Management accounts for federal assets and compliance with regulations, includes internal controls, and helps program leaders collaborate as they develop budgets to address goals and priorities. Community and Self-Assessment initiate the program planning process, provide the right services to the right population (external focus), and support continuous quality improvement (internal focus). Facilities and Learning Environments support children and families in indoor and outdoor settings and cultivate spaces that are safe and inspire learning. Transportation ensures the safe and efficient movement of children and meets needs in a consistent manner that are in compliance with state and federal regulations. Technology and Information Systems maintain the infrastructure needed to address the increased reliance on data collection and analysis. These systems select, manage, and provide training on appropriate hardware and software needed to monitor progress. Training and Professional Development emphasize the importance of training and technical assistance (T/TA) in every program and offer a range of instructional resources, including online resources. Communication builds relationships with internal and external stakeholders and helps programs “tell their stories” as they pursue program and school readiness goals. Recordkeeping and Reporting build and maintain a program’s institutional memory; design and distribute strategic reports; manage recordkeeping activities; and inform staff, leadership and external partners. Ongoing Monitoring and Continuous Improvement help programs adapt to better address goals and objectives and share data with staff, policy council, and governing bodies to engage everyone in the program planning process. Human Resources ensures that staff and volunteers have the credentials and competencies needed to fulfill responsibilities.

1 https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/management-systems
Action Requested: Authorize the President and CEO to submit a request allowing Early Head Start to provide comprehensive services through a Family Childcare Home option.

Fiscal Impact: No Fiscal Impact.

Funding Source: U.S. Department of Health and Human Services Administration for Children and Families

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

RESOLUTION: 08302021-02

AUTHORIZE THE PRESIDENT AND CEO TO SUBMIT A REQUEST ALLOWING EARLY HEAD START TO PROVIDE COMPREHENSIVE SERVICES THROUGH A FAMILY CHILDCARE HOME OPTION.

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

WHEREAS, the Program, Policy and Strategy Committee recommends approving this action;

NOW, THEREFORE, be it resolved that the Program, Policy and Strategy 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.
**Background:**

Early Head Start programs may provide services through various options. Besides a center-based option, programs can offer services in a family childcare home option. A family childcare home option provides a smaller homey atmosphere that can be beneficial in the early years and a good transition from at-home to group care. Additionally, the continuity of care that exists in family childcare homes can foster strong adult-child relationships. The Early Head Start program currently offers services through a center-based option. The program would like to expand the options parents have in selecting an educational setting for their children. A maximum of 36 Early Head Start slots will be allotted for the family childcare home option. The program is requesting the Board’s approval to submit a request allowing Early Head Start to provide comprehensive services through a family childcare home option.

**Regulations:**

1302.23(a)(b) The family childcare home program option delivers the full range of services. Education and child development services are primarily delivered by a family childcare provider in their home or other family-like setting.
Professional Development Institute
Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers

- Lead Manager: Pam Hollingsworth, M.Ed., Sr. VP for Strategic Initiatives and Program Development
- phollingsworth@elcmdm.org
## Professional Development Institute Key Points

### July Training Sessions/Attendees:
- **July Training Sessions**: 44
- **Number of Attendees**:
  - Miami-Dade: 780
  - Monroe: 13

### Equity Institute
- **The Children First Equity and Inclusion Series** featured at the Built to Thrive 21 Summit sponsored The Children’s Movement of Florida, 9/21
- **ELC Talks**: Learning Loss in the Wake of COVID-19, 8/19
- **ELC Talks**: Body Image, Body Shaming and Trauma in Young Children, 9/16

### Professional/Workforce Development
- **Preschool Child Development Associate (CDA®) Courses with the Professional Development Institute**: Registration for fall 2021 is closing soon:
  - English
  - Spanish
- **Early Childhood Internship and Apprenticeship Programs** are coming soon!
Number of Training Sessions Offered FYTD

- Actual: 44
- English Trainings: 32
- Spanish Trainings: 12
- Benchmark: 32
- Training in a Series: 12

Jul-21
Number of Participants Miami Dade County FYTD

- Jul-21: 610
- Aug-21: 731

- Miami Dade Participants
- Benchmark
- Trendline
Number of Participants Monroe County FYTD

- July 2021: 11
- August 2021: 14
ELC Talks: Through an Equity Lens

Body Image...Body Shaming and Trauma in Young Children.

Children can form negative opinions of their bodies as early as age 3 and there are many factors that influence how children see themselves. (familydoctor.org).

Join the Early Learning Coalition and a panel of experts for a discussion about body image, the traumatic effects of body shaming and considerations in raising, teaching and nurturing children through a body positivity lens.
The Children First Equity and Inclusion Series
The Children’s Movement of Florida Built To Thrive 21 Summit

The Professional Development Institute is pleased that it’s *Children First Equity and Inclusion Series* will be featured during The Movement’s Built To Thrive 21 Summit on September 8th, 2021. Early educators who completed the Children First Equity and Inclusion Series will reflect on the knowledge acquired during sessions and how their classroom and parent engagement practices and their daily lives have been impacted by this series.

**Featured Early Educators:**
- Carla Garcia-World to Grow Learning Center
- Gail Roberts-Upper Room Day Care and Academy
- Jina Carvajal-JC Preschool Services LLC
- Nouchy Phillips (looking for a new early learning home)
UPCOMING Child Development Associate (CDA®) COURSES

Starting Fall 2021

- Child Development Associate (CDA®) Credential for Preschool English
- Child Development Associate (CDA®) Credential for Preschool Spanish

Register today at: http://trainings.elcmdm.org/
Professional Workforce Development

• Building the Early Childhood Profession through education and on the job training

• **Early Childhood Internship Program** for eligible young adults ages 18-24
  - 20 hours a week/12 weeks of on the job training and mentoring
  - Complete Department of Children and Families 45 Childcare Course
  - Salary 100% covered by Career Source South Florida

• **Early Childhood Apprenticeship Program** for eligible adults ages 18 and up
  - 40 hours a week/12-16 months of on the job training and mentoring
  - Complete the National Child Development Associate Credential (CDA®)
  - Salary 50% covered by Career Source South Florida
Professional Development Institute (PDI)  
Contact Information

Visit our website: trainings.elcmdm.org

Email us: professionaldevelopment@elcmdm.org

Call us: 305 646-7220 ext. 2350, 2320 or 2511