Programs, Policy and Strategy Committee Meeting  
Monday, January 25, 2021  
7:00 am  
Zoom Meeting ID: 919 8816 6356  
Passcode: ELC0125  

I. Welcome & Introductions  
   Gladys Montes  

II. Approval of Minutes  
    Gladys Montes  

III. Early Head Start  
    Belkis Torres  
    A. Meals  
    B. Attendance  
    C. Annual Self-Assessment  

IV. Monroe County Needs Assessment  
    Angelo Parrino  

V. The Children’s Trust Scholarship Program  
    Fiorella Christie  

VI. Professional Development Institute  
    Pam Hollingsworth  
    A. Monroe Early Learning Conference  
    B. Kellogg Foundation: Racial Equity 2030  
    C. Leading With Equity  

VII. Public Comments  
    Gladys Montes  

VIII. Adjourn  
    Gladys Montes
ELC Programs, Policy & Strategy Committee Meeting
November 30, 2020 at 7:00 AM
Zoom Meeting ID: 977 3580 7833; Passcode: ELC1130

Committee Attendees: Gladys Montes; James Haj; Sandi Bisceglia; Joycelyn Lawrence;

Absent Committee:

Staff Attendees: Evelio Torres; Fiorella Altera-Christie; Sandra Gonzalez; Pam Hollingsworth; Jackye Russell; Belkis Torres; Ana Sejeck; Anabel Espinosa; Angelo Parrino; Sandrina Seraphin

Non-Committee Attendee: Rachel Spector

I. Welcome and Introductions
   • G. Montes called the meeting to order and welcomed everyone. Quorum was established.

II. Approval of Minutes
   • Motion to approve minutes by J. Haj.
   • Motion seconded by S. Bisceglia
   • Motion unanimously passed.

III. Programs, Policy and Strategy 2021 Committee Meeting Schedule

   • The 2021 committee schedule was reviewed and approved.

IV. Early Head Start
   • S. Seraphin presented the Recruitment Plan:
     • This Recruitment and Selection Plan is a framework intended to increase community awareness about the program, encourage families to apply for services, and select and enroll the neediest and most at-risk families in the community. The plan ensures that outreach is conducted to actively recruit and engage families identified in the targeted population. The purpose (goal) of recruitment is to ensure 100% enrollment on day one of services and throughout the program year. Careful planning and well thought out recruitment efforts will assure the neediest families in the community are knowledgeable about the program, apply for services, and are selected using a point system that aligns with the family’s current living situation

     ▪ Motion to approve the recruitment plan by J. Haj.
     ▪ Motion seconded by J. Lawrence
     ▪ Motion unanimously passed.
• B. Torres presented EHS enrollment, attendance and meal programs. G. Montes asked if the childcare centers were offering food packages for children not attending. B. Torres stated that they can offer that but few parents are taking advantage of this.

V. PDG Renewal Grant Pam Hollingsworth

• P. Hollingsworth discussed the PDG renewal grant they received from OEL. These monies would be allocated to mental health, social emotional, etc.

VI. Monroe County Early Learning Conference Pam Hollingsworth

• P. Hollingsworth discussed the upcoming conference.

VII. Annual Retreat Initiative/Leading for Equity Evelio Torres

• P. Hollingsworth stated that the workgroups had been fully formed and the first meeting was held.

VIII. Florida Reading Corp. Rachel Spector

• R. Spector discussed a study performed by The Children’s Trust called Florida Reading Corp. The goal of this study was to insure that all children will have the opportunity to be proficient readers by third grade.

IX. Public Comments Gladys Montes

X. Adjourn Gladys Montes
Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers
Attendance

Attendance (Expected Trend is Up)

- Aug-20: 61.00%
- Sep-20 / FY21-Q1: 91.00%
- Oct-20: 91.00%
- Nov-20: 93.00%
- Dec-20 / FY21-Q2: 92.00%

- Benchmark
- Actual
- Trendline
Monthly Breakfast

Percent of Monthly Breakfasts (Expected Trend is Up)

<table>
<thead>
<tr>
<th>Month</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Aug-20</td>
<td>99.50%</td>
</tr>
<tr>
<td>Sep-20/Q1</td>
<td>99.60%</td>
</tr>
<tr>
<td>Oct-20</td>
<td>99.70%</td>
</tr>
<tr>
<td>Nov-20</td>
<td>99.80%</td>
</tr>
<tr>
<td>Dec-20/Q2</td>
<td>99.60%</td>
</tr>
</tbody>
</table>

- Benchmark
- Actual
- Trendline
Monthly Lunches

Percent of Monthly Lunches (Expected Trend is Up)

- Aug-20: 99.80%
- Sep-20 / FY21-Q1: 99.90%
- Oct-20: 99.90%
- Nov-20: 99.90%
- Dec-20 / FY21-Q2: 99.90%

Legend:
- Benchmark
- Actual
- Trendline
Monthly Snacks

Percent of Monthly Snacks (Expected Trend is Up)

- Aug-20: 99.30%
- Sep-20 / FY21-Q1: 99.40%
- Oct-20: 99.50%
- Nov-20: 99.40%
- Dec-20 / FY21-Q2: 99.40%

Legend:
- Benchmark
- Actual
- Trendline
The Neighborhood Place for Early Head Start

a division of
the Early Learning Coalition of Miami-Dade/Monroe

2020-2021

Self-Assessment Summary and Enhancement and Initiatives Plan

Early Learning Coalition of Miami-Dade/Monroe
Program Description
The Neighborhood Place for Early Head Start (EHS) is a division of the Early Learning Coalition of Miami-Dade/Monroe (ELCMDM). The ELCMDM is the largest of 31 Early Learning Coalitions in Florida and administers the funds from the Child Care Development Block Grant. As an Early Head Start – Childcare Partnership, TNPEHS serves 750 infants and toddlers and their families in targeted low-income zip codes in Miami-Dade County, Florida. The targeted zip codes are located within seven (7) regional areas in the county: Hialeah, Homestead/Florida City, Liberty City, Little Havana, North Miami, Opa-Locka, and Perrine. Since its inception in 2015, the program has touched the lives of 3,878 infants and toddlers from 3,369 families. A little over 75% of the families touched are single-parent families with a high school diploma or less. In collaboration with a team of community partners, the program lays the foundation to support families with improving their lives and preparing their children for school.

Self-Assessment Process and Design
The program began the self-assessment process in November of 2020 with the ELCMDM Board and EHS Policy Council’s approval of the Self-Assessment Plan. Board and Policy Council members, community and childcare partners, and staff were invited to be a part of the self-assessment process. In order to obtain more detailed and specific results, participants were divided into focus groups for each of the areas that provide comprehensive services to children and families, as well as areas that support the program. The EHS directors and managers gathered data from their respective, specialized area to share and discuss with their focus group participants. The overview and focus group meetings occurred during the month of December 2020. Due to a worldwide pandemic, the program conducted the overview and focus group meetings virtually. After analyzing the data, each focus group identified program strengths, opportunities for enhancement or initiatives, the regulation(s) and system(s) impacted, the underlying cause(s), and recommendation(s). An Enhancement and Initiatives Plan was developed by staff to increase the quality of service delivery and program operation. This Summary and Enhancement and Initiatives Plan were presented to the ELCMDM Board and TNPEHS Policy Council during the month of February 2021.
Focus Group Members

- Cecilia Nariznis – EHS Mental Health Manager
- Otilia Gonzalez-Varese – EHS Disabilities Manager
- Yamaira Soler – EHS Technical Assistance Specialist
- April Daniels – EHS Family Advocate
- Sherronda Moultry – EHS Family Advocate
- Jacqueline Nieto – EHS Family Advocate
- Annie Benedetti – Rainbow Director
- Dr. Eileen Fluney – ELC Board Member, Executive Director for Paradise Christian School
- Charelis Santana – Family Resource Specialist
- Vanessa Bongiorno – EHS Finance Manager
- Catherine Pollard – EHS Administrative Coordinator
- Salvatore Martorano – EHS Compliance Manager
- Kaitlyn Meadors – EHS Accounting Clerk
- Casie Alaniz – ELC Deputy Director of Finance
- Audelia Martinez – CFO, Le Jardin
- Chante Fordham – EHS Technical Assistance Specialist
- Laura Serrano – EHS Family Advocate
- Lucretia Jones, EHS Director of Child Development and Education Support Services
- Sandrina Seraphin, EHS Director of Community and Family Engagement
- Eimy Ramirez, Lead Family Advocate
- Heather Valdes, EHS Technical Assistance Specialist
- Sarah Rivera, EHS Technical Assistance Specialist
- Tracy Louima, EHS Family Advocate Supervisor
- Suleidy Fana, EHS Family Advocate Supervisor
- Melissa Pozo, Assistant Director, Springview Academy (Child Care Partner)
- Chemika Burkhalter, Executive Director, St. Albans Child Enrichment Center
- Nicola Bloom, Social Work, Jasmine Project/Healthy Start/UM Miller School of Medicine
- April Williams, Parent and Policy Council member, Miami Gardens Learning Center
- Shantai Young, Supervisor, Jasmine Project/UM Miller School of Medicine
- Tatiana Larionova, EHS Nutrition Manager
- Ada Fernandez, EHS Technical Assistance
- Maria Fegan, EHS Family Advocate
- Beatriz Vera-Lopez, EHS Family Advocate
- Elvia Somerzon Escolar, Kids Small World Director
- Iliana Campuzano, UF/IFAS FNP Office Assistant
- Merlecer Dorville, EHS Family Advocate
- Rachel Spector, Associate Director of Programs, The Children’s Trust
Data Collection Tools

- ChildPlus*\(^1\) Reports – INK28, 2025
- ChildPlus Teacher Consultation Notes
- ChildPlus: Community Resources Module
- Classroom Observations
- Community Assessment Data
- Google form (registration and survey forms)
- Health annual reports for 2017, 2018 and 2019
- Health Services Advisory Committee minutes
- Locally designed disabilities tracking system
- MIP Program Designed Report-VB EHS Financials
- Nutrition Education Events by NPEHS staff and community partners - registration and attendance data
- Staff emails pertaining to parent participation in nutrition event
- Teaching Strategies Gold Data
- Virtual Meeting Attendance Record
- Virtual Services Teacher Survey

Systems Impacted

- Communication
- Community & Self-Assessment
- Data and Evaluation
- Facilities and Learning Environments
- Fiscal Management
- Ongoing Monitoring and Continuous Improvement
- Program Planning & Service System Design
- Recordkeeping and Reporting
- Technology and Information Systems
- Training and Professional Development

\(^1\) ChildPlus is the program’s child and family database system
Accomplishments

- Early Head Start staff received trainings on The Pyramid Model, Managing Challenging Behaviors, and Conscious Discipline.
- Early Head Start parents received training on Social Emotional Development.
- Early Head Start staff and parents participated in virtual support groups during COVID-19.
- Sixty-eight (68) teachers received ASQs and referral training throughout the year to learn about early identification and intervention.
- Early Head Start exceeded the 10% of disability enrollees as required by program.
- Through the COVID-19 pandemic, most children were able to transition to therapeutic services through virtual platforms.
- Through COVID-19 pandemic, the program was able to maintain a high number of referrals, despite restrictions and social distancing established by health and safety guidelines.
- Non-Federal Share was attained at 100% for the 2019-2020 program year.
- The program created a module on ChildPlus to accurately and timely track children, dually enrolled in School Readiness and Early Head Start, for processing of monthly payment.
- The program implemented Monthly Provider Payment Detail report which allows for timely detection of possible errors in payment.
- The program tailored financial reports on MIP to track and forecast expenses and minimize manual errors.
- Electronic forms were implemented to record parent involvement for in-kind.
- The ELC modified the School Readiness Plan to move EHS from priority 9 to priority 3.
- A new layered funding method was implemented to minimize cost variables that impact the budget.
- A Virtual Services Plan was implemented to offer uninterrupted educational services to children and families who were unable to attend due to the pandemic.
- The program provided a series of virtual training to support teachers (Creative Curriculum, Teaching Strategies Gold Assessment).
- Teachers and parents worked collectively to ensure ongoing assessment data was captured.
- Staff from EHS participated and presented at the annual Zero to Three pre-conference discussion panel on Mindful Eating in Preschool Setting, a training and implementation module for classroom teachers.
- Staff from EHS participated in the Zero to Three Moving Forward with Mindfulness pilot.
- The program partnered with Common Threads, national non-profit organization bringing cooking and nutrition education to children and families, to provide a Cooking with Kids parent workshop and Healthy Teacher Training during the Professional Development Days.
- The program developed and facilitated a Li’l Foodies Cook Along live virtual cooking classes for parents and children to follow along.
- Breastfeeding Friendly Designation was awarded by the Florida Department of Health to 9 Child Care Partners.
- Teachers (2nd cohort of 52 teachers) were trained on Healthy Kids Healthy Future, supplemental curriculum on healthy eating and physical activity.
- The program implemented a Wellness Initiative which includes but is not limited to practicing breathing and mindfulness at staff meetings, sending Wellness Wednesday and Mental Health newsletters, and trainings for teachers on living healthier life and promoting self-care, etc.
- The program created a Teacher Newsletter containing updates, wellness tips, and featured a teacher(s) highlight.
- Family Advocates attained access to the Florida Shots Immunization records online portal.
- The program continues to partners with Seals on Wheels, a mobile dental bus.
- The program modified ChildPlus’ attendance systems to ensure children receiving onsite, offsite, and hybrid services were tracked.
- Trainings were offered to Family Advocates to strengthen their knowledge and skill on ERSEA, father engagement, governance, and active listening.
- The program organized events at each site for the national Dad’s Take Your Child to School Day.
- The program organized five (5) Diaper, Formula, and Clothing drives with an average participation of 95 families at each drive.
- On a weekly basis, the program shared 60-second Enrollment Tip videos with providers.
- During the pandemic, Family Advocates successfully transitioned from in-person enrollment interviews to telecommunication while maintaining positive relationships with parents.
- The program participated in the Best Practices in Inclusive Early Childhood Education (BPIECE) training, a self-assessment tool developed to support early childhood programs serving children ages birth to kindergarten.
- Early Head Start parents received free credit counseling and financial literacy trainings through Dade County Federal Credit Union and Money Management Inc.
Opportunities for Enhancement

<table>
<thead>
<tr>
<th>Opportunity for Enhancement #1</th>
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<tbody>
<tr>
<td><strong>Analysis</strong></td>
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<tr>
<td><strong>Discovery:</strong></td>
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<tr>
<td>Teachers receive a variety of mental health trainings from different organizations and are unsure of how to put into practice what they have learned or the materials they have received.</td>
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<tr>
<td><strong>Regulation:</strong></td>
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<tr>
<td>45 CFR 1302.45 (1) Provide supports for effective classroom management and positive learning environments; supportive teacher practices; and, strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns.</td>
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<tr>
<td><strong>Goal:</strong></td>
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<tr>
<td>Focus on implementing one specific mental health initiative in every classroom at a time.</td>
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<table>
<thead>
<tr>
<th><strong>Underlying Causes</strong></th>
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<tbody>
<tr>
<td>▪ Resources are given to teachers; however, they may not have an understanding on how to use them.</td>
</tr>
<tr>
<td>▪ Teachers forget to use resources they have.</td>
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<tr>
<td>▪ Teachers are given too many concepts and tools all at once and are unsure of how to implement them all.</td>
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<table>
<thead>
<tr>
<th><strong>Recommended Enhancement and Initiatives</strong></th>
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</thead>
<tbody>
<tr>
<td>▪ Focus on one initiative per classroom</td>
</tr>
<tr>
<td>▪ Suggested Initiatives</td>
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<tr>
<td>▪ cozy corner to assist with self-regulation</td>
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<tr>
<td>▪ visuals to assist with routines and transitions</td>
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<tr>
<td>▪ Classroom management was mentioned as mental health initiative priority</td>
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<tr>
<td>▪ Train teachers on why this tool/initiative is being used</td>
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<tr>
<td>▪ Create videos and library of tools that is easily accessible for teachers</td>
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<tr>
<td>▪ Prepare specific coaching training to follow up and put it into practice</td>
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<tr>
<td>▪ Provide a checklist to teachers so they remember and use tools given</td>
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<tr>
<td>▪ Teamwork and commitment from directors as well</td>
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**Opportunity for Enhancement #2**

**Analysis**

**Discovery:**
When in-person services stopped, some parents did not continue or start disability services virtually.

**Regulation:**
45 CFR 1302.60 Full participation in program services and activities. A program must ensure enrolled children with disabilities, including but not limited to those who are eligible for services under IDEA, and their families receive all applicable program services delivered in the least restrictive possible environment and that they fully participate in all program activities.

**Goal:**
Ensure that children that decline virtual services, receive support at home and in the classroom by providing developmental activities and resources to support the parents and teachers.

**Underlying Causes**
- HIPAA compliance took time to set virtual platform.
- Agencies did not have an established plan to transition to virtual services.
- Parents were unfamiliar and skeptical about the effectiveness of virtual services.
- Parents expected the pandemic to be resolved earlier than expected.
- There were some families with technology challenges, therefore declined services or delayed services.
- Some families were not able to be contacted due to incorrect and/or disconnected phone numbers.

**Recommended Enhancement and Initiatives**
- Create a packet of activities and resources for parents that decline services due to technology challenges or any other reason,
- Create a schedule and checkpoint plan, for families who declined virtual services, to meet with parents and teachers to check on the progression of child’s development.
### Opportunity for Enhancement #3

#### Analysis

**Discovery:**
The program ended the 2019-2020 program year with a deficit over $1 million.

**Regulation:**
45 CFR 75.302(b) The financial management system of each non-Federal entity must provide for the following (see also §§75.361, 75.362, 75.363, 75.364, and 75.365): (4) Effective control over, and accountability for, all funds, property, and other assets. The non-Federal entity must adequately safeguard all assets and assure that they are used solely for authorized purposes. See §75.303. (5) Comparison of expenditures with budget amounts for each Federal award. (6) Written procedures to implement the requirements of §75.305.

**Goal:**
Decrease likelihood of deficit; increase fiscal responsibility, accountability and general awareness of the program’s financial position; and ensure more consistent and correct implementation of policies and procedures.

#### Underlying Causes
- Decrease in the number of dually enrolled children due to change in the State’s database.
- The program did not maximize expenses that could be cost allocated.

#### Recommended Enhancement and Initiatives
- Increase inter-departmental communications regarding financial position
- Further increase automation for more efficient use of our information system
- Make the budget and general financial reporting more relevant to non-finance staff, policy council and other stakeholders in an effort to increase participation and keep people engaged.
### Opportunity for Enhancement #4

#### Analysis

**Discovery:**
Communication between teachers and families at times was lacking and/or not specific enough to accurately track a child’s development level.

**Regulation:**
1302.51 (a) A program must promote shared responsibility with parents for children’s early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children’s learning and development.

**Goal:**
Refine communication between teachers and families to plan activities that connect to the home environment and obtain accurate information about child’s development.

#### Underlying Causes

- Parents may have been overwhelmed with an influx of calls or other responsibilities to participate in their weekly virtual appointments with teachers
- Teachers may not have inquired about the families’ abilities and resources to implement activities that were tailored to the home environment or simplified enough for the families to implement
- Teachers may not have asked families relevant questions about the child’s progress in all areas of development to assess child’s growth.

#### Recommended Enhancement and Initiatives

- Ensure parents know who’s calling by having teachers introduce themselves at the beginning of each call
- Have teachers confirm the next meeting during contact
- Have Technical Assistance Specialists provide teachers with strategies on how to ask relevant questions to tailor lesson plans to the home environment
- Have Technical Assistance Specialists provide teachers with strategies to ask relevant questions to get feedback that aligns with areas of development
- Provide alternative methods to provide virtual services (i.e. MyTeaching Strategies Family platform)
- Have Technical Assistance Specialists and Family Advocates work closely to assist with fostering the relationship between teachers and families.
Opportunity for Enhancement #5

**Analysis**

**Discovery:**
Low rate of participation in classes and events offered by community partners (UF/IFAS Family Nutrition Program and Expanded Food and Nutrition Education Classes series; Common Threads, WIC) and staff (Li’l Foodies Cook Along Classes)

**Regulation:**
1302.46 (a) *Parent collaboration.* Programs must collaborate with parents to promote children’s health and well-being by providing medical, oral, nutrition and mental health education support services that are understandable to individuals, including individuals with low health literacy.

**Goal:**
Increase parent participation in nutrition and health education classes, demos, and events.

<table>
<thead>
<tr>
<th>Underlying Causes</th>
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<tbody>
<tr>
<td>▪ Inefficient and/or ineffective communications with families</td>
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<td>▪ Technology challenges (for virtual sessions)</td>
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<td>▪ Language barrier (Creole training limited)</td>
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<tr>
<td>▪ Lack of interest/motivation to participate in educational activities</td>
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<tr>
<td>▪ Low or suboptimal health literacy: Parents may not connect health and lifestyle choices/behavior with long term effects.</td>
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<tr>
<td>▪ Day to day challenges and needs preceding nutrition/health education (e.g. food insecurities, financial challenges, etc. may take priority over nutrition and health education)</td>
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<thead>
<tr>
<th>Recommended Enhancement and Initiatives</th>
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<tr>
<td>▪ Obtain community donations of goods as stimuli to participate</td>
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<td>o Publix gift cards, materials giveaways</td>
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<td>▪ Get Providers involved with events’ promotion, exercising partnership</td>
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<tr>
<td>o Sending reminders, giving out flyers</td>
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<tr>
<td>o posting events to weekly <em>Partner Digest</em></td>
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<tr>
<td>▪ Establish preferred method of communications for parents</td>
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<tr>
<td>o text messages; email blasts; flyers at schools in relevant languages</td>
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<tr>
<td>▪ Promote events’ in weekly <em>Parent Digest</em></td>
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<tr>
<td>o Links to Flyers</td>
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<tr>
<td>o Family Advocates to remind parents and providers about different content in Parent Digest</td>
</tr>
<tr>
<td>o Family Advocates can go through Digest with Parents at Parent Committee Meetings, point out to different content areas, explain how and what to look for in it</td>
</tr>
<tr>
<td>▪ Develop and perform parent survey on topics of interest - nutrition and health (picky eater, etc.); what community struggles with in regards to health and nutrition so it’s relevant to them</td>
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### Opportunity for Enhancement #6

#### Analysis

**Discovery:**
A number of clients may be confused with certain medical terminology, have difficulty understanding English, struggle with filling out forms, or have limited access to health providers in their community.

**Regulation:**
1302.46 (2) A program must provide ongoing support to assist parents’ navigation through health systems to meet the general health and specifically identified needs of their children and must assist parents:
(i) In understanding how to access health insurance for themselves and their families, including information about private and public health insurance and designated enrollment periods;
(ii) In understanding the results of diagnostic and treatment procedures as well as plans for ongoing care; and,
(iii) In familiarizing their children with services, they will receive while enrolled in the program and to enroll and participate in a system of ongoing family health care.

**Goal:**
Attain at least 50% of well-baby compliance.

#### Underlying Causes
- Minority populations, medically underserved, and those with low socio-economic status are at risk for low health literacy
- Immigration status preventing people from obtaining the care they need

#### Recommended Enhancement and Initiatives
- **Parent education:**
  - Emphasize the need for regular well-babies, explain requirements, frequency, and needs in (in one-on-one settings) during initial enrollment interview
  - Develop a pitch for Family Advocates to explain to new parents
  - Discuss during parent meetings:
    - immunizations, well babies - frequency and need for them;
    - obstacles and challenges parents have in obtaining timely well-baby visits
  - Compile a “Safe list” of service providers (preventive care) that don’t look into immigration status/have impact on it (like WIC); talking and convincing immigrant families through establishing rapport; focusing on parents’ preventive care as well;
  - Develop well-Adult “cheat-sheet”/grid similar to well-baby of annual preventive care for males/females, age based, dental care; translated in relevant languages; having one-on -one with parents reviewing it; nutrition education for parents as part of wellness promotion;
  - Inquire about and develop a list of mobile dental services for adults beyond homelessness; or any other medical services;
  - Compile a list of community doctors with low fees
  - Make resources available
  - Develop protocols on when to visit a doctor vs. emergency room, what more affordable, easier accessible
- **Teacher involvement:** parents often have established relationships with teachers, trust them with the information being given to them;
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<th>Opportunity for Enhancement #7</th>
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<tr>
<td><strong>Analysis</strong></td>
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**Discovery:**  
The program did not meet 100 percent of enrollment

**Regulation:**  
ACF-PI-HS-18-04: Head Start programs must provide services to 100 percent of the children they are funded to serve. Section 642(g) of the Head Start Act requires each Head Start agency to 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.

**Goal:**  
Increase the number of children on the waitlist to support incoming vacancies.

### Underlying Causes

- The program currently has two transition periods (January 31st and July 31st) which heavily relies on selecting children from the waitlist.
- Due to the current health pandemic, the following has played a great impact on both meeting full enrollment and increasing waitlist numbers:
  - Program has been unable to actively resume in-person recruitment efforts to increase the waitlist.
  - Inability to speak to walk-in families at a center level
- Families denying in-person services due to COVID related concerns as well as virtual services because it does not fit their needs.
- Last minute separation and classroom reduction in childcare partnership caused delays in identifying locations to place vacant slots.

### Recommended Enhancement and Initiatives

- Encourage families to become advocates and recruiters for the program
- Create Neighborhood Place for Early Head Start bumper sticker or yard signs for families
- Recruit families that do not currently meet the purpose of care for School Readiness services
- Consider limiting the amount of transition periods throughout the year to decrease two mass enrollment periods
Opportunity for Enhancement #8

Analysis

Discovery:
Community resource module in ChildPlus is not being updated to ensure active partnerships are in the system.

Regulation:
1302.101(4) The management of program data to effectively support the availability, usability, integrity, and security of data. A program must establish procedures on data management, and have them approved by the governing body and policy council, in areas such as quality of data and effective use and sharing of data, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws.

Goal:
Increase the relationship between Community Partners to increase both the program’s waitlist and the available resources for families.

Underlying Causes

▪ The current system list resources and referrals for families but does not track the current and active partnerships/ MOUs established.
▪ The program does not have process for maintaining a current system of actively partnerships

Recommended Enhancement and Initiatives

▪ Designate point person to actively update the Child Plus Community partners module
▪ Create a network for community partners to gather and share information about their programs to maintain reciprocal relationship
▪ Create a newsletter to share amongst community partnerships to maintain the connection
## Enhancement and Initiatives Plan

<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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<tbody>
<tr>
<td>AREA(S) OF CONCENTRATION:</td>
<td>MENTAL HEALTH</td>
</tr>
<tr>
<td>DATE OF PLAN:</td>
<td>1/20/21</td>
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<tr>
<td>DATE PLAN WAS UPDATED/REVISED:</td>
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<thead>
<tr>
<th>IMPACTED REGULATION</th>
<th>GOALS (EXPECTED OUTCOMES)</th>
<th>ACTION STEPS</th>
<th>STAFF RESPONSIBLE</th>
<th>TARGETED COMPLETION DATE</th>
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</table>
| 1302.45 (1) Provide supports for effective classroom management and positive learning environments; supportive teacher practices; and, strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns | Focus on implementing one specific mental health initiative in every classroom at a time. | 1. Selecting the mental health initiative.  
2. Research materials and cost needed for the initiative.  
3. Order or create the materials needed for the initiative.  
4. Develop a training to implement the initiative.  
5. Identify the date and location for the training.  
6. Notify teachers of the training.  
8. Deliver the materials for initiative.  
9. Create coaching schedule.  
10. Coach teachers. | 1-10. Mental Health Manager | 1. 1/22/21  
2. 2/19/21  
3. 8/15/21  
4. 8/1/21  
5. 8/15/21  
6. 8/30/21  
7. TBD based on #5  
8. 10/2021  
9. 11/2021  
10. 1/22-7/22 |
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<tr>
<td>1302.60 Full participation in program services and activities.</td>
<td>Ensure that children that decline virtual services, receive support at home and in the classroom by providing developmental activities and resources to support the parents and teachers.</td>
<td>1. Create a packet of activities and resources associated with different developmental milestones and delays.</td>
<td>1. Family Advocate, Disabilities Manager, Mental Health Manager, Technical Assistance Specialists</td>
<td>2/26/21</td>
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<td></td>
<td></td>
<td>2. Identify all children that parents have declined referrals.</td>
<td>2. Family Advocate, Disabilities Manager, Mental Health Manager</td>
<td>2/26/21 &amp; ongoing as new children are identified</td>
<td></td>
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<td></td>
<td></td>
<td>3. Schedule a meeting with the Family Advocate to discuss parents declining services and schedule a parent meeting.</td>
<td>3. Family Advocate, Disabilities Manager,</td>
<td>3/5/21</td>
<td></td>
</tr>
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<td></td>
<td>4. Meet with the parents to discuss concerns and provide parents with developmental activities packet to incorporate into child’s daily routines.</td>
<td>4. Family Advocate, Disabilities Manager, Parent(s)</td>
<td>2nd week of March 2021</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>5. Meet with child’s teacher to discuss concerns and</td>
<td>5. Disabilities Manager, EHS Teacher(s),</td>
<td>2nd week of March 2021</td>
<td></td>
</tr>
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<td>IMPACTED REGULATION</td>
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<td></td>
<td>provide developmental activities packet to incorporate into classroom activities and lesson plan.</td>
<td>Technical Assistance Specialist</td>
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<td></td>
<td>6. Create a follow up meeting schedule with parents and child’s teacher to discuss progress in development and any concerns/challenges.</td>
<td>Disabilities Manager, EHS Teacher(s), parent(s)</td>
<td>4/21-12/21</td>
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<td>IMPACTED REGULATION</td>
<td>GOALS (EXPECTED OUTCOMES)</td>
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| 45 CFR 75.302(b) The financial management system of each non-Federal entity must provide for the following (see also §§75.361, 75.362, 75.363, 75.364, and 75.365): (4) Effective control over, and accountability for, all funds, property, and other assets. The non-Federal entity must adequately safeguard all assets and assure that they are used solely for authorized purposes. See §75.303. (5) Comparison of expenditures with budget amounts for each Federal award. (6) Written procedures to implement the requirements of §75.305. | Decrease likelihood of deficit; increase fiscal responsibility, accountability and general awareness of the program’s financial position; and ensure more consistent and correct implementation of policies and procedures. | 1. Increase inter-departmental communication regarding financial position.  
   a. Identify the departments to be included in the communication.  
   b. Identify frequency, time, and method of communication.  
   c. Communicate based on the agreed upon date and method.  
2. Further increase automation for more efficient use of the program’s information system | 1. Finance Team  
   a. EHS Finance Manager  
   b. EHS Finance Manager and other department staff  
   c. EHS Finance Manager and other department staff | 1. 2/1/21  
   a. 1/29/21  
   b. 2/1/21  
   c. Ongoing |
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<tbody>
<tr>
<td></td>
<td></td>
<td>a. Research types of reports and automation used by other programs.</td>
<td>a-d. EHS Finance Manager</td>
<td>a. 2/12/21</td>
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<td></td>
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<td>b. Determine which reports and type of automation will be most useful to the program.</td>
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<td>b. 3/5/21</td>
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<td></td>
<td></td>
<td>c. Duplicate the reports and type of automation.</td>
<td></td>
<td>c. 5/14/21</td>
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<td></td>
<td></td>
<td>d. Train pertinent staff on the new reports and automation.</td>
<td></td>
<td>d. 5/28/21</td>
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<td>3.</td>
<td>Making the budget and general financial reporting more relevant to non-finance staff, policy council and other stakeholders which would increase participation, help keep people engaged.</td>
<td>3. Finance Manager</td>
<td>3. 9/1/21</td>
<td></td>
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<tr>
<td>STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:</td>
<td>VICE PRESIDENT, DIRECTORS, AND MANAGERS</td>
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<td>AREA(S) OF CONCENTRATION: FISCAL</td>
<td>DATE OF PLAN: 1/20/21</td>
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<td>DATE PLAN WAS UPDATED/REVISED:</td>
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**IMPACTED REGULATION** | **GOALS (EXPECTED OUTCOMES)** | **ACTION STEPS** | **STAFF RESPONSIBLE** | **TARGETED COMPLETION DATE** | **STATUS** |
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<td></td>
<td></td>
<td>a. Research how other programs engage stakeholders in the budget.</td>
<td>a – d. Finance Manager</td>
<td>a. 6/11/21</td>
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<td>b. Create a plan for engaging others in the budget.</td>
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<td>b. 7/16/21</td>
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<td></td>
<td></td>
<td>c. Obtain feedback on plan from stakeholders who don’t have finance experience.</td>
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<td>c. 7/30/21</td>
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<td>d. Modify and implement the plan.</td>
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<td>d. 9/1/21</td>
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<tr>
<td>1302.51 (a) A program must promote shared responsibility with parents for children’s early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children’s learning and development.</td>
<td>Refine communication between teachers and families to plan activities that connect to the home environment and obtain accurate information about child’s development.</td>
<td>1. Create a tip sheet with relevant questions for teachers to ask families a. Assign education staff an area(s) of development to brainstorm questions that should be included on the tip sheet. b. Develop and submit sample questions for the area(s) assigned. c. Meet to review and compile questions. d. Review, edit, and format tip sheet. e. Translate tip sheet in Spanish.</td>
<td>1. Education Team a. Dir. Of Child Development and Education Support Services b. Technical Assistance Specialists and Education Specialist c. Education Team d. Dir. Of Child Development and Education Support Services e. Education Team</td>
<td>1. 2/19/21 a. 1/20/21 b. 1/29/21 c. 2/5/21 d. 2/12/21 e. 2/19/21</td>
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<td>f. Share final tip sheet with teachers, staff, and child care partners.</td>
<td>f. Education Team</td>
<td>f. 2/26/21</td>
<td>2-4. Ongoing</td>
</tr>
<tr>
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<td></td>
<td>2. Follow-up with teacher and parent to ensure communication is going well.</td>
<td>2. Technical Assistance Specialists, Education Specialist, and family advocate</td>
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<td>3. Participate in a sampling of calls between teacher and parent to support the relationship and provide guidance as needed.</td>
<td>3. Technical Assistance Specialists and Education Specialist</td>
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<tr>
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<td></td>
<td>4. Review ongoing assessment to ensure parent feedback is documented and relevant to child’s level of development.</td>
<td>4. Technical Assistance Specialists and Education Specialist</td>
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</table>

**STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:**

**VICE PRESIDENT, DIRECTORS, AND MANAGERS**

**AREA(S) OF CONCENTRATION:**

**EDUCATION**

**DATE OF PLAN:** 1/20/21

**DATE PLAN WAS UPDATED/REVISED:**
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<tr>
<td>1302.46 (a) Parent collaboration. Programs must collaborate with parents to promote children’s health and well-being by providing medical, oral, nutrition and mental health education support services that are understandable to individuals, including individuals with low health literacy.</td>
<td>Increase parent participation in nutrition and health education classes, demos, and events.</td>
<td>1. Create a plan of action to increase the number of parents participating in nutrition and health education classes, demos, and events. To include:</td>
<td>1. Wellness Committee</td>
<td>1. 6/30/21</td>
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<td>a. Incentives</td>
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<td></td>
<td></td>
<td>i. Contact vendors to obtain donations to promote participation.</td>
<td></td>
<td>i. Nutrition Manager</td>
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<td>ii. Develop process for distribution of donated items to participants.</td>
<td></td>
<td>ii. Wellness Committee</td>
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<td></td>
<td>iii. Track receipt and distribution of donations.</td>
<td></td>
<td>iii. Nutrition Manager</td>
<td></td>
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<tr>
<td>STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:</td>
<td>VICE PRESIDENT, DIRECTORS, AND MANAGERS</td>
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<td>DATE OF PLAN:</td>
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<td>DATE PLAN WAS UPDATED/REVISED</td>
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<tr>
<td>b. Communication</td>
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<td>b. Communication</td>
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<tr>
<td>i. Identify the best method of communication and reminders.</td>
<td>i. Partners, Parents, Family Advocates</td>
<td>i. 3/1/2021</td>
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<tr>
<td>ii. Establishing the roles of parties communicating with parents.</td>
<td>ii. Nutrition Manager, Partners and Family Advocates</td>
<td>ii. 3/1/2021</td>
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<td>c. Logistics</td>
<td>c. Logistics</td>
<td>c. Logistics</td>
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<tr>
<td>i. Create and distribute a survey to determine parents' needs and interests.</td>
<td>i. Nutrition Manager</td>
<td>i. 3/1/2021</td>
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<td>ii. Complete above survey.</td>
<td>ii. Parents</td>
<td>ii. 3/15/2021</td>
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<td>iii. Collect feedback from providers.</td>
<td>iii. Nutrition Manager</td>
<td>iii. 5/3/2021</td>
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<td>iv. Track parent participation by site.</td>
<td>iv. Nutrition Manager and Partners</td>
<td>iv. Ongoing</td>
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| 1302.46 (2) A program must provide ongoing support to assist parents’ navigation through health systems to meet the general health and specifically identified needs of their children and must assist parents: | Attain at least 50% of well-baby compliance. | 1. Develop a culturally sensitive pitch for Family Advocates to explain to new parents the need for regular well-baby visits.  
2. At initial enrollment, educate parents on the need for regular well-baby checks, explain requirements, frequency, etc., discuss obstacles and challenges in keeping well-baby appointments (including the rights and limitations of undocumented families), and how to access resources.  
3. Discuss frequency and benefits of well-baby visits during parent meetings.  
4. Provide parents with health reminders prior to well-baby visits, guide | 1. Wellness Committee  
2. Family Advocate  
3. Family Advocate  
4. Family Advocate and Teachers | 1. 3/1/2021  
2. Ongoing  
3. Ongoing  
4. At least 30 days prior to |
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<td>(iii) In familiarizing their children with services, they will receive while enrolled in the program and to enroll and participate in a system of ongoing family health care.</td>
<td></td>
<td>parents on what to expect, and discuss during visits.</td>
<td></td>
<td>required well-baby visit</td>
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| ACF-PI-HS-18-04: Head Start programs must provide services to 100 percent of the children they are funded to serve. Section 642(g) of the Head Start Act requires each Head Start agency to 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. | Increase waitlist by 10% over the number of transitioning families for each community served by the program. | 1. Discuss with staff methods to involve families in the recruitment process.  
2. Update policies and procedures to reflect parent involvement with recruitment.  
3. Review updated policy with Family Service supervisors and leadership team.  
4. Share information with parents at parent meetings related to program’s vacancies at a center level.  
5. Design bumper stickers/yard signs.  
6. Request a quote for bumper stickers/yard signs. | 1-3. Director of Family and Community Engagement  
4. Family advocate Supervisors and Family Advocates  
5. Communications  
6-7. Director of Family and Community Engagement | 1. 2/1/21  
2. 2/15/21  
3. 2/22/21  
4. Monthly  
5. 2/5/21  
6. 2/26/21 |
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<td>7. Submit request for approval to purchase bumper stickers/yard signs.</td>
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<td>7. 3/1/21</td>
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<td>8. Send communication to identify families who want bumpers sticker and yard signs.</td>
<td>Family Advocates</td>
<td>8. 3/8/21</td>
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<td>9. Distribute outreach material(s) to families.</td>
<td>All program and childcare partner staff.</td>
<td>9. 3/19/21</td>
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<td>11. Organize a meeting to guide providers on developing a Recruitment Action Plan for their center.</td>
<td>Childcare Partners and Family Advocates</td>
<td>11. 4/9/21</td>
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<td>12. Create Action Plan.</td>
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<td>12. 4/30/21</td>
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<td>Conduct follow-up meetings to discuss recruitment progress.</td>
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<td>14. Ongoing</td>
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<td>Advertise EHS provider openings.</td>
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<td>15. 3/31/21</td>
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<td>Identify providers in the targeted zip codes.</td>
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<td>16. 4/16/21</td>
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<td>Conduct site visits and owner interviews with the potential partners.</td>
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<td>17. 5/2021</td>
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<td>Create a waitlist of potential partners by targeted zip code.</td>
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<td>18. 6/11/21</td>
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<td>IMPACTED REGULATION</td>
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| 1302.101(4) The management of program data to effectively support the availability, usability, integrity, and security of data. A program must establish procedures on data management, and have them approved by the governing body and policy council, in areas such as quality of data and effective use and sharing of data, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws. | Strengthen the relationship with community partners to increase both the program’s waitlist and the available resources for families. | 1. Revise or create new system to track active partnerships.  
   b. Review modified Community Resource Module with Supervisors and Family Advocates for input.  
   c. Share updated module with Leadership team | 1. Family Engagement Team  
   a. Director of Family and Community Engagement and Lead Family Advocate  
   b. Director of Family and Community Engagement and Lead Family Advocate  
   c-d. Director of Family and Community Engagement | 1. 4/9/21  
   a. 2/15/21  
   b. 2/18/21  
   c. 3/2/21 |
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<th>ACTION STEPS</th>
<th>STAFF RESPONSIBLE</th>
<th>TARGETED COMPLETION DATE</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>d. Make final corrections to the Community Resource Module.</td>
<td>d. Lead Family Advocate</td>
<td>3/5/21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Merge, cleanup, and update Community Resource.</td>
<td>e. Lead Family Advocate</td>
<td>4/9/21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Maintain Community Resource Module.</td>
<td>f. Lead Family Advocate</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>2. Create a newsletter to maintain connection with community partners</td>
<td></td>
<td>a. Meet with the family services team to discuss rolling out the newsletter and frequency.</td>
<td>a-d. Director of Family and Community Engagement</td>
<td>3/18/21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Create a template for the newsletter.</td>
<td></td>
<td>3/26/21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Share the template</td>
<td></td>
<td>3/29/21</td>
<td></td>
</tr>
<tr>
<td>IMPACTED REGULATION</td>
<td>GOALS (EXPECTED OUTCOMES)</td>
<td>ACTION STEPS</td>
<td>STAFF RESPONSIBLE</td>
<td>TARGETED COMPLETION DATE</td>
<td>STATUS</td>
</tr>
<tr>
<td>---------------------</td>
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<tr>
<td></td>
<td></td>
<td>d. Revise template.</td>
<td></td>
<td>d. 3/31/21</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Approve newsletter template.</td>
<td>e. Communications</td>
<td>e. 4/9/21</td>
<td></td>
</tr>
</tbody>
</table>
Action Requested: Authorize the President and CEO to apply to the Single Source procurement from The Children's Trust, once the proposal is approved, authorize the President and CEO to negotiate the contract, execute and receive the funds.

Fiscal Impact: The approximate amount of $8,000,000.00 commencing July 1, 2021, through June 30, 2022, 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: 01252021-01

AUTHORIZE THE PRESIDENT AND CEO TO APPLY TO THE SINGLE SOURCE PROCUREMENT FROM THE CHILDREN'S TRUST, ONCE THE PROPOSAL IS APPROVED, AUTHORIZE THE PRESIDENT AND CEO TO NEGOTIATE THE CONTRACT, EXECUTE AND RECEIVE THE FUNDS.

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

WHEREAS, the Program Committee recommends approving this action;

NOW, THEREFORE, be it resolved that the Program 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:

The Children’s Trust (TCT) seeks to procure a single source for the services of an agency to administer the TCT Child Scholarship Program in Miami-Dade County. This funding will support the administration of up to $8,000,000.00 (inclusive of $500,000 for administration) in child scholarship payments to early learning programs selected by TCT. TCT Child Scholarships are designed to provide high quality early learning services to families who apply to receive School Readiness Program services and they are considered to be above the Federal Poverty Level (FPL) or State Median Income (SMI) limits and are ineligible to receive School Readiness services. Currently the Early Learning of Miami-Dade/Monroe, Inc. (ELC) administers the TCT Child Scholarship program since inception January 2019 – through June 30, 2021. ELC has developed a process of assessing over income families for eligibility. The program currently serves more than 800 children and supports 151 early learning programs eligible to receive TCT Child Scholarship families.

Services will be contracted for a period of 12 months commencing July 1, 2021.

Please refer to the attached Children’s Trust Single Source Procurement Determination #2021-02.
Single Source Procurement Determination #2021-02 provides an opportunity for potential entities to identify themselves as eligible to perform either one or more of the four distinct services described below. Each description of services is intended to result in a contract. This notice posted on January 19, 2021, by The Children’s Trust is for a period of seven (7) business days, through 4:59pm on January 28, 2021.

<table>
<thead>
<tr>
<th>#</th>
<th>SERVICE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Administration of The Children’s Trust Child Scholarship program in Miami-Dade County</td>
<td>The Children’s Trust seeks to procure the services of an agency to administer The TCT Child Scholarship program in Miami-Dade County, Florida.</td>
</tr>
<tr>
<td>2.</td>
<td>Administration of the Child Care WAGE$® National Model in Miami-Dade County</td>
<td>The Children’s Trust seeks to procure the services of an agency to implement the evidence-informed Child Care WAGE$® National model in Miami-Dade County.</td>
</tr>
<tr>
<td>3.</td>
<td>Implementation of Reach Out and Read</td>
<td>The Children’s Trust seeks to procure the services of an agency to implement the national evidence-based program Reach Out and Read.</td>
</tr>
<tr>
<td>4.</td>
<td>Administration of the 211 Call Center</td>
<td>The Children’s Trust seeks to procure the services of an agency to administer a 211 Call Center to handle all aspects of the 211 Helpline in Miami-Dade County.</td>
</tr>
</tbody>
</table>

**REQUIREMENTS FOR ALL RESPONDENTS**

**Fiscal Soundness**
The Children’s Trust seeks to fund projects that will operate in a fiscally sound manner. The Trust will review fiscal solvency utilizing a three-prong ratio test from information included in the audited financial statements for agencies that are not currently funded by The Children’s Trust.

The fiscal soundness requirements can be found on The Children’s Trust website: [https://www.thechildrenstrust.org/content/general-programmatic-funding-requirements](https://www.thechildrenstrust.org/content/general-programmatic-funding-requirements).

**Submission**
Responses must be emailed to grants@thechildrenstrust.org using the service name in the subject line.

Responses should include:
- Agency’s Federal Employer Identification Number
- Statement describing agency’s ability to provide services as described
• Agency’s most current financial statement audit

The Children’s Trust shall provide notice of its decision to enter a single-source contract by responding to the email address on file. All such awards must be approved by the board of The Children’s Trust.

Official date and time for availability posted: January 19, 2021, at 5:01 p.m.

Official last date and time for receipt of responses: January 28, 2021, at 4:59 p.m. Please submit any questions about this posting to grants@thechildrenstrust.org, using the service name in the subject line, by January 27, 2021.

SINGLE SOURCE PROCUREMENT DETERMINATION BY SERVICE

Service # 1: Administration of The Children’s Trust Scholarship program

Funding
Total funding available is up to $8,000,000.00, inclusive of $500,000.00 for administration of The Children’s Trust (TCT) Child Scholarship model within Miami-Dade County, Florida. This funding will support the administration of up to $7,500,000.00 in scholarship payments to early learning programs meeting selected criteria. Services are contracted for a period of 12 (twelve) months, commencing July 1, 2021, through June 30, 2022. Annual renewal, based on satisfactory performance of the single source contract, is permitted when it is determined there is no other provider capable of providing this service.

Service Requested
The Children’s Trust seeks to procure the services of an agency to administer The TCT Child Scholarship program in Miami-Dade County, Florida. This program provides high quality child care slots to families who do not qualify for a federal child care subsidy (School Readiness program) but are still below 300% of the federal poverty level and cannot afford the high cost of quality child care. Families must meet all other criteria for the School Readiness program.

Service Requirements
The selected agency must have the ability to administer the TCT Child Scholarship program, in alignment with School Readiness program processes and policies, as well as local requirements. This includes but is not limited to the following activities:

• Identify families for TCT Child Scholarships at point of redetermination for School Readiness Program, loss of eligibility or at the entry point of application.
• Enroll siblings of eligible TCT scholarship children.
• Offer eligible families a Children’s Trust scholarship and follow up to assist the family in enrolling in a Thrive by 5 participating program.
• Manage the TCT Child Scholarship program to include verification of child scholarship enrollment and attendance and disperse scholarship payments to early learning providers.
• Provide technical assistance and support to participating early learning providers.
• Maintain and manage a waitlist of eligible children according to priority levels.
• Provide The Children’s Trust with access to the programmatic database used to manage the TCT scholarship program.
• Submit monthly scholarship reimbursements to The Children’s Trust via a data system as prescribed by The Children’s Trust.
• Transfer scholarship-related data to Miami-Dade’s early learning quality improvement data system, WELS (Web-based Early Learning System).
• Engage in quality improvement practices, including administration of an annual participant survey.
• Produce quarterly key performance measure reports of program participation and progress.

Qualifications
The selected agency must:
• Be identified by the State of Florida as the agency to manage and implement the School Readiness Program
• Meet The Children’s Trust eligibility criteria, which can be found on The Children’s Trust website: https://www.thechildrenstrust.org/content/eligible-applicants.

Service # 2: Administration of the child care WAGES
Funding
Total funding available is up to $250,000.00 for administration of the Child Care WAGE$® National model within Miami-Dade County, Florida. This funding will support the administration of up to $1,990,000.00 in salary supplements to be paid directly to early childhood educators meeting selected criteria. Services are contracted for a period of 12 (twelve) months, commencing October 1, 2021, through September 30, 2022. Annual renewal, based on satisfactory performance of the single source contract, is permitted when it is determined there is no other provider capable of providing this service.

Service Requested
The Children’s Trust seeks to procure the services of an agency to implement the evidence-informed Child Care WAGE$® National model in Miami-Dade County, Florida. This program provides education-based salary supplements to low-paid early childhood educators to encourage their continued professional development and employment stability. Implementation of the Child Care WAGE$® National model has led to lower turnover rates of early learning educators, which provides greater stability and continuity of care for young children, as well as to early learning educators improving their education levels. This evidence and more is referenced on the Child Care WAGES® National website.
(http://www.childcareservices.org/providers/ps/teach_ta_qac/child-care-wage-national/)

Service Requirements
The selected agency must have the ability to administer the Child Care WAGE$® National model within Florida, and as such be licensed and overseen by the national office to implement with fidelity all components of the Child Care WAGE$ National model, as well as local requirements. This includes but is not limited to the following activities:
• Manage the Miami-Dade WAGE$ program with counselors who meet with early learning educators and center directors; review eligibility for payments; verify credentials and education levels; discuss with educators’ ways they can ascend the salary scale.
• Process WAGE$ applications and check requests.
• Submit check requests to The Children’s Trust via a data system as prescribed by The Children’s Trust
• Transfer WAGE$-related data to Miami-Dade’s early learning quality improvement data system, WELS (Web-based Early Learning System).
• Provide outreach and marketing services and materials.
• Engage in quality improvement practices, including administration of an annual participant survey.
• Produce quarterly reports of program participation and progress.

**Qualifications**
The selected agency must:
• Possess the required license to administer the Child Care WAGE$® National model within Florida.
• Meet The Children’s Trust eligibility criteria, which can be found on The Children’s Trust website: [https://www.thechildrenstrust.org/content/eligible-applicants](https://www.thechildrenstrust.org/content/eligible-applicants).

**Service # 3: Reach Out and Read**

**Funding**
Total funding available is **$355,664.00** for 12 months. Services are contracted for a period of 12 months, commencing October 1, 2021, through September 30, 2022. Annual renewal, based on satisfactory performance of a single source contract, is permitted in which there is no other provider for such a service.

**Service Requested**
The Children’s Trust seeks to procure the services of an agency to implement the national evidence-based program *Reach Out and Read* (ROR). The ROR model promotes early literacy and school readiness strategies within pediatric offices by giving new books to children and advice to parents from their doctors about the importance of reading aloud with young children. The program builds on the unique relationship between parents and medical providers to develop critical early reading skills in children beginning at infancy. Families participating in ROR have been found to read together more often and their children enter kindergarten better prepared to succeed, with larger vocabularies, stronger language skills and a three-to-six-month developmental edge over their peers. This evidence and more are referenced on the ROR website ([http://reachoutandread.org/our-impact/reach-out-and-read-the-evidence/](http://reachoutandread.org/our-impact/reach-out-and-read-the-evidence/)).

**Service Requirements**
The selected agency must be a ROR affiliate sanctioned and overseen by the ROR National Center to implement with fidelity all the ROR-required components at program sites throughout Miami-Dade County. These components include but are not limited to the following:
• Maintain a formal partnership with the 67 current pediatric providers who will distribute children's books during well-child visits, replacing the existing locations with new sites if an existing provider drops out of the program. Physicians must assess the child’s development and provide anticipatory guidance to parents/caregivers about the importance of literacy and reading aloud.
• As applicable, assist sites in the completion of a formal application to the ROR National Center where medical providers complete the ROR national training
requirement online and receive 1.25 Certified Medical Education (CME) credits and site acceptance into the program.

- Provide appropriate ROR training to new and existing sites.
- Order, code for age/developmental level and deliver books to sites.
- Provide physicians with guidance to enhance waiting rooms that promote literacy. This includes putting up posters celebrating reading, creating a quiet reading corner, making a variety of children’s books and magazines available, and limiting TV exposure.
- Provide program staff to assist sites with start-up activities, ongoing activities, submission of reports to the national program center and support for existing site’s staff.
- All sites are to be supported at a minimum on a monthly basis through program staff visits using the ROR fidelity checklist to ensure ROR is part of standard pediatric practices in the clinic, to restock book inventory and to offer technical assistance.
- Provide anticipatory guidance to parents/caregivers by modeling dialogic read aloud techniques with families and children during sessions conducted in selected physician waiting rooms.
- Gauge the effectiveness of the physician’s guidance and recommendations regarding early reading. This is to be done by surveying a percentage of parents on a regular basis to assess their perception of what the physician conveyed about the importance of early literacy and reading with their child, as well as the number of times their child is read to per week.

**Qualifications**

- The selected agency must be a ROR affiliate sanctioned and overseen by the ROR National Center to implement with fidelity all the ROR required components at program sites throughout Miami-Dade County.
- The selected agency must meet The Children’s Trust eligibility criteria. The criteria can be found on The Children’s Trust website: [https://www.thechildrenstrust.org/content/eligible-applicants](https://www.thechildrenstrust.org/content/eligible-applicants)

**Service # 4: Administration of the 211 Call Center**

**Funding**

Total funding available is $1,174,176.00 for 12 months. Services are contracted for a period of 12 months, commencing July 1, 2021, through June 30, 2022. Annual renewal, based on satisfactory performance of a single source contract, is permitted in which there is no other provider for such a service.

**Service Requested**

The Children’s Trust seeks one provider to administer a 211 Call Center to handle all aspects of The 211 Helpline in Miami-Dade County, which shall serve as the single point of coordination for information and referral for health and human services located in Miami-Dade County.

The 211 Helpline provides 24-hour comprehensive helpline and support services for children, youth, parents and human service providers seeking crisis intervention assistance, empathetic listening support, and or information and referrals to health and human services located in Miami-Dade County. Additionally, the 211 Helpline provider maintains a web-based Help Pages/Community Resource Directory (CRD) accessible to
the public via a searchable database on the Internet. This resource provides information on community-based and government agencies, individual service programs, service sites, client eligibility criteria, and other specifications.

**Single Source - Designation as a 211 Call Center:**

Florida Statute 408.918 authorizes the planning, development, and, subject to appropriations, the implementation of a statewide Florida 211 Network. The objectives for establishing the Florida 211 Network include to:

(a) Provide comprehensive and cost-effective access to health and human services information.
(b) Improve access to accurate information by simplifying and enhancing state and local health and human services information and referral systems and by fostering collaboration among information and referral systems.
(c) Electronically connect local information and referral systems to each other, to service providers, and to consumers of information and referral services.
(d) Establish and promote standards for data collection and for distributing information among state and local organizations.
(e) Promote the use of a common dialing access code and the visibility and public awareness of the availability of information and referral services.

To participate in the Florida 211 Network, a 211 provider must be fully accredited by the national Alliance of Information and Referral Systems or have received approval to operate, pending accreditation, from its affiliate, the Florida Alliance of Information and Referral Services.

For an application to be accepted to administer the 211 Call Center in Miami-Dade County, the applicant must be eligible to participate in the Florida 211 Network.

**Service Requirements**

All of the following components must be provided through the administration of the 211 Helpline for Miami-Dade County. Identify your approach and method to accomplish each of them in your response.

**Helpline Services**

Helpline services are to be provided by trained information and referral specialists in the following three (3) languages - English, Spanish and Haitian-Creole - to Miami-Dade County callers who dial 2-1-1.

**Enhanced Advocacy**

Callers who have a particular need and who are not able to address it on their own due to various impeding factors will be provided additional assistance. Information and referral specialists help identify callers that may benefit from receiving additional assistance provided by experienced, knowledgeable case managers who will guide them through the social service system and will serve as their connector to appropriate referral sources.

**Help Me Grow**

The provider ensures that the 211 Helpline connects families with concerns about their children ages birth to 8 years old to Help Me Grow (HMG).
Community Outreach

Provider promotes the 211 Helpline and related service components through grassroots outreach targeting parents and youth, particularly hard-to-reach communities including teenage mothers, new immigrants, teens, migrant workers, grandparent care givers and families of children with disabilities.

Community Resource Directory (CRD) and Provider Technical Assistance Training

Provider ensures all information maintained in the CRD is accurate and up-to-date and regularly solicits new resources to populate the CRD. Additionally, provider trains social service providers in Miami-Dade County on how to establish and maintain current and accurate information using the CRD’s web-based software system. This includes an overview of their agency, program and service profiles and instruction on how to access edit and submit updated information.

Database Management, Data Analysis and Reporting

Provider maintains an information and referral database in which callers’ basic demographic information and problem/needs are entered and then analyzed to produce monthly reports that inform the community as to service needs; however, calls to the Helpline remain confidential at all times so no identifying or personal information is disclosed. Aggregate reports on inquirer information, as well as service availability, are produced in ways that are useful to provider and community partners.

Qualifications

- Applicant must be accredited by the Alliance of Information and Referral Systems (AIRS) and have a license for the 211 call number for Miami-Dade County. Provider must be qualified to do business in the State of Florida and be in good standing with the IRS and financially stable as determined by The Children’s Trust.
- The selected agency must meet The Children’s Trust eligibility criteria. The criteria can be found on The Children’s Trust website: [https://www.thechildrenstrust.org/content/eligible-applicants](https://www.thechildrenstrust.org/content/eligible-applicants)
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
‘It Takes a Virtual Village’

April 23rd and April 24th 2021

Monroe County Early Childhood Conference

Speakers Roll Call

Ron Shuali, MS Ed (Yogarate)

Katja von Elbe, MS Ed and Jonathan Eastman, MS (Brainheart Guidance)

Lucy Recio, MPA
Senior Analyst, Public Policy and Advocacy NAEYC

Ian Humphrey
Motivational Speaker

Jim Mooney
Monroe County State Rep.
Kellogg Foundation: Racial Equity 2030

- **Kellogg** seeks to close the racial equity gap so *all* children, families and communities can be more confident, healthier and secure in their trust of the systems and institutions that serve them.

- **Kellogg** is looking for ideas from teams of visionaries, change agents and community leaders from every sector and organizations of all types, from anywhere in the world.

- ELCMDM partners with The Children’s Trust in grant response
Lead With Equity: 2021

- The Task:
  Examine the ELCMDM Strategic Plan through an Equity Lens

- The Process:
  - Assemble a diverse team of leaders to take on this transformative work
  - Create a ‘kitchen cabinet’ of community stakeholders and high visibility consultants to guide and inspire
  - Educate and empower the L-WE team and beyond
  - Activate the ‘kitchen cabinet’
  - Goal Setting and Theory of Change
  - Transformation begins