



Programs, Policy and Strategy Committee Meeting

Monday, February 22, 2021

7:00 am

Zoom Meeting ID: 972 0047 4323

Passcode: ELC0222

- | | | |
|-------|--|--------------------------|
| I. | Welcome & Introductions | Gladys Montes |
| II. | Approval of Minutes | Gladys Montes |
| III. | Early Head Start | Belkis Torres |
| | A. Meals | |
| | B. Attendance | |
| | C. Annual Report | |
| | D. EHS School Readiness Goals Update | |
| | E. Annual Early Head Start Funding Guidance Letter | |
| IV. | Monroe County Needs Assessment | Angelo Parrino |
| V. | The Children's Trust Scholarship Program | Fiorella Altare Christie |
| VI. | Well Certification | Eileen Fluney |
| VII. | Proposed Special Needs Rate to the Budget | Anabel Espinosa |
| VIII. | Professional Development Institute | Pam Hollingsworth |
| | A. Leading With Equity | |
| IX. | Public Comments | Gladys Montes |
| X. | Adjourn | Gladys Montes |





ELC Programs, Policy & Strategy Committee Meeting
January 25, 2021 at 7:00 AM
Zoom Meeting ID: 919 8816 6356
Passcode: ELC0125

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

Absent Committee:

Staff Attendees: Evelio Torres; Fiorella Altare-Christie; Sandra Gonzalez; Pam Hollingsworth; Jackye Russell; Belkis Torres; Ana Sejeck; Anabel Espinosa; Angelo Parrino; Adelina Gross; Lucy Schrack

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 S. Bisceglia.
- Motion seconded by J. Lawrence
- Motion unanimously passed.

III. Early Head Start **Belkis Torres**

- B. Torres presented the Early Head Start Annual Self-Assessment. B. Torres stated that a meeting was held on Dec. 18 and there were 35 participants, which included board members, policy council members, community partners and ELC staff. Two of the accomplishments highlighted in the meeting were the Wellness Initiative and the transition from in person to virtual programming.
- B. Torres stated that some of the areas identified as opportunities for enhancement were Nutrition - Increase parent participation in nutrition and health education classes, demos, and events. Health - Attain at least 50% of well-baby compliance (which has been difficult to attain because some pediatricians are not complying with the schedule) ERSEA - Increase waitlist by 10% over the number of transitioning families for each community served by the program. Family & Community Engagement - Strengthen the relationship with community partners to increase both the program's waitlist and the available resources for families.
 - Motion to approve the annual self-assessment by J. Haj.
 - Motion seconded by J. Lawrence
 - Motion unanimously passed.



- B. Torres presented EHS enrollment, attendance and meal programs. B. Torres stated that it was rare to attain a 100% on meals served because many children get to the centers after breakfast has been served or are picked up before lunch.

IV. Monroe County Needs Assessment

Angelo Parrino

- A. Parrino stated that feedback from the Monroe County Advisory committee was requested and received. This feedback was forwarded to NOLO who will be conducting the needs assessments. Further discussion will be had at the Feb. 9 Monroe Advisory Committee meeting.

V. The Children’s Trust Scholarship Program

Fiorella Christie

- 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. 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.
 - Motion to approve the resolution by S. Bisceglia.
 - Motion seconded by E. Fluney
 - Motion unanimously passed.

VI. Professional Development Institute

Pam Hollingsworth

- P. Hollingsworth discussed the following items:
 - Monroe Early Learning Conference – it will be a two-day conference, 04/23/2021-04/24/2021. We are still booking speakers.
 - 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. ELC will collaborate with The Children’s Trust in grant response.
 - Motion to approve participation by E. Fluney.
 - Motion seconded by S. Bisceglia
 - Motion unanimously passed.
 - Leading With Equity - 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.

VII. Public Comments

Gladys Montes

VIII. Adjourn

Gladys Montes



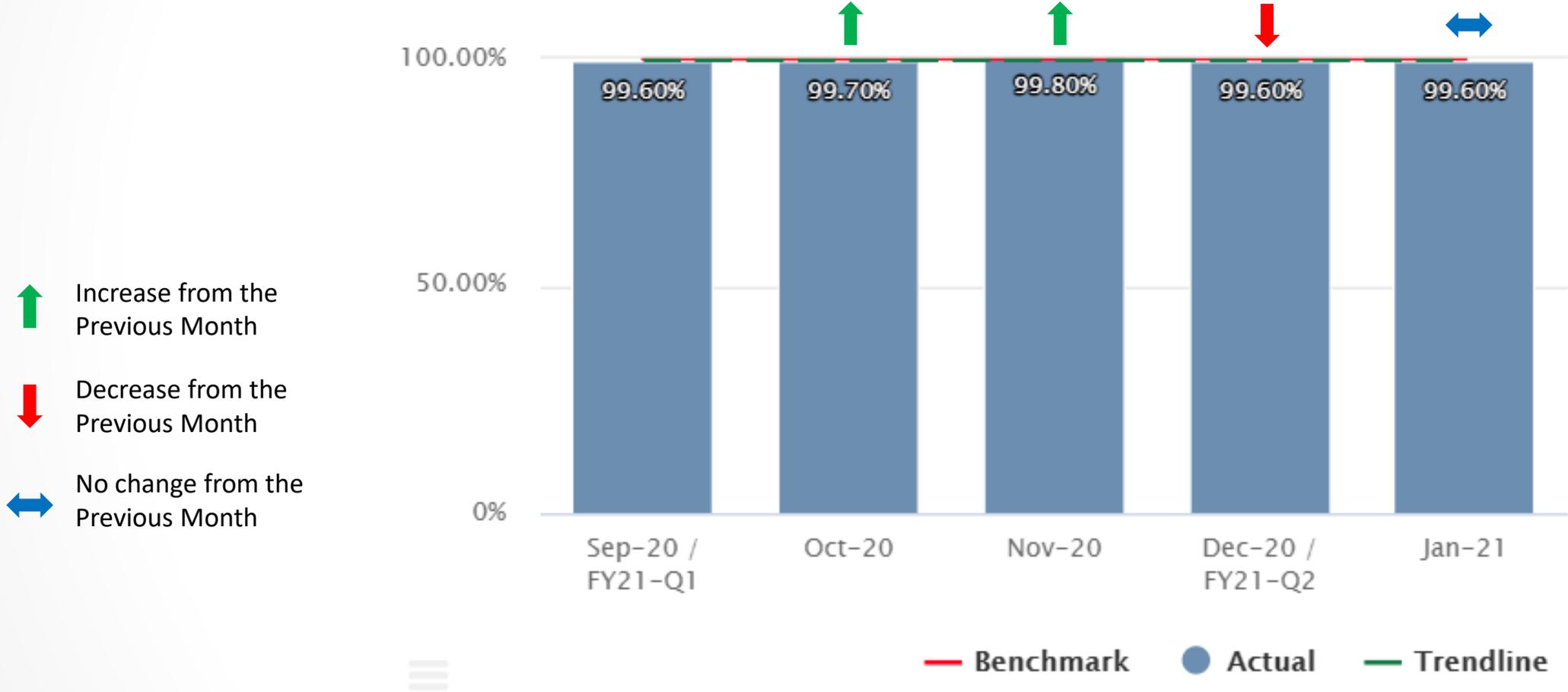
Belkis Torres
Vice President for Early Head Start

Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers

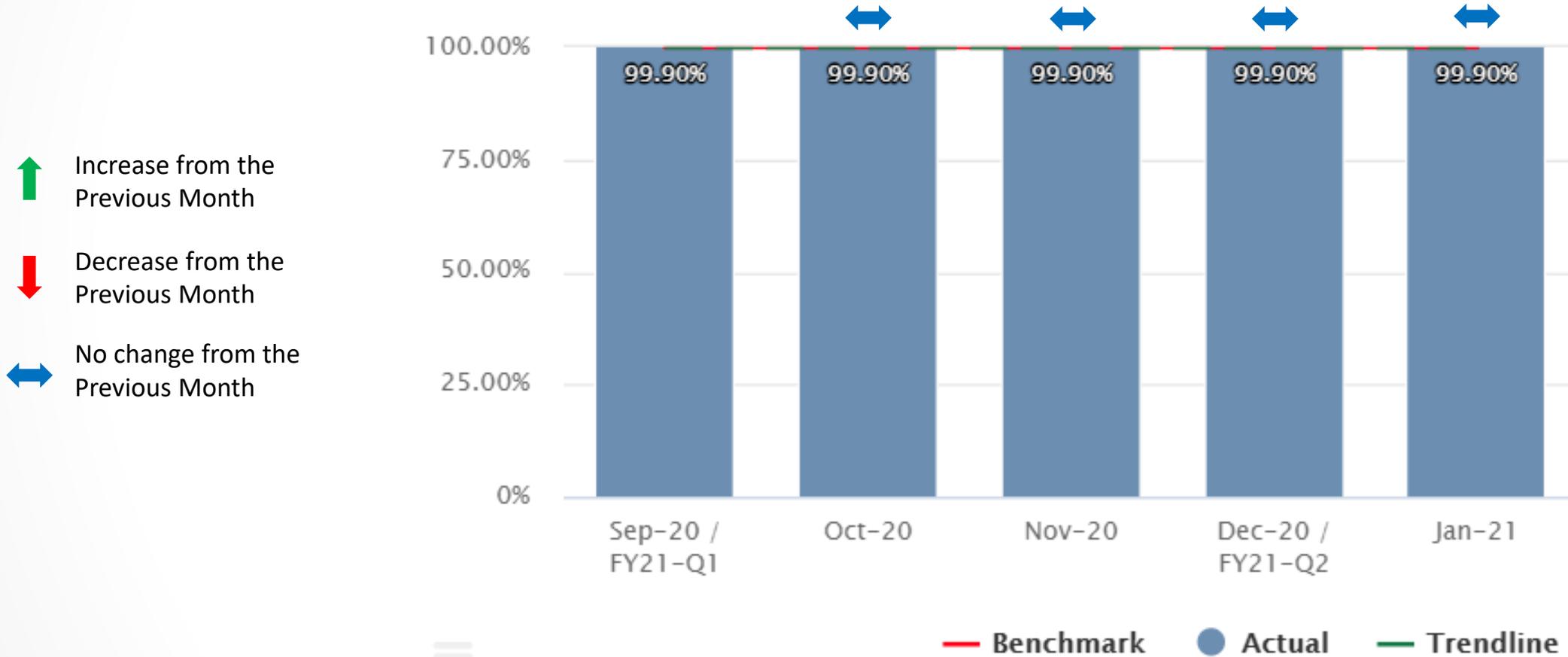
Monthly Breakfast

Percent of Monthly Breakfasts (Upward Trend is Good)



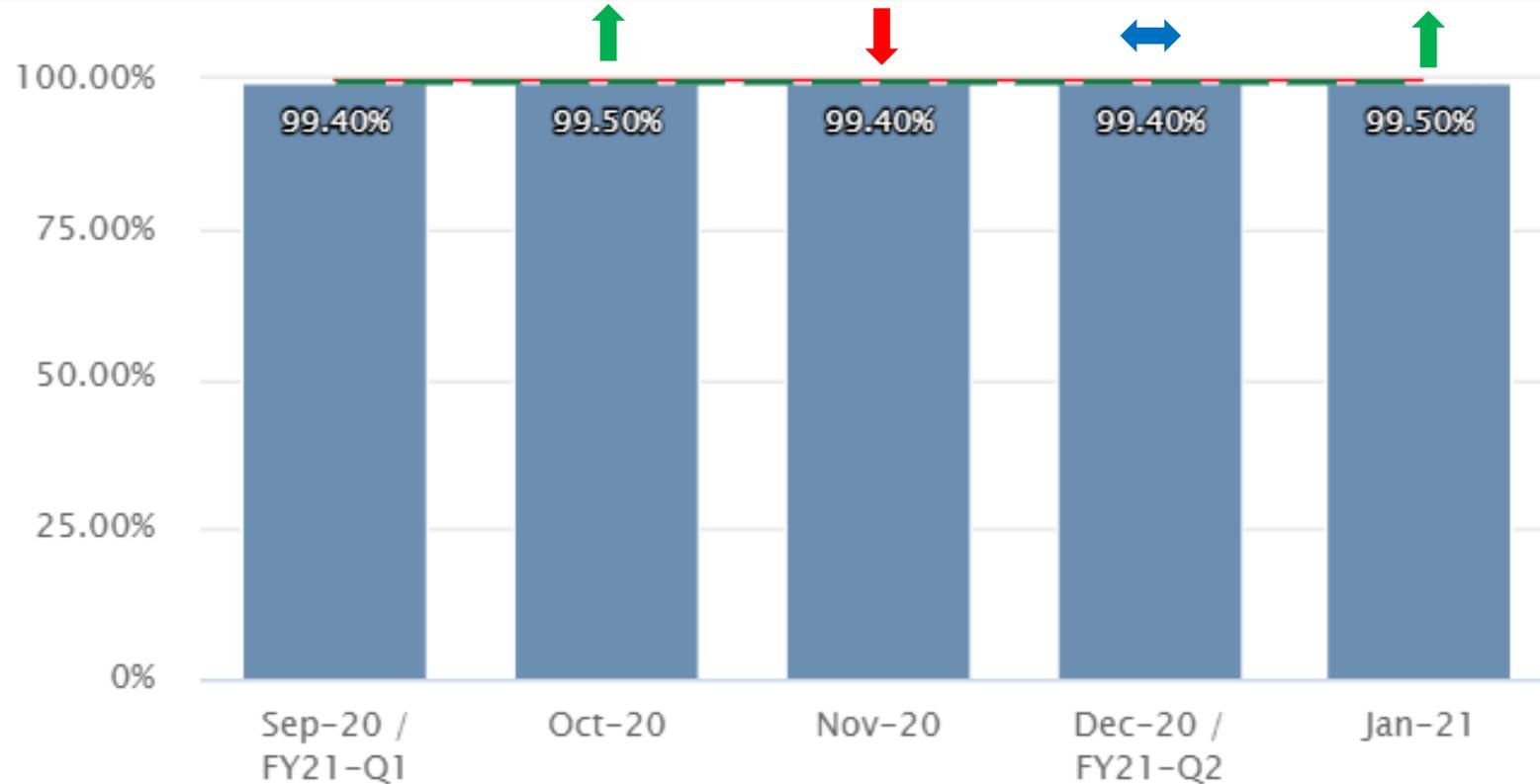
Monthly Lunches

Percent of Monthly Lunches (Upward Trend is Good)



Monthly Snacks

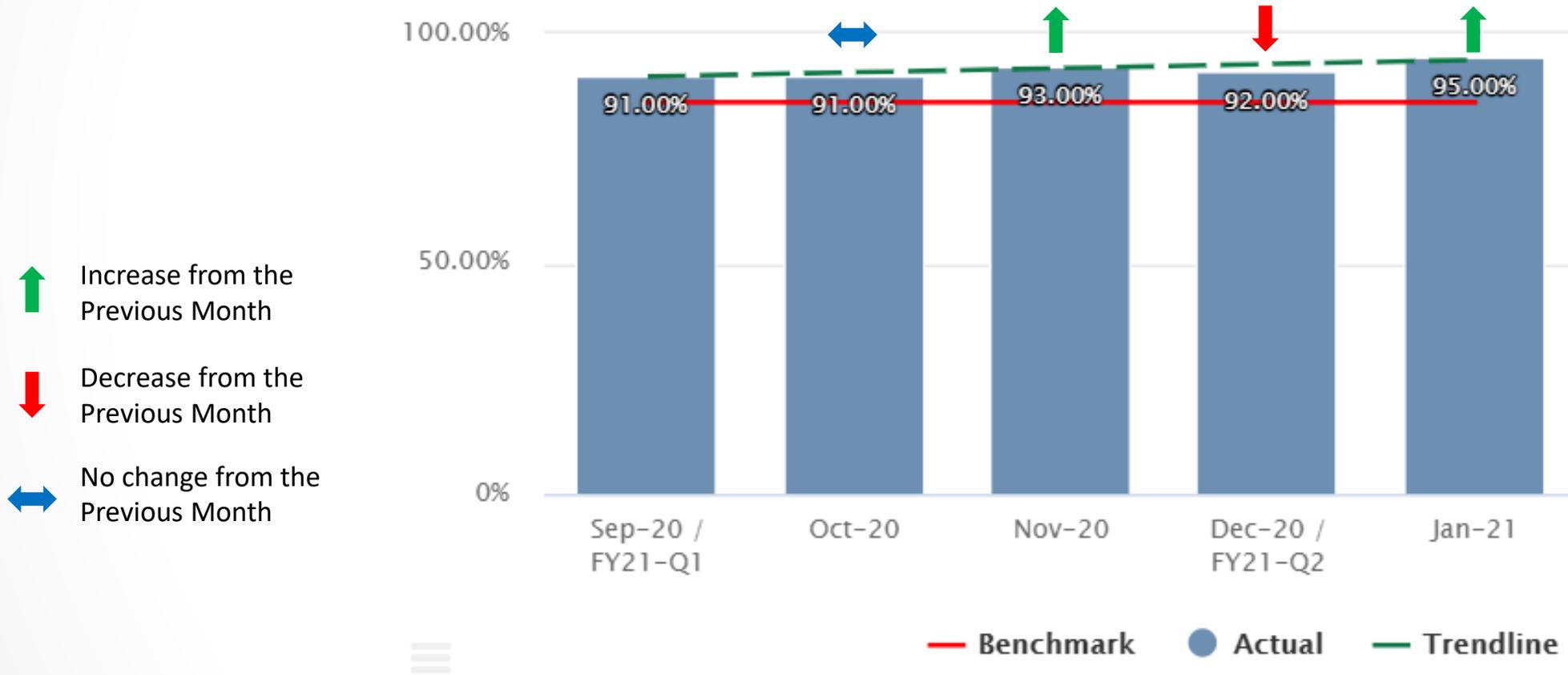
Percent of Monthly Snacks (Upward Trend is Good)

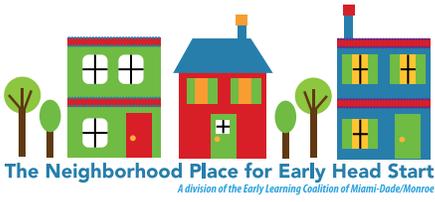


— Benchmark ● Actual — Trendline

Attendance

Percent of Average Monthly Attendance (Upward Trend is Good)





2019-2020 Annual Report



CONTENTS

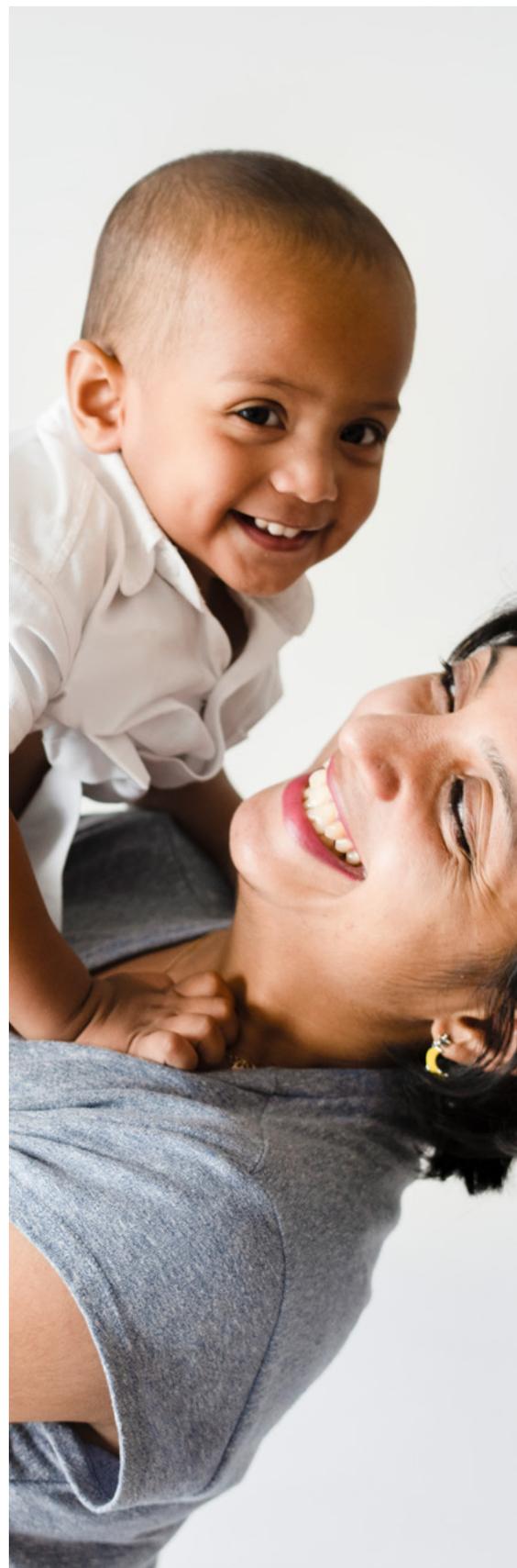
Summary	1
2019-2020 Funding Sources.....	2
2019-2020 Expenditures.....	3
2020-2021 Proposed Budget	4
Program Enrollment	5
Special Needs Enrollment	6
Medical and Dental Services	7
Family Engagement.....	8
Family Outcomes.....	9
Child Outcomes	10
Nutrition Services	11
Mental Health Services.....	12
Financial Audit.....	13
Head Start Program Performance Review.....	14
Acknowledgments.....	15

SUMMARY

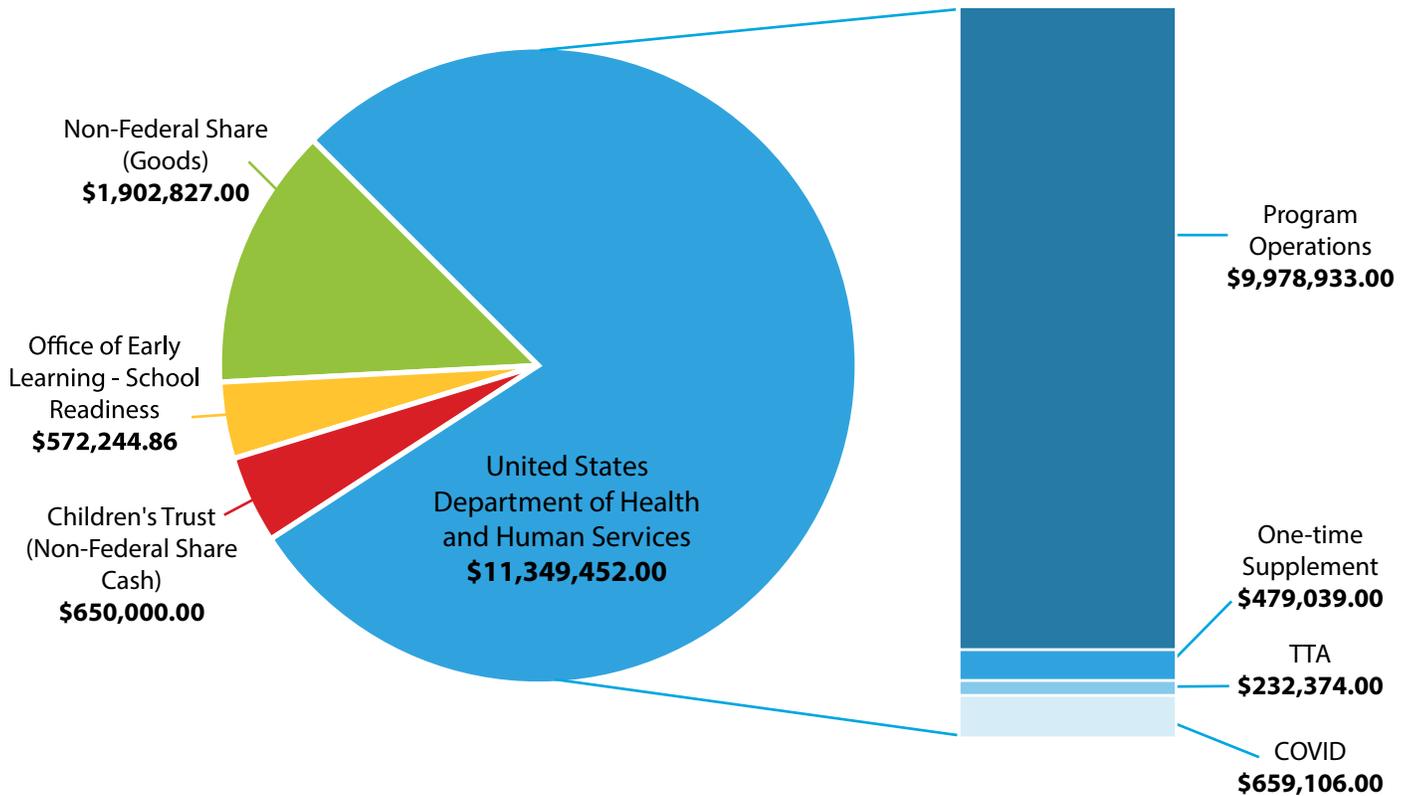
The program year 2019-2020 proved to be an eventful year for The Neighborhood Place for Early Head Start. On August 2019, the program began year one of its 5-year project period. The 5-year project period was welcomed with enthusiasm and eagerness to implement the new program and school readiness goals. In November 2019, the program participated in a Focus Area 1 Federal Monitoring Review. During the one-week process, the Board, Policy Council, and program staff shared the program's accomplishments and systems for implementing the Early Head Start program.

Just as the 2020 calendar year was underway, the world faced a pandemic at a level that had not been seen for 100 years. As the number of infected people and deaths grew quickly, communities began to close down. Mid-March saw the beginnings of a new way of living that relied heavily on creativity and adaptation. Priority was given to maintaining the program's operation, meeting the objectives, serving children and families, and ensuring stability during uncertain times. The program had to make an instantaneous shift to provide uninterrupted services to families and activities for staff by incorporating virtual platforms for service delivery, meetings, trainings, professional development, etc. Teaching infants and toddlers virtually posed its challenges but a well-thought out plan that engaged and supported parents as their child's first teacher paved the way for a new way of doing business. What was initially believed to be a couple of months of the new way of life turned into months and months. After several months of lockdown, the community slowly re-opened with extra protective measures in place. A top priority for the program was ensuring childcare centers had the necessary supplies to keep everyone safe. Personal Protective Equipment (PPE) and other equipment were purchased and distributed to childcare partners. Accommodations were made for families who still did not feel comfortable having their children receive in-person services. As families hit hard times, the program relied on community partners for support and services to families during the challenging times.

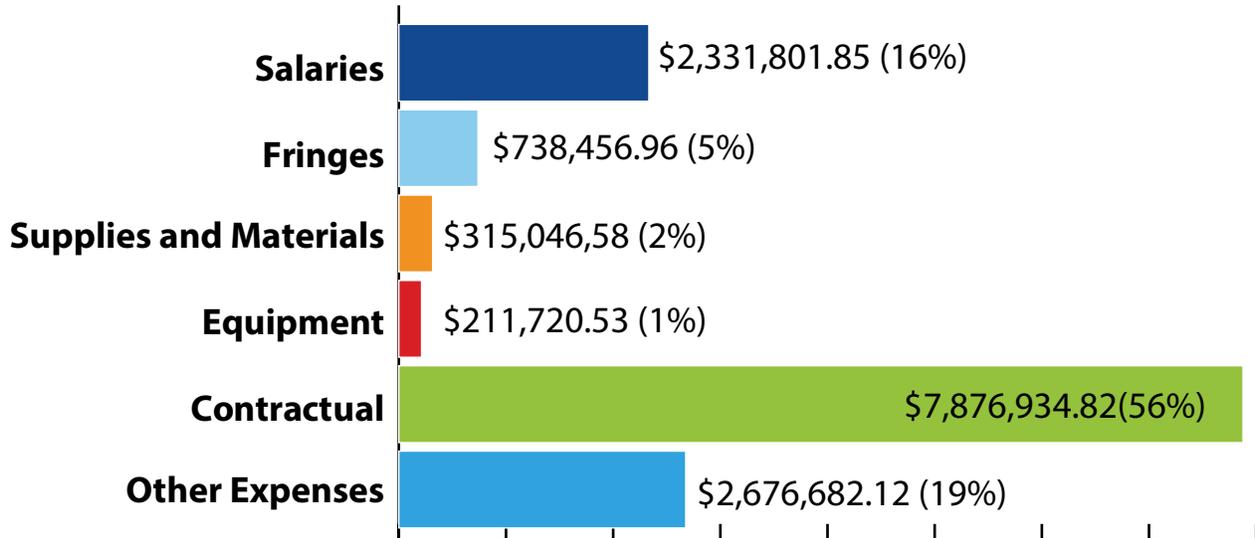
Despite the challenges faced, the program remained steadfast at being a support and resource for families and helping children thrive in their development. The information in this annual report encapsulates our year in review.



2019-2020 FUNDING SOURCES



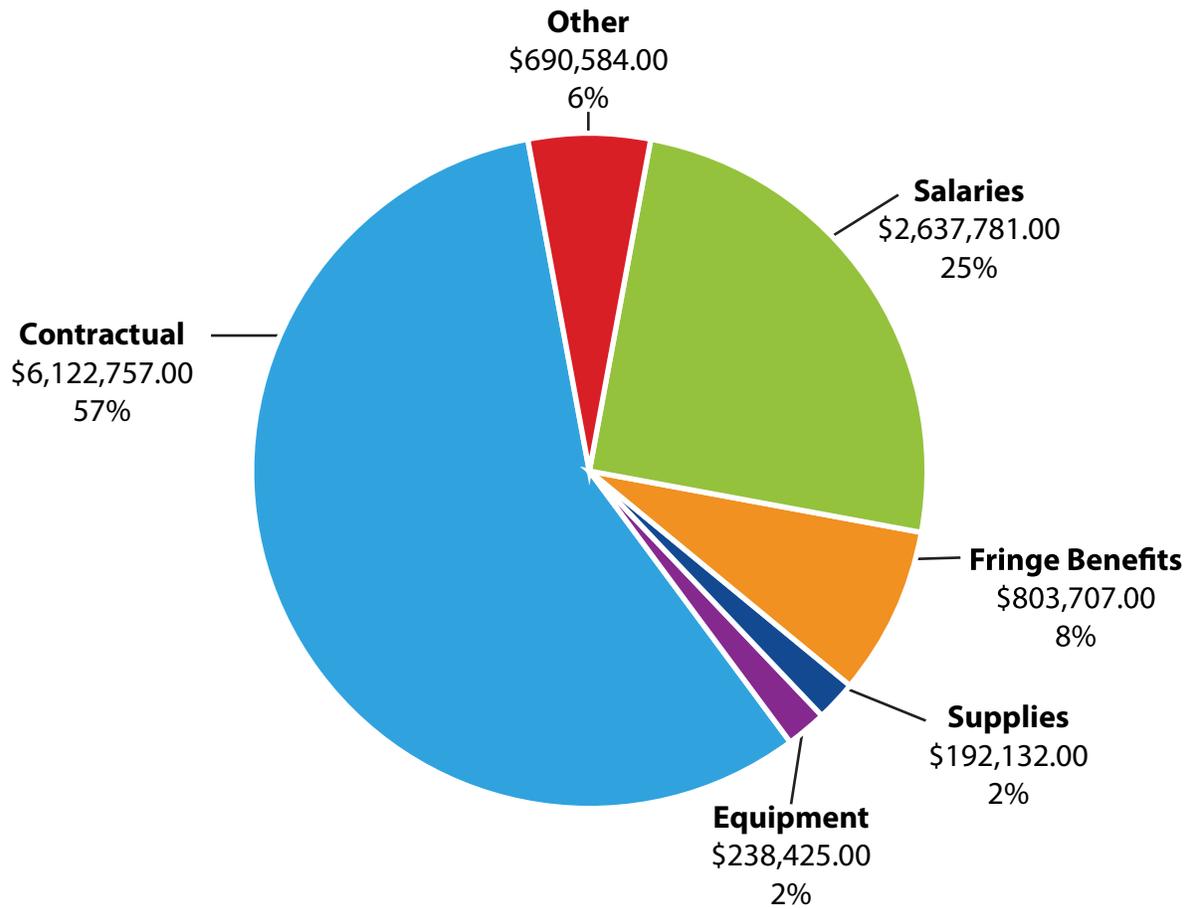
2019-2020 EXPENDITURES



*\$322,881.00 - Unobligated COVID Relief Funds (requested Carryover for 2020-2021 Fiscal Year)



2020-2021 PROPOSED BUDGET



PROGRAM ENROLLMENT

The Neighborhood Place for Early Head Start provides services in five (5) high poverty areas in Miami-Dade County: Liberty City, Little Havana, Hialeah, Miami Gardens/Opa-Locka, and Homestead/Florida City. The program recruits year-round to increase community awareness, encourage families to apply for services, and ensure the neediest families in the community are selected. In order to certify selection is fair, our program develops a selection plan that details the point system that will be used to identify and select the neediest applicants. Families with the highest points are selected to fill enrollment opportunities. The plan is evaluated yearly to consider changes impacting the community.

**Children
Served
902**

**Families
Served
810**

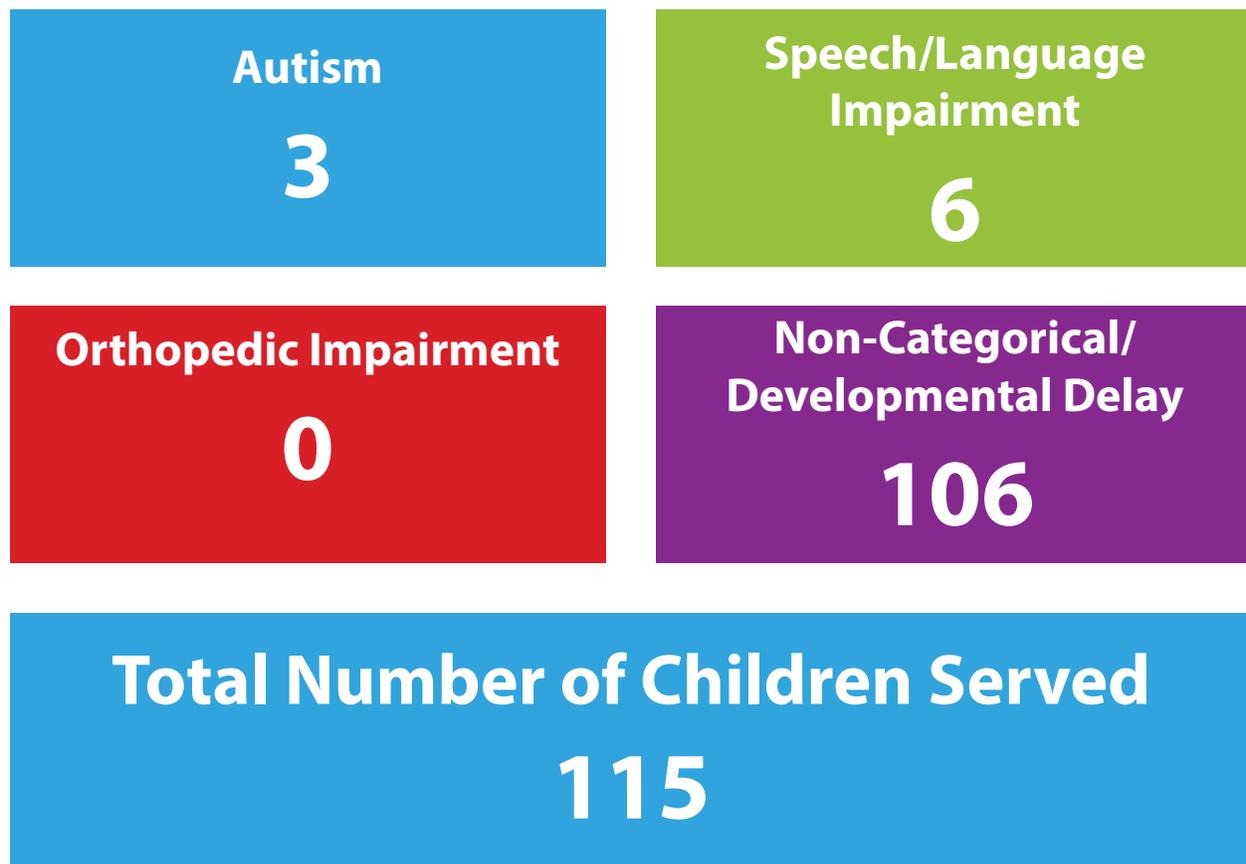
**% Served of
19-20 Eligible
Children
51%**

**Average
Monthly
Enrollment
96%**

SPECIAL NEEDS ENROLLMENT

At The Neighborhood Place for Early Head Start, staff understand the importance of early intervention and how it can influence the architecture of the brain to maximize developmental opportunities and minimize any potential delays. Ten percent (10%) of the program's enrollment is reserved for children with special needs¹. To ensure no child goes undetected with potential risks, the program conducts a developmental screening within the child's first 45 days of enrollment. The Ages and Stages Questionnaire, 3rd Edition is the screening tool used to identify children who are exhibiting potential delays. With consent from parents, children are referred to the local Part C, Early Steps Agency, for a comprehensive evaluation to determine a child's eligibility for intervention. If a child is determined eligible for intervention, an Individualized Family Support Plan (IFSP) is developed with involvement of the parent(s)/guardian(s). The IFSP includes the child's current development level, goals/outcomes, and support services to meet the goals. Children receive services in their natural environment and teachers play a supportive role in the progression of their development. Below are the number of children served in the program based on their identified need.

Number of Children with Identified Disability

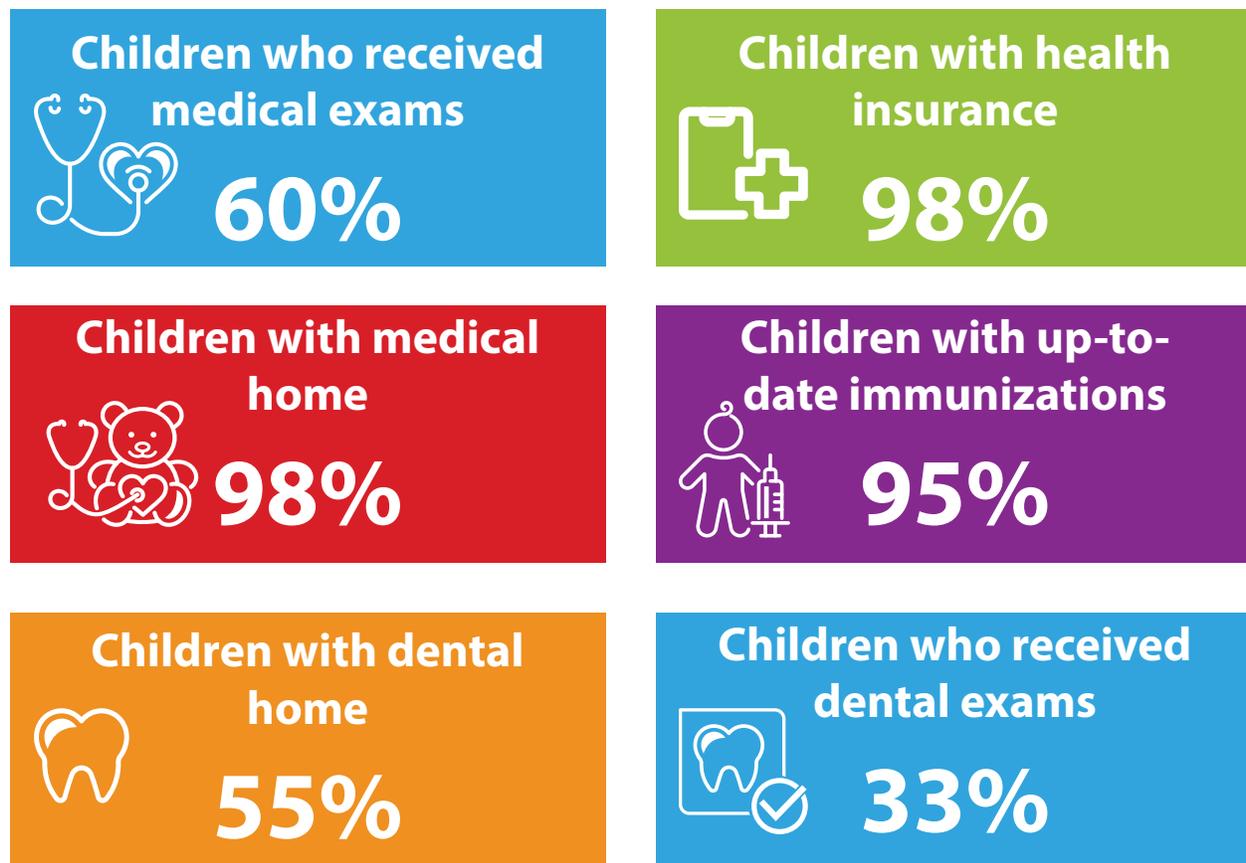


¹ United States. (2016). Head Start Program performance standards and other regulations. Washington, D.C.: U.S. Dept. of Health and Human Services, Administration for Children and Families, Head Start Bureau.

MEDICAL AND DENTAL SERVICES

Children who experience poverty, particularly during early life or for an extended period, are at risk of a host of adverse health and developmental outcomes through their life course². Tracking and ensuring children were up to date with their medical and dental requirements continue to be an important part of prevention and treatment. Upon enrollment Family Advocates work with families to identify a medical and dental home, obtain health insurance, and assess each child's medical and dental status. The program connects parents to community resources and educates them on the medical and dental needs and rights of their children. One requirement that continues to be a challenge for the program is parents complying with dental exams. The program has found support from Florida's Department of Health through the Seals on Wheels Program, a mobile dental program focused on reducing oral health disparities among children in Miami-Dade County.

The information below highlights the medical and dental requirements attained during the 2019-2020 program year.



2 Brooks-Gunn J, Duncan GJ. The effects of poverty on children. *Future Child*. 1997;7(2):55–71pmid:9299837

FAMILY ENGAGEMENT

During the 2019-2020 program year, activities were offered to engage, educate, and inspire parents.

TRANSITION MEETINGS

Parents were informed of their child's transition as soon as they were enrolled for services. The Family Advocate actively met with the parents six months before a child transitioned to assist with the process.

FINANCIAL WELLNESS

In partnership with Dade County Federal Credit Union and Money Management Inc., parents received financial literacy trainings. The topics offered included: financial literacy to children, basic budgeting, and understanding credit.

PARENT ORIENTATION

The Parent Orientation was the parents' introduction to all the services offered to parents by the program and community organizations. The program emphasized the importance of parent engagement in the success of their child's education.

SELF-ASSESSMENT

The Self-Assessment is an annual event in which staff work with parents, Board members, and other community organizations to identify program strengths and opportunities for improvement. Participants made recommendations to strengthen the program.

MISC. TRAININGS

Parents were encouraged to participate in additional trainings that took place throughout the year. Trainings were offered based on the parents' needs and the availability of community resources.

NUTRITION TRAININGS

Parents were encouraged to participate in several activities throughout the year related to nutrition. One activity was the Li'l Foodies Virtual Cook Along where parents participated in live cooking sessions that focused on preparing economical healthy meals.

SCREENINGS AND ASSESSMENTS

Children were screened within the first 45 days of enrollment for social-emotional and developmental concerns. Results were discussed with parents and recommendations were made accordingly.

FAMILY GOAL SETTING

All parents worked with their family advocates to identify a goal and set a plan of action to accomplish their goal(s).

DAD'S TAKE YOUR CHILD TO SCHOOL

The State's Dads Take Your Child to School Day was an opportunity to celebrate dads and male influence in a child's life. The men spent time reading and playing with the kids.

PARENT COMMITTEE AND POLICY COUNCIL

Parent Committee and Policy Council are ways for parents to be a part of the decision-making process and support the school and program towards making positive changes. Parents met monthly to make decisions and receive updates about the school and program.

FAMILY OUTCOMES

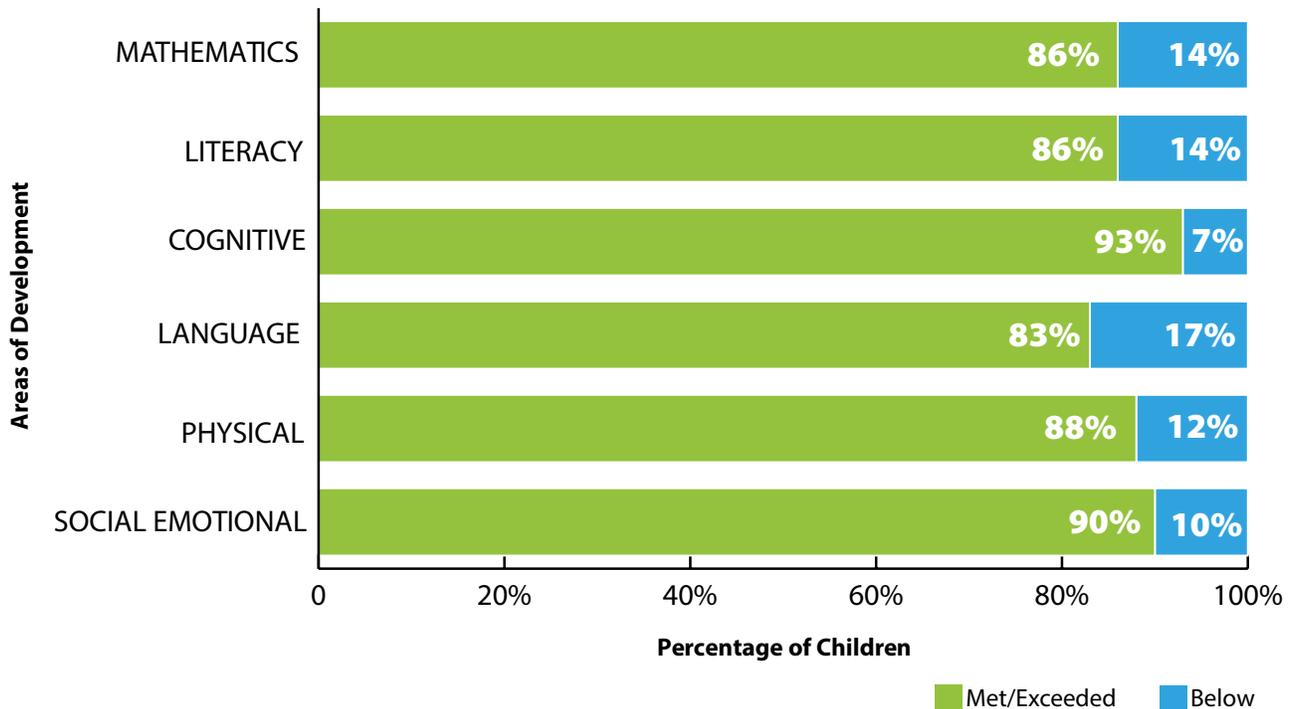
The Neighborhood Place for Early Head Start supports families on their path to self-sufficiency. Each year, Family Advocates complete a Needs Assessment within the first 45 days of a child's enrollment. The purpose of the Needs Assessment is to identify the parent's strengths and areas of concern; the assessment is completed twice a year. The first assessment is used to measure parent's needs and later used to assist with establishing partnership agreements/family goals to encourage families to thrive. The second assessment is used as a final tool to gauge the gains after intervening and providing necessary resources and support. The information below shows the gains families made during the 2019-2020 program year.

Family Outcome	Preliminary	Final Assessment	Gains
Housing	3.3	4	0.7
Safety	4.5	4.6	0.1
Health	4.5	4.4	-0.1
Mental Health/ Substance Abuse	4.5	4.5	0
Transportation	4.4	4.5	0.1
Financial Security	3.2	3.3	0.1
Employment	3.5	3.5	0
Food and Clothing	4.5	4.7	0.2
Nurturing Relationships	4.5	4.5	0
Child Development/ Parenting	4.3	4.6	0.3
Family Education at Home	4.3	4.2	-0.1
School Readiness	3.9	4.3	0.4
Education, Training, and Literacy	3.8	4	0.2
Volunteering	3.1	3.4	0.3
Transitions	3.7	3.9	0.2
Families and Communities	3.6	3.9	0.3
Leadership and Advocacy	3.8	4.1	0.3

CHILD OUTCOMES

During the 2019-2020 program year, children experienced learning in varied, non-traditional methods. Due to an unforeseen world-wide pandemic, many children received virtual educational services at home for a substantial portion of the program year. Implementing educational virtual experiences for infants and toddlers required a strong partnership with parents. In order to continue supporting children's growth, teachers provided parents with individualized activities that could be implemented at home. Through weekly communication, parents kept teachers abreast of the child's developmental progression. This new process provided uninterrupted education experiences for children, strengthened relationships between teachers and parents, and created a basis for parents to understand how they can support their children in their development and education.

The program uses Teaching Strategies Gold (TSG) to track each child's developmental progression throughout the year. The areas tracked consist of: social-emotional, physical, language, cognitive, literacy, and mathematics. Children's developmental progressions are compared against the widely held expectation. The widely held expectations are research-based developmental milestones that teachers use to determine a child's abilities, skills, and behavior in comparison to children of the same age. Teachers use the data to tailor learning experiences specifically based on each child's abilities, skills, and interests. Having an understanding of a child's developmental level enable a teacher to predict which skill(s) the child is ready to learn next. The information below represents the percentage of children who met/exceeded or were below the widely held expectations in the respective areas of development and learning by the end of the 2019-2020 program year.



NUTRITION SERVICES

Adequate nutrition during the first two years of life is essential for healthy growth and development. The American Academy of Pediatrics recommends “exclusively breastfeeding for about the first six months of a baby’s life, and then gradually adding solid foods while continuing breastfeeding until at least the baby’s first birthday.”³ Promoting breastfeeding is also a requirement of Head Start Program Performance Standards. To promote breastfeeding, The Neighborhood Place for Early Head Start has been assisting child care partners with creating a breastfeeding friendly environment that is private, comfortable, and welcomes breastfeeding mothers. One of the program’s five-year goals is to have childcare partners apply for and receive the Breastfeeding Friendly Child Care Facility Designation through the Florida Department of Health. During the 2019-2020, five partners were awarded the designation, and it is expected that all partners receive the designation by the end of the 2021-2022 school year.

To ensure children receive at least 2/3 of the daily nutritional requirement, the program offers three meals a day which are paid through the United States Department of Agriculture (USDA). Menus are reviewed by the program’s Nutritionist to guarantee all meals meet the nutritional requirements. During COVID-19 closure, ensuring children received healthy meals was a concern. Consequently, several childcare partners elected to distribute meals to families while closed. As shown below, meals were tracked throughout the program year to ascertain children received the required nutritious meals.

Month	Breakfasts Served	Lunches Served	Snacks Served
August 2019	12,362	12,450	12,347
September 2019	11,626	11,698	11,623
October 2019	13,130	13,204	13,114
November 2019	11,236	11,309	11,239
December 2019	11,137	11,262	11,203
January 2020	12,580	12,690	12,621
February 2020	10,738	10,863	10,791
March 2020	7,562	7,666	7,642
April 2020	1,330	1,329	1,330
May 2020	2,341	2,344	2,343
June 2020	5,739	5,742	5,681
July 2020	5,715	5,724	5,688

³ <https://www.healthychildren.org/English/ages-stages/baby/breastfeeding/Pages/Where-We-Stand-Breastfeeding.aspx>

MENTAL HEALTH SERVICES

Supporting infants and toddlers in their social emotional development is key to their future success in school. Research has shown “that early childhood programs support later positive learning outcomes in all domains by maintaining a focus on the promotion of healthy social emotional development.”⁴ In an effort to promote healthy social emotional development, the program encourages and teaches children to identify, express, and manage their emotions. During the first 45 days of the child’s enrollment into the program, a social emotional screening (Ages and Stages Social-Emotional Questionnaire, 2nd Edition) is completed on all children to identify possible concerns. If a concern is identified, a referral is submitted to the Mental Health Manager who validates concerns and provides consultations to teachers and parents. The mental health consultations are centered on increasing social-emotional health while decreasing challenging behaviors.

During the 2019-2020 program year, the Mental Health Professional provided the following types of support to teachers and parents. The information below provides information on support given towards promoting children’s social and emotional development.

Classroom Observations

Classroom Observations were conducted using the Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) which measured how well teachers fostered responsiveness, nurtured relationships with children, and promoted strong social-emotional development.

Teacher Support

Universal strategies are provided to teachers during Consultations to improve classroom management and decrease challenging behaviors. The results from the TPITOS is also used as a guide to determine the direction of support needed to each individual teacher.

Support Groups

Mental Health Manager began support groups for parents and teachers in response to the COVID-19 crisis. Groups explored how to manage the various emotional and psychological difficulties that aroused in response to COVID-19

Consultations

Teachers

Mental Health Consultations were provided to teachers with strategies and techniques they could implement in the classroom to support children’s social emotional development.

Parents

Mental Health Consultations were provided to parents with strategies and techniques they could implement at home to support their child’s social emotional development.

Trainings

Teacher

Teachers received trainings on Ages and Stages Social-Emotional Questionnaire, Communicating with Parents, The Pyramid Model, and Managing Challenging Behaviors.

Parent

Parents received training on Social Emotional Development, as well as when to seek services when their children are not meeting their social emotional milestones.

⁴ <https://www.cde.ca.gov/sp/cd/re/itf09socemodev.asp>

FINANCIAL AUDIT

Financial Single Audit Results

A Financial Audit Report was completed on the Early Learning Coalition of Miami-Dade/Monroe (the Coalition) for the fiscal year ending June 30, 2019. The audit was done in compliance with Uniform Guidance, Cost Principals and the Code of Federal Regulations. The auditor did not identify any material weakness in the areas of internal control over financial reporting and internal control over major federal programs and state projects. Significant deficiency(ies) not considered to be a material weakness were identified in both these areas. The auditor identified a noncompliance material in financial statements. The auditor qualified the Coalition as a low-risk auditee. The auditor attributed findings in the audit to the challenges faced by the Coalition when using the new data system required by the Florida Department of Education (DOE) for the Child Care Development Fund Grant and Temporary Assistance for Needy Families programs. Issues with data migration to the new system and the inability to generate accurate management reports caused challenges with adequately determining payments to child care providers, resulting in the Coalition making estimated payments.



HEAD START PROGRAM PERFORMANCE REVIEW

The federal government conducted a Focus Area 1 monitoring review from November 18, 2019 to November 22, 2019. There were no deficiencies, areas of noncompliance, areas of concern, or opportunity for continuous improvement found in the monitoring review. The following areas were reviewed during the monitoring visit.

- I. Program Design and Management**
 - a. Program Design
 - b. Program Management
 - c. Program Governance
- II. Designing Quality Education and Child Development Program Services**
 - a. Alignment with School Readiness
 - b. Effective and Intentional Teaching Practices
 - c. Supporting Teachers in Promoting School Readiness
 - d. Home-based Program Services
- III. Designing Quality Health Program Services**
 - a. Child Health Status and Care
 - b. Safety Practices
- IV. Designing Quality Family and Community Engagement Services**
 - a. Well-being
 - b. Strengthening Parenting and Parent-Child Supports
- V. Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure**
 - a. Eligibility, Recruitment, Selection, Enrollment, and Attendance
 - b. Enrollment Verification
 - c. Fiscal Infrastructure, Capacity, and Responsiveness



ACKNOWLEDGMENTS

The strength of The Neighborhood Place for Early Head Start resides in the many stakeholders that believe, care, and support the work the program does. As the program's name suggests it takes a community with a common goal to make a change. Thanks to the Early Learning Coalition of Miami-Dade/Monroe Board of Directors, Early Head Start Policy Council, child care partners, community partners, staff, and families for their commitment and support to the program.





Project Title: EHS-CC Partnership – The Neighborhood Place for Early Head Start

Agency Name: Early Learning Coalition of Miami-Dade/Monroe

Address: 2555 Ponce De Leon Blvd., Ste. 500, Coral Gables, FL 33134

Early Head Start Grant Number: 04HP0007



School Readiness Goals

School Readiness 1 (Social and Emotional Domain): Children will develop and engage in positive relationships and interactions with others.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
{Description of objective}	{Expected outcome}	{progress/outcome}	{progress/outcome}	{progress/outcome}	{progress/outcome}
<p>From 0-12 months, the infant will respond to others and the environment by cooing, smiling, crying, or reaching out.</p> <p>From 0-12 months, the infant will recognize and anticipate daily routines by responding to changes in the environment.</p> <p>From 13-24 months, the young toddler will show interest in other children when exploring new space or material.</p> <p>From 13-24 months, the young toddler will enact routines in familiar surroundings as they begin to recognize boundaries.</p> <p>From 25 – 36 months, the older toddler will seek support from caregivers to address needs by</p>	<p>The child will show interest and develop meaningful relationships with adults and peers.</p> <p>The child will begin to learn and internalize rules, routines and directions.</p>	<p>There was an average of a 14% percent increase across the Objectives for Development and Learning related to developing meaningful relationships with adults and peers. The highest percentage of gains were shown in dimensions related to establishing and sustaining positive relationships (43%). The lowest percentage of gains were shown in dimensions related to regulating own</p>	<p>The following percentage of children met or exceeded developmentally appropriate expectations in objectives related to developing and engaging in positive relationships:</p> <ul style="list-style-type: none"> • 0-12 months: 94% • 13-24 months: 87% • 25-36 months: 86% <p>There was an average of a 3% increase in children meeting and/or exceeding goals, with the highest gains shown in the objective for</p>		





Project Title: EHS-CC Partnership – The Neighborhood Place for Early Head Start

Agency Name: Early Learning Coalition of Miami-Dade/Monroe

Address: 2555 Ponce De Leon Blvd., Ste. 500, Coral Gables, FL 33134

Early Head Start Grant Number: 04HP0007



School Readiness 1 (Social and Emotional Domain): Children will develop and engage in positive relationships and interactions with others.					
Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
{Description of objective}	{Expected outcome}	{progress/outcome}	{progress/outcome}	{progress/outcome}	{progress/outcome}
<p>gesturing or seeking a preferred child to play near and use similar materials.</p> <p>From 25-36 months, the older toddler understands rules, repeats rules and helps pick up toys.</p>		emotions and behaviors (18%).	“forming relationships with adults” (9%) and the least progress shown in the objective for “making friends” (-1%). An average of 83% of the children meeting expectations demonstrated knowledge and skills at the higher end of their age bracket, which indicates their readiness for the next age group’s benchmark.		





Project Title: EHS-CC Partnership – The Neighborhood Place for Early Head Start

Agency Name: Early Learning Coalition of Miami-Dade/Monroe

Address: 2555 Ponce De Leon Blvd., Ste. 500, Coral Gables, FL 33134

Early Head Start Grant Number: 04HP0007



School Readiness 2 (Language and Communication): Children will demonstrate receptive and expressive skills.					
Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
{Description of objective}	{Expected outcome}	{progress/outcome}	{progress/outcome}	{progress/outcome}	{progress/outcome}
<p>From 0-12 months, the infant will coo and babble by engaging in social interaction to demonstrate expressive language and turn head, smile, and move arms and legs for receptive language.</p> <p>From 13-24 months, the young toddler will use appropriate eye contact, pauses, and simple verbal prompts when communicating and will respond to speech by looking toward the speaker for receptive language, and follows simple instructions using visual and verbal cues.</p> <p>From 25-36 months, the older toddler will use language to express thoughts and needs and</p>	<p>The child will develop social and language skills by engaging in verbal and nonverbal interactions with peers and adults.</p>	<p>There was an average of a 28% percent increase across the Objectives for Development and Learning related to children demonstrating receptive and expressive skills. The highest percentage of gains were shown in dimensions related to using language to express thoughts and needs (34%). The lowest percentage of gains were shown in</p>	<p>The following percentage of children met or exceeded developmentally appropriate expectations in objectives related to demonstrating receptive or expressive skills:</p> <ul style="list-style-type: none"> • 0-12 months: 83% • 13-24 months: 82% • 25-36 months: 73% <p>There was an average of a 7% increase in children meeting and/or exceeding</p>		





Project Title: EHS-CC Partnership – The Neighborhood Place for Early Head Start
Agency Name: Early Learning Coalition of Miami-Dade/Monroe
Address: 2555 Ponce De Leon Blvd., Ste. 500, Coral Gables, FL 33134
Early Head Start Grant Number: 04HP0007



School Readiness 2 (Language and Communication): Children will demonstrate receptive and expressive skills.					
Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
{Description of objective}	{Expected outcome}	{progress/outcome}	{progress/outcome}	{progress/outcome}	{progress/outcome}
will point to pictures when they are named, engage in back and forth exchanges with peers and adults and follow simple requests and directions not accompanied by gestures.		dimensions related to listening to and understanding increasingly complex language (22%).	goals, with the highest gains shown in the objective for “engaging in conversation” (19%) and the least progress shown in the objective for “comprehending language” (1%). An average of 62% of the children meeting expectations demonstrated knowledge and skills at the higher end of their age bracket, which indicates their readiness for the next age group’s benchmark.		





Project Title: EHS-CC Partnership – The Neighborhood Place for Early Head Start

Agency Name: Early Learning Coalition of Miami-Dade/Monroe

Address: 2555 Ponce De Leon Blvd., Ste. 500, Coral Gables, FL 33134

Early Head Start Grant Number: 04HP0007



School Readiness 3 (Approaches Towards Learning): Children will demonstrate interest in self-identity, belonging, curiosity, and eagerness in exploring the world around them.					
Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
{Description of objective}	{Expected outcome}	{progress/outcome}	{progress/outcome}	{progress/outcome}	{progress/outcome}
<p>From 0-12 months, the infant will show interest in the environment by exploring objects using all senses and position and move body towards a familiar object or person</p> <p>From 13-24 months, the young toddler will engage in exploring their immediate environment, begin to engage and communicate with familiar people, and practice an activity many times until successful.</p> <p>From 25-36 months, the older toddler will explore and investigate various ways to</p>	<p>The child will engage in learning by using natural curiosity and persistence to acquire new knowledge.</p>	<p>There was an average of a 18% percent increase across the Objectives for Development and Learning related to using natural curiosity and persistence to acquire new knowledge. The highest percentage of gains were shown in dimensions related to demonstrating positive approaches to learning (29%). The lowest</p>	<p>The following percentage of children met or exceeded developmentally appropriate expectations in objectives related to demonstrating interest in exploring their environment:</p> <ul style="list-style-type: none"> • 0-12 months: 99% • 13-24 months: 95% • 25-36 months: 84% <p>There was an average of a 5% increase in children meeting and/or</p>		





Project Title: EHS-CC Partnership – The Neighborhood Place for Early Head Start

Agency Name: Early Learning Coalition of Miami-Dade/Monroe

Address: 2555 Ponce De Leon Blvd., Ste. 500, Coral Gables, FL 33134

Early Head Start Grant Number: 04HP0007



School Readiness 3 (Approaches Towards Learning): Children will demonstrate interest in self-identity, belonging, curiosity, and eagerness in exploring the world around them.					
Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
<i>{Description of objective}</i>	<i>{Expected outcome}</i>	<i>{progress/outcome}</i>	<i>{progress/outcome}</i>	<i>{progress/outcome}</i>	<i>{progress/outcome}</i>
make something happen, sustain interests, ask questions, identify likes/dislikes, recognize themselves and others in their immediate environments, and demonstrate the beginning of symbolic play.		percentage of gains were shown in dimensions related to remembering and connecting experiences (12%).	exceeding goals, with the highest gains shown in the objective for “solves problems” (12%) and the least progress shown in the objective for “thinking symbolically” (0%). An average of 67% of the children meeting expectations demonstrated knowledge and skills at the higher end of their age bracket, which indicates their readiness for the next age group’s benchmark.		



School Readiness 4 (Cognition): Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
<i>{Description of objective}</i>	<i>{Expected outcome}</i>	<i>{progress/outcome}</i>	<i>{progress/outcome}</i>	<i>{progress/outcome}</i>	<i>{progress/outcome}</i>
<p>From 0-12 months, the infant will examine the environment using their senses to explore by mouthing, touching, listening and dropping items.</p> <p>From 12-24 months, the young toddler will use materials such as pencils, modeling clay, or a ball to push, poke, or roll the ball to manipulate an action through trial and error.</p> <p>From 24 to 36 months, the older toddler will try several times until successful and will experiment with everyday activities when problem solving, such as fitting two children in a small space, etc.</p>	The child will discover traditional and new ways to understand the purpose of objects, people, and events.	There was an average of a 25% percent increase across the Objectives for Development and Learning related to children discovering traditional and new ways to understand the purpose of objects, people, and events. The highest percentage of gains were shown in being persistent (35%). The lowest percentage of gains were shown in making connections (12%).	<p>The following percentage of children met or exceeded developmentally appropriate expectations in objectives related to using senses to investigate objects, people and things in their environment:</p> <ul style="list-style-type: none"> • 0-12 months: 90% • 13-24 months: 96% • 25-36 months: 85% <p>There was an average of a 6% increase in children meeting and/or exceeding goals, with the highest gains shown in the objective for “shows curiosity and motivation” (8%) and the least progress shown in the objective for</p>		



Project Title: EHS-CC Partnership – The Neighborhood Place for Early Head Start

Agency Name: Early Learning Coalition of Miami-Dade/Monroe

Address: 2555 Ponce De Leon Blvd., Ste. 500, Coral Gables, FL 33134

Early Head Start Grant Number: 04HP0007



			<p>“making connections” (3%). An average of 64% of the children meeting expectations demonstrated knowledge and skills at the higher end of their age bracket, which indicates their readiness for the next age group’s benchmark.</p>		
--	--	--	--	--	--





Project Title: EHS-CC Partnership – The Neighborhood Place for Early Head Start

Agency Name: Early Learning Coalition of Miami-Dade/Monroe

Address: 2555 Ponce De Leon Blvd., Ste. 500, Coral Gables, FL 33134

Early Head Start Grant Number: 04HP0007



School Readiness 5 (Perceptual, Motor, and Physical Development): Children will develop control of large and small muscles for movement, navigation, manipulation, exploration and balance.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
{Description of objective}	{Expected outcome}	{progress/outcome}	{progress/outcome}	{progress/outcome}	{progress/outcome}
<p>From 0 to 12 months, the infant will demonstrate balancing skills (head control, sitting up, cruising, etc.) and the ability to roll over, use fingers and hands to reach for, touch, and hold objects.</p> <p>From 13 to 24 months, the young toddlers will demonstrate the ability to go from sitting to standing and standing to walking, manipulate balls or similar objects with stiff body, and use hands and fingers for self-feeding.</p> <p>Between 25 to 36 months, the older toddler will demonstrate traveling skills, running, climbing, balancing on one foot, and refine the wrist, fingers, and both hands</p>	The child will master the ability to use his/her body to move and interact with their environment.	There was an average of a 28% percent increase across the Objectives for Development and Learning related to children mastering the ability to use his/her body to move and interact with their environment. The highest percentage of gains were shown in balancing skills (43%). The lowest percentage of gains were shown in using drawing and writing tools (7%).	<p>The following percentage of children met or exceeded developmentally appropriate expectations in objectives related to demonstrating receptive or expressive skills:</p> <ul style="list-style-type: none"> • 0-12 months: 93% • 13-24 months: 83% • 25-36 months: 84% <p>There was an average of a 6% increase in children meeting and/or exceeding goals, with the highest gains shown in the</p>		





Project Title: EHS-CC Partnership – The Neighborhood Place for Early Head Start
Agency Name: Early Learning Coalition of Miami-Dade/Monroe
Address: 2555 Ponce De Leon Blvd., Ste. 500, Coral Gables, FL 33134
Early Head Start Grant Number: 04HP0007



School Readiness 5 (Perceptual, Motor, and Physical Development): Children will develop control of large and small muscles for movement, navigation, manipulation, exploration and balance.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
{Description of objective}	{Expected outcome}	{progress/outcome}	{progress/outcome}	{progress/outcome}	{progress/outcome}
to connect blocks, link toys, and play with other materials.			objective for “demonstrating balancing skills” (21%) and the least progress shown in the objective for “using writing and drawing skills” (-2%). An average of 79% of the children meeting expectations demonstrated knowledge and skills at the higher end of their age bracket, which indicates their readiness for the next age group’s benchmark.		



THE CHILDREN'S TRUST CHILD SCHOLARSHIP PROGRAM

February 22, 2021



Key Points

Total funding
for program
\$8 million

of Early
Learning
Programs
participating
150

of children
enrolled in
program
909

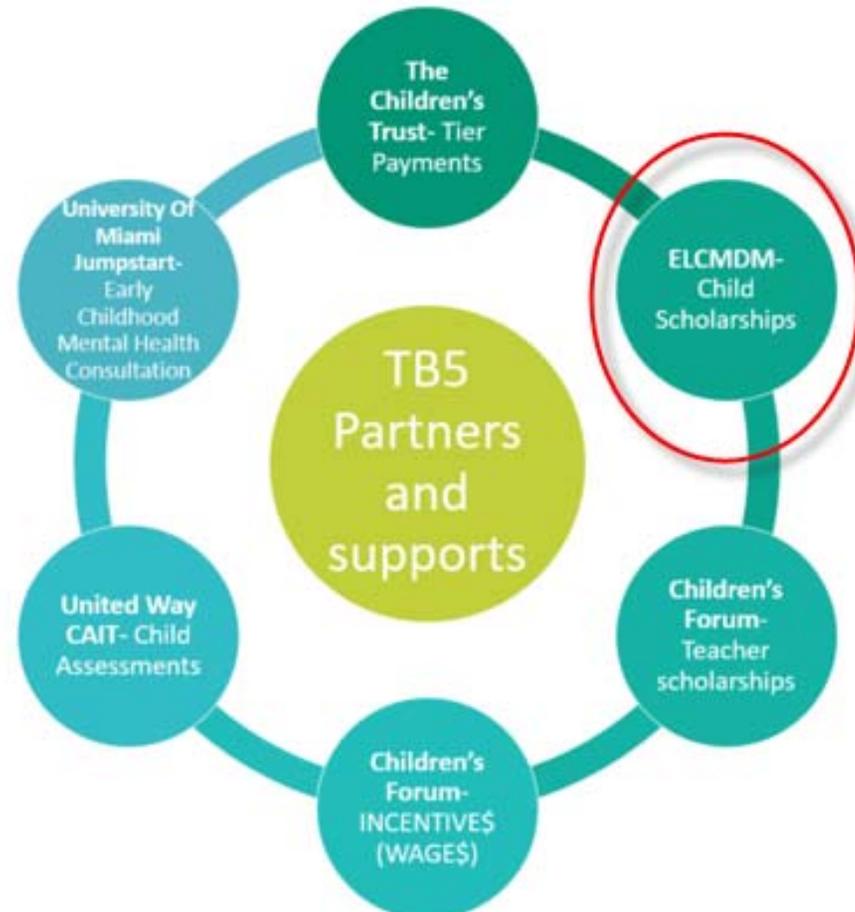
of children
on the
waitlist
141*

* The waitlist is reviewed monthly and families are invited to apply based on the slot availability.

The Children's Trust Child Scholarship Program

- Awarded to parents who do not qualify for a School Readiness subsidy but still cannot afford the high cost of quality child care. While School Readiness eligibility covers families with incomes up to 150 percent of the federal poverty level, the scholarships cover families with incomes up to 300 percent of the federal poverty level. Parents can use the scholarships to enroll children birth to 5 in high-quality programs, based on CLASS assessments, and those programs would benefit from increasing enrollment.

Thrive by Five Quality Improvement System



How it Works

- The Children's Trust (TCT) selects early learning programs into the Thrive by Five Quality Improvement System (QIS), funded and administered by TCT
 - ▣ Criteria
 - Serve 30 percent or more young children (under age 6) receiving a School Readiness subsidy
 - Located in a low-income neighborhood
 - Serve infant and toddlers
 - ▣ Selection
 - From the list of QIS programs selected based on criteria and available funding, if the program received a composite score of 5.00 or higher they can participate in the TCT Child Scholarship Program

What Does the Child Scholarship Program Cover?

- The Child Scholarship pays a portion of the monthly child care cost and the initial registration fee.
- Providers accepting Child Scholarship children are prohibited from charging additional weekly fees above the agreed upon parent co-payment.

Family Co-Payment Responsibilities

- If children are ineligible for the Voluntary Prekindergarten Program (VPK) effective August 1, the parent/guardian will be responsible for the parent's co-payment fee of \$14/daily (or \$70/weekly) for the first qualifying non-VPK child.
- A 50% sibling discount will be applied for subsequent qualifying non-VPK child(ren) (\$7/daily or \$35/weekly).
- If children are eligible for VPK, at the beginning of the school year, the parent/guardian will be responsible for the parent's co-payment fee of \$5/daily (or \$25/weekly) for the first qualifying VPK eligible child.
- A 50% sibling discount will be applied for subsequent qualifying VPK child(ren) (\$2.50/daily or \$12.50/weekly). VPK eligible children are those who are 4 years old on or before September 1 of the current school year.

Child Scholarship Eligibility Authorization Period and Redetermination

- The Child Scholarship is authorized for up to two years or until a child's entry into kindergarten, whichever comes first.
- Child Scholarship redetermination will be assessed biennially (every two years).

BPIECE Support Services and Special Needs Rate

Anabel Espinosa, Ph.D, Director

Maria “Lucy” Schrack, M.Ed., Manager



Objectives

ONE

- Need for Inclusion Support
- *Are there children with special needs currently receiving School Readiness funding?*

TWO

- Criteria for Child(ren) and Program Eligibility
- *Who is eligible to receive the Special Needs Rate (SPN) reimbursement set aside for children with disabilities?*

THREE

- Mechanism to that Awards Special Needs Rate
- *What is the cost of providing the Special Needs Rate?*



1. Identify the Need for Inclusion Supports

Are there children with special needs currently receiving School Readiness funding?

State and Local Identification

School Readiness Enrollment	Special Needs Enrolled	Total Enrolled (0-5)	Percent
State	454	126,794	.35%
ELC Miami-Dade/Monroe Inclusion Support Services	789 (425 PROVIDERS)	17,125	4.6%

www.floridaearlylearning.com/oel_resources/fact_book.aspx



2. Criteria for Child(ren) and Program Eligibility

Who is eligible to receive reimbursement set aside for children with disabilities?

Rule 6M-4.500 Child Attendance and Provider Reimbursement: Provider Eligibility

- (7)(a) Reimbursement for Children with Special Needs.
- A child care provider may be reimbursed by the coalition at a higher rate if:
 - Caring for any school readiness child with special needs requiring additional care beyond services required by the Americans with Disabilities Act (ADA).
 - To receive a special needs rate, a child care provider must submit a list of the special needs services it is providing for each special needs child, in addition to the routine school readiness services expenditure.

Rule 6M-4.500 Child Attendance and Provider Reimbursement: Child Eligibility

- (7)(b) Reimbursement for Children with Special Needs.
- A special needs rate shall be reimbursed for a school readiness child that has :
 - A documented physical, mental, emotional, or behavioral condition that requires a higher level of care in the child care setting.
 - The special need child's condition must be validated by a licensed health, mental health, education or social service professional other than the child's parent or person employed by the child care provider.

Meeting Eligibility Requirements

- What are the services required by section 504 of the American with Disabilities Act?
 - Provider Education
- How will a provider know that a child is eligible for a special needs rate?
 - Parent Education & Parent Disclosure
 - Individualized Education Plan
 - Diagnosis from a Specialized Service Professional
- What services fall under the category of “additional care” for “special needs services”?
 - Matrix of Services

Increased Education and Support for All



Eligible Programs & Children

- 
- Completion of BPIECE Support Services
 - Completion of Professional Development
 - CCR&R Provider Profile Update
 - Complete & Submit Special Needs Application per Child



3. Awarding the Special Needs Rate

What is the cost of providing the Special Needs Rate?

Rule 6M-4.500 Child Attendance and Provider Reimbursement: Cost

- (7) Reimbursement for Children with Special Needs.
- (a) A special needs rate may be negotiated up to twenty (20) percent above the maximum approved base reimbursement rate established for infant care by the coalition.
- However, any amount that exceeds the providers private pay rate for infant care shall be classified as a quality expenditure.
- (b) To receive a special needs rate, in addition to the base rate, it must be requested by the provider and approved by the coalition

Estimates: Additional Dollars Paid to Eligible Children

N= 67
Children \$142,519.05*

N= 789
Children \$1,678,321.35*

Q & A



Contact Us

- Screening, Inclusion and Assessment
Anabel Espinosa, Ph.D. Director
305-646-7220, ext. 2321
aespinosa@elcmdm.org
- Inclusion & VPK SIS
Maria “Lucy” Schrack, M.Ed., Inclusion Manager
305-646-7220, ext. 2305
mschrack@elcmdm.org