



Programs, Policy and Strategy Committee Meeting

Monday, January 25, 2021

7:00 am

Zoom Meeting ID: 919 8816 6356

Passcode: ELC0125

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|-------|---|-------------------|
| 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 **Gladys Montes**

- G. Montes called the meeting to order and welcomed everyone. Quorum was established.

II. Approval of Minutes **Gladys Montes**

- Motion to approve minutes by J. Haj.
- Motion seconded by S. Bisceglia
- Motion unanimously passed.

III. Programs, Policy and Strategy 2021 Committee Meeting Schedule **Gladys Montes**

- The 2021 committee schedule was reviewed and approved.

IV. Early Head Start **Belkis Torres**

- 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



Belkis Torres
Vice President for Early Head Start

Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers

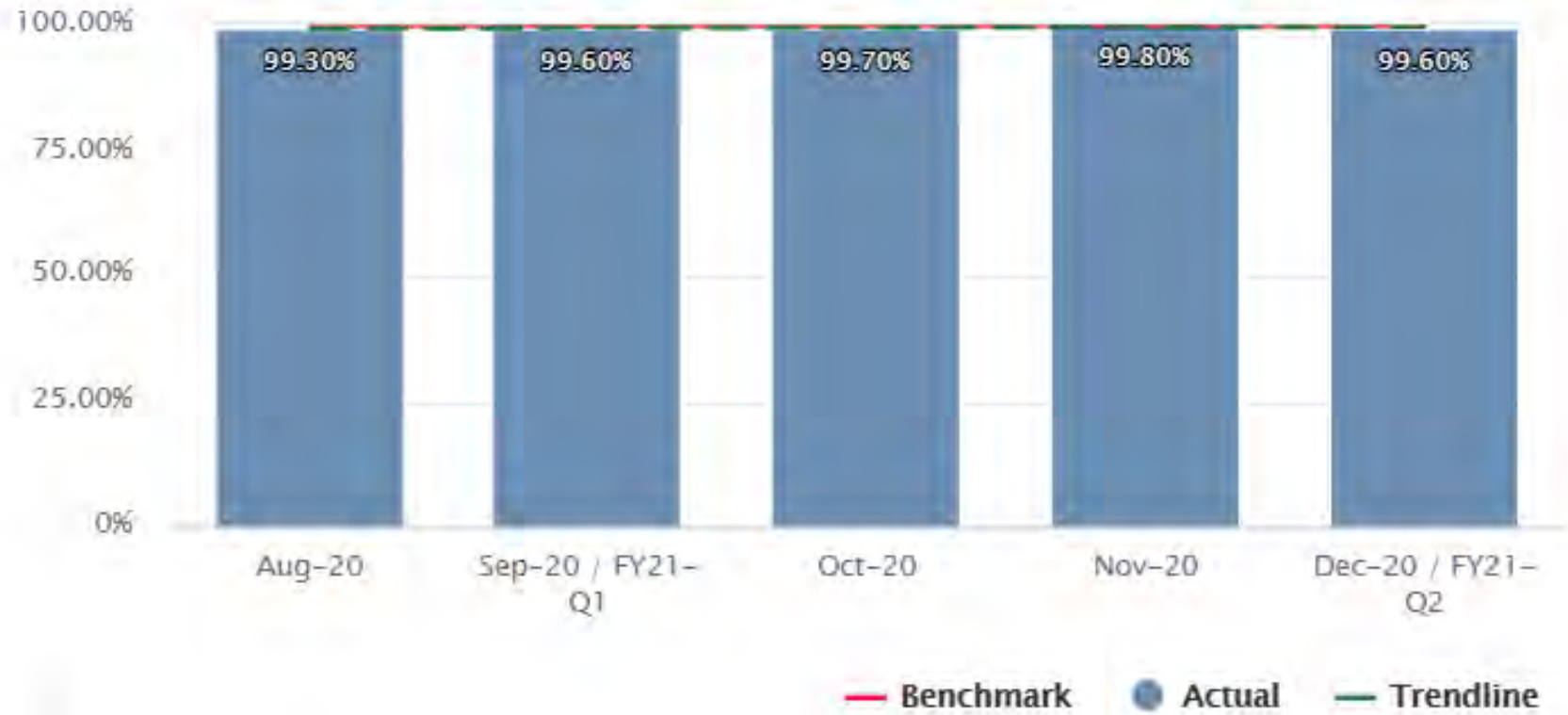
Attendance

Attendance (Expected Trend is Up)



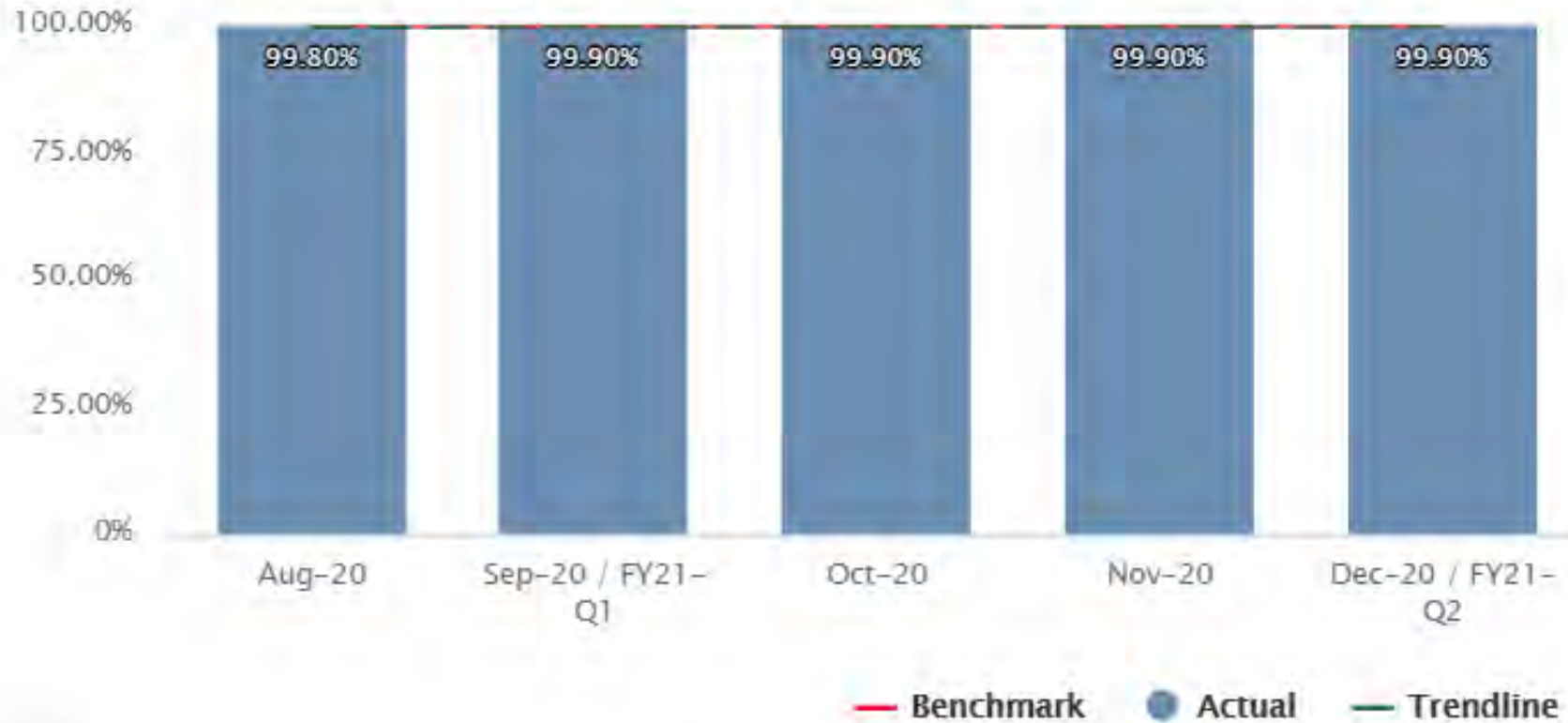
Monthly Breakfast

Percent of Monthly Breakfasts (Expected Trend is Up)



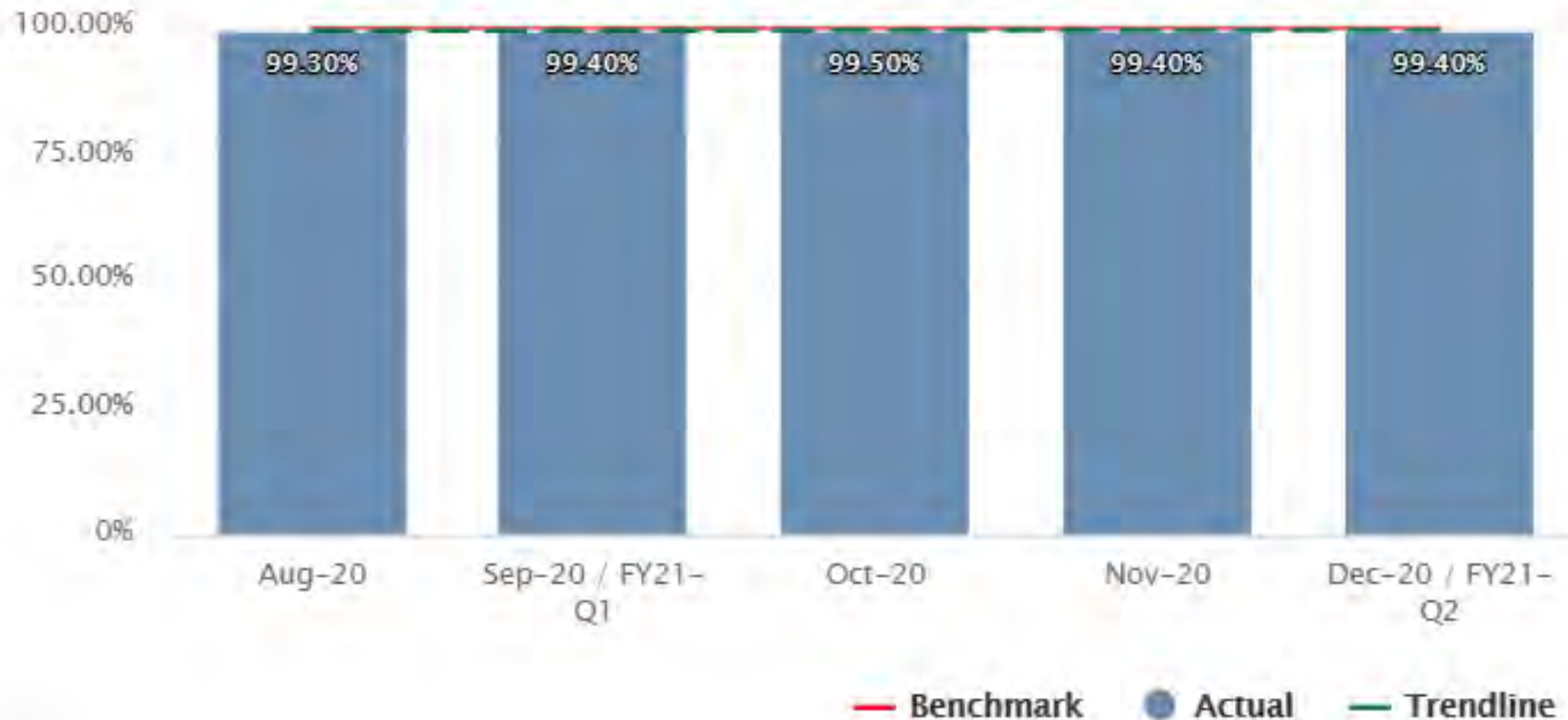
Monthly Lunches

Percent of Monthly Lunches (Expected Trend is Up)



Monthly Snacks

Percent of Monthly Snacks (Expected Trend is Up)



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

Self-Assessment Summary

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
- Sarahi 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

Opportunity for Enhancement #1

Analysis

Discovery:

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.

Regulation:

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.

Goal:

Focus on implementing one specific mental health initiative in every classroom at a time.

Underlying Causes

- Resources are given to teachers; however, they may not have an understanding on how to use them.
- Teachers forget to use resources they have.
- Teachers are given too many concepts and tools all at once and are unsure of how to implement them all.

Recommended Enhancement and Initiatives

- Focus on one initiative per classroom
- Suggested Initiatives
 - cozy corner to assist with self-regulation
 - visuals to assist with routines and transitions
 - Classroom management was mentioned as mental health initiative priority
- Train teachers on why this tool/initiative is being used
- Create videos and library of tools that is easily accessible for teachers
- Prepare specific coaching training to follow up and put it into practice
- Provide a checklist to teachers so they remember and use tools given
- Teamwork and commitment from directors as well

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.

Underlying Causes

- Inefficient and/or ineffective communications with families
- Technology challenges (for virtual sessions)
- Language barrier (Creole training limited)
- Lack of interest/motivation to participate in educational activities
- Low or suboptimal health literacy: Parents may not connect health and lifestyle choices/behavior with long term effects.
- 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)

Recommended Enhancement and Initiatives

- Obtain community donations of goods as stimuli to participate
 - Publix gift cards, materials giveaways
- Get Providers involved with events' promotion, exercising partnership
 - Sending reminders, giving out flyers
 - posting events to weekly *Partner Digest*
- Establish preferred method of communications for parents
 - text messages; email blasts; flyers at schools in relevant languages
- Promote events' in weekly *Parent Digest*
 - Links to Flyers
 - Family Advocates to remind parents and providers about different content in Parent Digest
 - 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
- 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

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;

Opportunity for Enhancement #7

Analysis

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

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		MENTAL HEALTH			
DATE OF PLAN: 1/20/21		DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
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.	<ol style="list-style-type: none"> Selecting the mental health initiative. Research materials and cost needed for the initiative. Order or create the materials needed for the initiative. Develop a training to implement the initiative. Identify the date and location for the training. Notify teachers of the training. Conduct live and video record training for future reference. Deliver the materials for initiative. Create coaching schedule. Coach teachers. 	1-10. Mental Health Manager	<ol style="list-style-type: none"> 1/22/21 2/19/21 8/15/21 8/1/21 8/15/21 8/30/21 TBD based on #5 10/2021 11/2021 1/22-7/22 	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		DISABILITIES			
DATE OF PLAN:	1/20/21	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
<p>1302.60 Full participation in program services and activities.</p> <p>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.</p>	<p>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.</p>	<ol style="list-style-type: none"> 1. Create a packet of activities and resources associated with different developmental milestones and delays. 2. Identify all children that parents have declined referrals. 3. Schedule a meeting with the Family Advocate to discuss parents declining services and schedule a parent meeting. 4. Meet with the parents to discuss concerns and provide parents with developmental activities packet to incorporate into child's daily routines. 5. Meet with child's teacher to discuss concerns and 	<ol style="list-style-type: none"> 1. Family Advocate, Disabilities Manager, Mental Health Manager, Technical Assistance Specialists 2. Family Advocate, Disabilities Manager, Mental Health Manager 3. Family Advocate, Disabilities Manager, 4. Family Advocate, Disabilities Manager, Parent(s) 5. Disabilities Manager, EHS Teacher(s), 	<ol style="list-style-type: none"> 1. 2/26/21 2. 2/26/21 & ongoing as new children are identified 3. 3/5/21 4. 2nd week of March 2021 5. 2nd week of March 2021 	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		DISABILITIES			
DATE OF PLAN:	1/20/21	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
		<p>provide developmental activities packet to incorporate into classroom activities and lesson plan.</p> <p>6. Create a follow up meeting schedule with parents and child's teacher to discuss progress in development and any concerns/challenges.</p>	<p>Technical Assistance Specialist</p> <p>6. Disabilities Manager, EHS Teacher(s), parent(s)</p>	6. 4/21-12/21	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		FISCAL			
DATE OF PLAN:	1/20/21	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
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.	<ol style="list-style-type: none"> 1. Increase inter-departmental communication regarding financial position. <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Finance Team <ol style="list-style-type: none"> a. EHS Finance Manager b. EHS Finance Manager and other department staff c. EHS Finance Manager and other department staff 2. Finance Manager 	<ol style="list-style-type: none"> 1. 2/1/21 <ol style="list-style-type: none"> a. 1/29/21 b. 2/1/21 c. Ongoing 2. 5/28/21 	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		FISCAL			
DATE OF PLAN:	1/20/21	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
		<ul style="list-style-type: none"> a. Research types of reports and automation used by other programs. b. Determine which reports and type of automation will be most useful to the program. c. Duplicate the reports and type of automation. d. Train pertinent staff on the new reports and automation. 	<ul style="list-style-type: none"> a-d. EHS Finance Manager 	<ul style="list-style-type: none"> a. 2/12/21 b. 3/5/21 c. 5/14/21 d. 5/28/21 	
		<ul style="list-style-type: none"> 3. 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. 	<ul style="list-style-type: none"> 3. Finance Manager 	<ul style="list-style-type: none"> 3. 9/1/21 	

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AREA(S) OF CONCENTRATION:		FISCAL			
DATE OF PLAN:	1/20/21	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
		<ul style="list-style-type: none"> a. Research how other programs engage stakeholders in the budget. b. Create a plan for engaging others in the budget. c. Obtain feedback on plan from stakeholders who don't have finance experience. d. Modify and implement the plan. 	a – d. Finance Manager	<ul style="list-style-type: none"> a. 6/11/21 b. 7/16/21 c. 7/30/21 d. 9/1/21 	

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:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
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.	Refine communication between teachers and families to plan activities that connect to the home environment and obtain accurate information about child’s development.	<ol style="list-style-type: none"> 1. Create a tip sheet with relevant questions for teachers to ask families <ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Education Team <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. 2/19/21 <ol style="list-style-type: none"> a. 1/20/21 b. 1/29/21 c. 2/5/21 d. 2/12/21 e. 2/19/21 	

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:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
		<ul style="list-style-type: none"> f. Share final tip sheet with teachers, staff, and child care partners. 2. Follow-up with teacher and parent to ensure communication is going well. 3. Participate in a sampling of calls between teacher and parent to support the relationship and provide guidance as needed. 4. Review ongoing assessment to ensure parent feedback is documented and relevant to child's level of development. 	<ul style="list-style-type: none"> f. Education Team 2. Technical Assistance Specialists, Education Specialist, and family advocate 3. Technical Assistance Specialists and Education Specialist 4. Technical Assistance Specialists and Education Specialist 	<ul style="list-style-type: none"> f. 2/26/21 2-4. Ongoing 	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		NUTRITION			
DATE OF PLAN:	1/20/21	DATE PLAN WAS UPDATED/REVISED			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
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.	Increase parent participation in nutrition and health education classes, demos, and events.	<ol style="list-style-type: none"> 1. Create a plan of action to increase the number of parents participating in nutrition and health education classes, demos, and events. To include: <ol style="list-style-type: none"> a. Incentives <ol style="list-style-type: none"> i. Contact vendors to obtain donations to promote participation. ii. Develop process for distribution of donated items to participants. iii. Track receipt and distribution of donations. 	<ol style="list-style-type: none"> 1. Wellness Committee <ol style="list-style-type: none"> a. Incentives <ol style="list-style-type: none"> i. Nutrition Manager ii. Wellness Committee iii. Nutrition Manager 	<ol style="list-style-type: none"> 1. 6/30/21 <ol style="list-style-type: none"> a. Incentives <ol style="list-style-type: none"> i. 4/2021 and ongoing ii. 6/30/21 iii. Ongoing 	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		NUTRITION			
DATE OF PLAN:	1/20/21	DATE PLAN WAS UPDATED/REVISED			
		<ul style="list-style-type: none"> b. Communication <ul style="list-style-type: none"> i. Identify the best method of communication and reminders. ii. Establishing the roles of parties communicating with parents. c. Logistics <ul style="list-style-type: none"> i. Create and distribute a survey to determine parents' needs and interests. ii. Complete above survey. iii. Collect feedback from providers. iv. Track parent participation by site. 	<ul style="list-style-type: none"> b. Communication <ul style="list-style-type: none"> i. Partners, Parents, Family Advocates ii. Nutrition Manager, Partners and Family Advocates c. Logistics <ul style="list-style-type: none"> i. Nutrition Manager ii. Parents iii. Nutrition Manager iv. Nutrition Manager and Partners 	<ul style="list-style-type: none"> b. Communication <ul style="list-style-type: none"> i. 3/1/2021 ii. 3/1/2021 c. Logistics <ul style="list-style-type: none"> i. 3/1/2021 ii. 3/15/2021 iii. 5/3/2021 iv. Ongoing 	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		HEALTH			
DATE OF PLAN:	1/20/21	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
<p>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:</p> <p>(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;</p> <p>(ii) In understanding the results of diagnostic and treatment procedures as well as plans for ongoing care; and,</p>	Attain at least 50% of well-baby compliance.	<ol style="list-style-type: none"> Develop a culturally sensitive pitch for Family Advocates to explain to new parents the need for regular well-baby visits. 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. Discuss frequency and benefits of well-baby visits during parent meetings. Provide parents with health reminders prior to well-baby visits, guide 	<ol style="list-style-type: none"> Wellness Committee Family Advocate Family Advocate Family Advocate and Teachers 	<ol style="list-style-type: none"> 3/1/2021 Ongoing Ongoing At least 30 days prior to 	

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AREA(S) OF CONCENTRATION:		HEALTH			
DATE OF PLAN:	1/20/21	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION		GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE
(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.			parents on what to expect, and discuss during visits.		required well-baby visit

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AREA(S) OF CONCENTRATION:		ERSEA			
DATE OF PLAN:	1/20/21	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
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.	<ol style="list-style-type: none"> 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. 	<p>1-3. Director of Family and Community Engagement</p> <p>4. Family advocate Supervisors and Family Advocates</p> <p>5. Communications</p> <p>6-7. Director of Family and Community Engagement</p>	<ol style="list-style-type: none"> 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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AREA(S) OF CONCENTRATION:		ERSEA			
DATE OF PLAN:	1/20/21	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
		7. Submit request for approval to purchase bumper stickers/yard signs.		7. 3/1/21	
		8. Send communication to identify families who want bumpers sticker and yard signs.	8. Family Advocates	8. 3/8/21	
		9. Distribute outreach material(s) to families.	9. All program and childcare partner staff.	9. 3/19/21	
		10. Develop a Recruitment Action Plan Form.	10 – 11. Director of Family and Community Engagement,	10. 3/22/21	
		11. Organize a meeting to guide providers on developing a Recruitment Action Plan for their center.	Family Engagement Supervisors and Family Advocates	11. 4/9/21	
		12. Create Action Plan.	12. Childcare Partners and Family Advocates	12. 4/30/21	

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AREA(S) OF CONCENTRATION:		ERSEA			
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IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
		13. Review each provider's Recruitment Action Plan.	13-14. Director of Family and Community Engagement,	13. 5/14/21	
		14. Conduct follow-up meetings to discuss recruitment progress.	Family Engagement Supervisors and Family Advocates	14. Ongoing	
		15. Advertise EHS provider openings.	15. Communications	15. 3/31/21	
		16. Identify providers in the targeted zip codes.	16. EHS Administrative Coordinator	16. 4/16/21	
		17. Conduct site visits and owner interviews with the potential partners.	17. EHS Leadership and Education Specialist	17. 5/2021	
		18. Create a waitlist of potential partners by targeted zip code.	18. EHS Leadership	18. 6/11/21	

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AREA(S) OF CONCENTRATION:		FAMILY AND COMMUNITY ENGAGEMENT			
DATE OF PLAN:	1/20/21	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
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.	<ol style="list-style-type: none"> 1. Revise or create new system to track active partnerships. <ol style="list-style-type: none"> a. Review Community Resource Module in ChildPlus, edit format, and identify method and frequency for maintenance of the module. b. Review modified Community Resource Module with Supervisors and Family Advocates for input. c. Share updated module with Leadership team 	<ol style="list-style-type: none"> 1. Family Engagement Team <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. 4/9/21 <ol style="list-style-type: none"> a. 2/15/21 b. 2/18/21 c. 3/2/21 	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		FAMILY AND COMMUNITY ENGAGEMENT			
DATE OF PLAN:	1/20/21	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
		<ul style="list-style-type: none"> d. Make final corrections to the Community Resource Module. e. Merge, cleanup, and update Community Resource. f. Maintain Community Resource Module. 	<ul style="list-style-type: none"> e. Lead Family Advocate f. Lead Family Advocate 	<ul style="list-style-type: none"> d. 3/5/21 e. 4/9/21 f. Ongoing 	
		<ul style="list-style-type: none"> 2. Create a newsletter to maintain connection with community partners <ul style="list-style-type: none"> a. Meet with the family services team to discuss rolling out the newsletter and frequency. b. Create a template for the newsletter. c. Share the template 	<ul style="list-style-type: none"> 2. Family Engagement and Communications <ul style="list-style-type: none"> a-d. Director of Family and Community Engagement 	<ul style="list-style-type: none"> 2. 4/9/21 <ul style="list-style-type: none"> a. 3/18/21 b. 3/26/21 c. 3/29/21 	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		FAMILY AND COMMUNITY ENGAGEMENT			
DATE OF PLAN:	1/20/21	DATE PLAN WAS UPDATED/REVISED:			
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		d. Revise template.		d. 3/31/21	
		e. Approve newsletter template.	e. Communications	e. 4/9/21	



Miami-Dade/Monroe

EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT INSTITUTE

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

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