I. Welcome & Introductions  
   Gladys Montes

II. Approval of Minutes  
   Gladys Montes

III. Early Head Start  
   Belkis Torres
   A. Meals
   B. Attendance
   C. Early Head Start Program Grant Application
   D. Early Head Start Training and Technical Assistance Plan
   E. Self-Assessment Update
   F. Center Incidents

IV. Professional Development Institute  
   Pam Hollingsworth
   A. Early Learning Conference
   B. Pre-School Development Grant
   C. National CDA Graduation

V. The Equity Institute Lead With Equity  
   Pam Hollingsworth
   A. 21 Day Racial Equity and Social Justice Challenge
   B. Kellogg Racial Equity 2030 (video)
   C. Lead With Equity

VI. Public Comments  
   Gladys Montes

VII. Adjourn  
   Gladys Montes
ELC Programs, Policy & Strategy Committee Meeting  
February 22, 2021 at 7:00 AM  
Zoom Meeting ID: 972 0047 4323  
Passcode: ELC0222

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

Absent Committee: Joycelyn Lawrence;

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

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

   o Motion to approve minutes by E. Fluney.
   o Motion seconded by S. Bisceglia.
   o Motion unanimously passed.

III. Early Head Start  
    Belkis Torres

   o B. Torres presented the meals and attendance. B. Torres stated that the attendance is at 95% this includes virtually and in person.
   o B. Torres presented the annual report.
   o L. Jones presented the School Readiness goals:
     ▪ Children will demonstrate interest in self-identity, belonging, curiosity, and eagerness in exploring the world around them.
     ▪ 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.
     ▪ Children will develop control of large and small muscles for movement, navigation, manipulation, exploration and balance.

IV. Monroe County Needs Assessment  
    Angelo Parrino

   • A. Parrino stated that NOLA, the company conducting the needs assessment, presented at the last Monroe Advisory Committee. There was lots of great discussion, which provided NOLA with a new perspective regarding what the committee would like to have included in the needs
assessments. NOLA sent out a survey to committee members and community partners, results should be back in a couple of weeks.

V. The Children’s Trust Scholarship Program

- F. Christie discussed the Children’s Trust Scholarship Program:
  - Total funding for program $8 million
  - 150 participating programs
  - 909 children enrolled
  - 141 on the waitlist

VI. Wells Certification

- E. Fluney stated that she had been in contact with the company and it was expensive and suggested that the ELC attempt to create this certification in-house.

VII. Special Needs Rate

- A. Espinosa discussed the proposed special needs rate:
  - Need for Inclusion support – 789 special needs children in Miami Dade/Monroe, 425 providers
  - Criteria for children and program eligibility - a childcare provider must submit a list of the special needs services it is providing. The special need child’s condition must be validated by a licensed health, mental health, education or social service professional
  - Mechanism to award special needs rate - twenty (20) percent above the maximum approved base reimbursement rate established for infant care by the coalition.
  - Additional cost $1.6 for 789 children.

VIII. Professional Development Institute

- P. Hollingsworth stated that the ELC continues to work with the Children’s Trust on the Kellogg Foundation: Racial Equity 2030 grant. The due date was extended.

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
Monthly Breakfast

Percent of Monthly Breakfasts (Upward Trend is Good)

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

<table>
<thead>
<tr>
<th></th>
<th>Oct-20</th>
<th>Nov-20</th>
<th>Dec-20 / FY21-Q2</th>
<th>Jan-21</th>
<th>Feb-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark</td>
<td>99.70%</td>
<td>99.80%</td>
<td>99.60%</td>
<td>99.60%</td>
<td>99.30%</td>
</tr>
</tbody>
</table>

Legend:
- **Benchmark**
- **Actual**
- **Trendline**
Monthly Lunches

Percent of Monthly Lunches (Upward Trend is Good)

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

<table>
<thead>
<tr>
<th></th>
<th>Oct-20</th>
<th>Nov-20</th>
<th>Dec-20 / FY21-Q2</th>
<th>Jan-21</th>
<th>Feb-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>99.90%</td>
<td>99.90%</td>
<td>99.90%</td>
<td>99.90%</td>
<td>99.80%</td>
</tr>
</tbody>
</table>

- **Benchmark**
- **Actual**
- **Trendline**
Monthly Snacks

Percent of Monthly Snacks (Upward Trend is Good)

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

<table>
<thead>
<tr>
<th></th>
<th>Oct-20</th>
<th>Nov-20</th>
<th>Dec-20 / FY21-Q2</th>
<th>Jan-21</th>
<th>Feb-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>99.50%</td>
<td>99.40%</td>
<td>99.40%</td>
<td>99.50%</td>
<td>99.40%</td>
</tr>
</tbody>
</table>

Legend:
- Benchmark
- Actual
- Trendline
Attendance

Percent of Average Monthly Attendance (Upward Trend is Good)

<table>
<thead>
<tr>
<th>Month</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct-20</td>
<td>91.00%</td>
</tr>
<tr>
<td>Nov-20</td>
<td>93.00%</td>
</tr>
<tr>
<td>Dec-20/FY21-Q2</td>
<td>92.00%</td>
</tr>
<tr>
<td>Jan-21</td>
<td>95.00%</td>
</tr>
<tr>
<td>Feb-21</td>
<td>94.00%</td>
</tr>
</tbody>
</table>

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

Benchmark | Actual | Trendline
The following changes have been made to the grant application for next year.

<table>
<thead>
<tr>
<th>Area</th>
<th>Description of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration of Services: (modified)</td>
<td>During the pandemic, the program has allowed the centers to operate 9 hours for EHS so providers can have one hour to sanitize the classrooms.</td>
</tr>
<tr>
<td>Ratios and Environment/Attendance: (modified)</td>
<td>Families who are not comfortable with taking their children to the center are allowed to stay enrolled if they participate in virtual services. Parents can also opt to participate in a hybrid model.</td>
</tr>
<tr>
<td>Changes in Centers and Facilities: (modified)</td>
<td>A new partner, Kiddy Academy, was acquired since last year’s application.</td>
</tr>
<tr>
<td>Recruitment: (modified)</td>
<td>Recruitment has been limited due to cancellation of many community events. The program will maximize recruitment by distributing flyers at food distribution events, attending virtual community meetings, attending events that adhere to social distancing events, and establishing new partnerships.</td>
</tr>
<tr>
<td>Screenings: (modified)</td>
<td>Child developmental and social-emotional screenings will continue to be conducted via phone or virtual platforms, as needed. Parent consent to proceed with the referral process for Early Steps is being accepted verbally.</td>
</tr>
<tr>
<td>Parent Volunteers: (modified)</td>
<td>Parent volunteer hours are being documented for parents who participate in virtual services at home.</td>
</tr>
<tr>
<td>Child Food Allergies: (new initiative)</td>
<td>The program will be implementing a new process for preventing potential food allergy exposure. An allergy alert sign will be posted advising visitors that there is a child in the classroom with an identified food allergy; the specific food allergy will be identified.</td>
</tr>
<tr>
<td>Nutritional Concerns: (modified)</td>
<td>Nutritional concern consultations will continue to be conducted virtually and information will be shared electronically.</td>
</tr>
</tbody>
</table>
Grant Application

<table>
<thead>
<tr>
<th>Area</th>
<th>Description of Change</th>
</tr>
</thead>
</table>
| **Family Style Dining:**                  | • Family Style Dining continues to be suspended along with certain components such as using communal bowls, using child-size serving utensils, and setting up/cleaning the tables.  
• The program will be implementing interactive magnetic boards to encourage using the 6 components of Family Style Dining. |
| (Partially suspended and new initiative)   |                                                                                                                                                      |
| **Mental Health Classroom Observation:**   | The onsite Teaching Pyramid Infant-Toddler Observation Scale (TPITOS) has been suspended.  
Teacher and parent consultations will continue to be done only virtually. |
| (Suspended)                               |                                                                                                                                                      |
| **Parenting Curriculum:**                 | While the parenting curriculum was temporarily suspended, the creators of the curriculum have developed a virtual alternative for implementing the curriculum. This alternative method will be used during the 2021-2022 school year. |
| (Temporarily suspended)                   |                                                                                                                                                      |
| **Financial Literacy for Parents:**       | Dade County Federal Credit Union will be the institution offering financial literacy workshops for parents. Previously the program partnered with Regions Bank. |
| (Modified)                                |                                                                                                                                                      |
| **Transitions:**                          | Transition meetings with parents and pertinent staff will be conducted virtually. Visits to 3-year old classrooms have been suspended. |
| (Modified and suspended)                  |                                                                                                                                                      |
## Program Goals

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>Increase the selection pool of eligible children in the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELCMDM Strategic Priority Initiative</strong></td>
<td>Neediest Children (Target the neediest areas and Increase the Number of Children) and Educate All (Parental Choice)</td>
</tr>
<tr>
<td><strong>Objective #1</strong></td>
<td>Increase the selection pool of eligible children in the community.</td>
</tr>
<tr>
<td>Attain and maintain a 10% waitlist of eligible children at each childcare center by the end of the first year and increase the waitlist by 5% each year until a 25% waitlist is attained.</td>
<td>In this second year, each center was expected to increase an additional 5% on average to at least 15% of waitlisted children. However, only 2 centers were able to attain and maintain a 25% waitlist. In August, 27 of the 28 centers had at least a 67% waitlist; the numbers dwindled as the need for enrolling children to support no shows, transition periods, and other vacancies continued.</td>
</tr>
<tr>
<td><strong>Modified Objective 5/1/2021:</strong></td>
<td>Increase waitlist by 10% over the number of transitioning families for each community served by the program.</td>
</tr>
<tr>
<td><strong>Objective #2</strong></td>
<td>Increase customer satisfaction by 10% each year of the 5-year project.</td>
</tr>
<tr>
<td>A customer satisfaction survey was rolled out and the program is gathering data to determine ways to increase satisfaction.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective #3</strong></td>
<td>Conduct a coordinated annual open house at each center.</td>
</tr>
<tr>
<td>Due to the pandemic, the program has temporarily modified this objective to a virtual open house. Partners are developing a video highlighting the center including some special programs offered at their site.</td>
<td></td>
</tr>
</tbody>
</table>
## Program Goals

<table>
<thead>
<tr>
<th>Goal #2</th>
<th>Increase teacher motivation and self-confidence by becoming peer trainers and coaches, which can contribute to teacher retention.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELCMDM Strategic Priority Initiative</strong></td>
<td><strong>Providers (Quality Providers and Educate Providers)</strong></td>
</tr>
<tr>
<td>Objective #1</td>
<td>Identify and train five (5) teachers to coach peers in the implementation of the Science, Technology, Engineering, Art, and Math (STEAM) Integration Project by the end of year two (2) of the 5-year project.</td>
</tr>
<tr>
<td>Due to COVID and personnel changes at the Miami Children’s Museum, the STEAM Integration Project was suspended. However, The Miami Children’s Museum has recently developed a virtual format for STEAM. The STEAM Integration Project and Coaching is projected to begin in the Summer of 2021.</td>
<td></td>
</tr>
<tr>
<td>Objective #2</td>
<td>Select and train two (2) teachers, by the end of year one (1) and every year after, to be co-trainers for a session during the annual Professional Development days, for a total of 8 co-trainers at the end of the five-year project.</td>
</tr>
<tr>
<td>By the end of year 1, an English and Spanish teacher were selected to be co-trainers for trainings on how to conduct a successful Home Visit and Parent-Teacher Conference. Two(2) teachers are scheduled to provide training during the summer of 2021.</td>
<td></td>
</tr>
</tbody>
</table>
# Program Goals

<table>
<thead>
<tr>
<th>Goal #3</th>
<th>ELCMDM Strategic Priority Initiative</th>
<th>Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff. Providers (Educate Providers)</th>
</tr>
</thead>
</table>
| **Objective #1** | Conduct two (2) cohorts of Expanded Food and Nutrition Education Program (EFNEP) training each year, for a total of 10 cohorts at the end of the 5-year project. | A total of 25 nutrition education classes were provided for parents in 2020-2021.  
- 13 Family Nutrition Program trainings  
- 3 trainings from Common Threads  
- 8 Little Foodies Cook-Along virtual cooking  
- 1 Women, Infant and Children (WIC) training on lactation and nutrition |
| **Modified Objective** | Conduct seven (7) cohorts of nutrition education training each year, for a total of 35 cohorts at the end of the 5-year project. | |
| **Objective #2** | Provide support to five (5) centers a year in attaining breastfeeding-friendly designation (BFFD). | In 2020-2021, a total of six (6) centers received the State’s Breastfeeding-Friendly Designation. Since 2019, twelve (12) centers have received the designation. |
| **Objective #3** | Train and implement a supplemental nutrition curriculum, Healthy Kids Healthy Future by Nemours, in 20 classrooms per year for a total of 100 classrooms by the end of the 5-year project. | Total of 43 teachers and 5 center directors, representing 5 centers and 26 classrooms were trained during the period between October 2020 and March 2021. Within the past 2 years, the program has trained a total of 44 of the approximate 100 classrooms. |
| **Objective #4** | Provide quarterly information to EHS Staff and families on incorporating mental health emotional wellness into a healthy lifestyle. | Information and activities promoting wellness and encouraging a positive lifestyle and way of thinking as been provided more frequently than quarterly. The following activities have been implemented:  
- Wellness Newsletter  
- Monthly Action for Happiness Calendar  
- Weekly Wellness Wednesday Nutrition e-blast  
- Thoughtful Thursdays  
- Mindfulness activities at the beginning of leadership and staff meetings |
| **Modified Objective (May 1, 2020):** | The quarterly information will evolve into wellness in general to include physical health as well as mental health. | |
| **Modified Objective (May 1, 2021):** | Provide quarterly information, resources, and activities that will promote wellness in general to include physical health, nutrition, and mental health. | |
## Training and Technical Assistance Plan

<table>
<thead>
<tr>
<th>Parent Trainings</th>
<th>Training and Technical Assistance to help families access community resources and support them in achieving their goals and overcoming challenges.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding Children’s Developmental Milestone</strong></td>
<td>Transition Overview</td>
</tr>
<tr>
<td><strong>Women, Infants, and Children (WIC) Technical Assistance</strong></td>
<td>Financial Literacy</td>
</tr>
</tbody>
</table>
# Training and Technical Assistance Plan

## Staff Trainings

<table>
<thead>
<tr>
<th>Developmental Consultations/Technical Assistance</th>
<th>Introduction to Infant/Early Childhood Mental Health</th>
<th>Conscious Discipline Training</th>
<th>Infant Toddler Pyramid Model Online Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional Consultations/Training</td>
<td>Food Allergy Training Webinar</td>
<td>Supporting School Readiness through Ongoing Assessment</td>
<td>Science, Technology, Engineering, Art, Math (STEAM) Integration Workshop</td>
</tr>
<tr>
<td>Program for Infant-Toddler Care (PITC) Trainings</td>
<td>Child Development Associate (CDA) Courses</td>
<td>Professional Development Conference</td>
<td>Online Professional Development (MyTeachstone)</td>
</tr>
</tbody>
</table>

Trainings focused on understanding and supporting children in all aspects of their development.
## Training and Technical Assistance Plan

### Staff Trainings

Teacher coaching and training focusing on classroom planning and child outcomes.

<table>
<thead>
<tr>
<th>Coaching to Fidelity Training</th>
<th>Intensive Coaching</th>
<th>Introduction to CLASS</th>
<th>Supporting School Readiness through Ongoing Assessment</th>
</tr>
</thead>
</table>

Family Engagement in a school setting

### Conferences geared at understanding comprehensive services in the Head Start Program

|-----------------------------------------------------|------------------------------------------------------|------------------------------------------------------|
## Training and Technical Assistance Plan

### Wellness Trainings

<table>
<thead>
<tr>
<th>Trainings focused on promoting healthy eating and lifestyle for children.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE Healthy Kids Healthy Future by SNAP-ED and Nemours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trainings focused on promoting healthy eating and lifestyle for parents and staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Threads Parent Nutrition and Cooking Workshops</td>
</tr>
<tr>
<td>Family Nutrition Program nutrition education classes</td>
</tr>
</tbody>
</table>

Self-Assessment Update

- Development of resources and activities for special needs children whose parents have denied services
- Inter-departmental communication with fiscal
- Education tip sheet to guide communication between teachers and families
- Completion of surveys and receipt of incentives to encourage parent participation in the nutrition trainings
- Modification of Recruitment Policy and Procedure to include parent engagement in the recruitment process
- Implementation of the Mental Health Initiative

In Progress
Self-Assessment Update

- Technical Assistance Specialists participating in calls between teachers and parents receiving virtual services
- Updating the community resource module in ChildPlus
- Creating an eblast template to send to our community partners advising of center vacancies
- Developing a recruitment plan with each EHS partner for their center
- Creating of bumper stickers and yard signs for recruitment
- Researching and identifying other fiscal reports that will be beneficial for the program
- Developing a uniform message for Family Advocates to educate parents on the importance of well-baby

Starting Soon
Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers
Children First Early Childhood Conference

In 2021, and moving forward, the Professional Development Institute will sponsor one virtual conference, yearly.

It Takes a ‘Virtual’ Village
Early Childhood Conference
April 23rd and 24th
2021
It Takes a Virtual Village
Early Childhood Conference
April 23rd and April 24th 2021

Featured Speakers:

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

Andrew Roszak
Executive Director, Institute for Childhood Preparedness

The Hon. Jim Mooney
Monroe County State Rep.

Maryann Harman
Music with Mar

Judy Hull
President to the Federation of Keys Chambers of Commerce

Registration Now Open:
Early Learning Coalition Miami-Dade/Monroe - Training (elcmdm.org)
The Professional Development Institute is proud to present the first group of graduates for the following courses:

- CDA® for Family Child Care (Spanish)
- CDA® for Infant & Toddler (English)

A total of 46 Students completed 120 hours of training and completed a professional resource file.
UPCOMING CDA® COURSES

Starting Week of May 17th 2021

• Child Development Associate Credential (CDA®) for Infant and Toddlers (Ages Birth-3yrs.) Spanish

• Child Development Associate (CDA®) Credential for Preschool English

Register today at: http://trainings.elcmdm.org/
The Preschool Development Birth to Five Renewal Grant (PDG-R). Through the initial Preschool Development Birth to Five grant, Florida has been working to implement measures that build on existing framework and infrastructure to increase the quality, alignment and efficiency of Florida's early childhood care and education mixed-delivery system of programs and services.

Expected outcomes of the grant include:

- Improving data-driven system coordination and policy decisions
- Increasing family access and engagement
- Creating a high-quality comprehensive system of early childhood care and education
- Providing equitable access to quality
- Quality improvement and professional development
ELCMDM PDG-R Initiatives

Professional Development
- HighScope Training to build internal capacity in both age levels (Infant/Toddler and Preschool)
- Creative Curriculum Cloud Subscriptions for Early Childhood Providers (Infant Toddlers and Preschool in English and Spanish)

Mental Health and Social Support
- Trauma and Resilience Certification for Early Childhood Educators
- Social and Emotional Learning Curriculum
- Equity, Diversity and Inclusion Trainings
- Mindfulness and Restorative Practices Training
 Teachers and caregivers will obtain access to explore the Creative Curriculum® in depth and learn how to plan individualized routines and experiences that are responsive to young children’s needs and that support their development and learning in all areas.

The Professional Development Institute has distributed 264 subscriptions in both age levels (Infant/Toddler and Preschool).
Becoming a Mindful Educator with the Professional Development Institute is a fun and experiential training for educators that will help them teach age-appropriate mindfulness practices, games, activities, and skills based on social-emotional learning.

**Sessions available in English and Spanish**

**Dates:**
- March 27th English
- April 2nd Spanish
- April 9th English
- April 23rd Spanish

JOIN US in one of our “Becoming a Mindful Educator” sessions to earn one of the mindfulness kits we have crafted for you and earn In-Service Hours.
The Social and Emotional Learning Curriculum includes five core competencies: Self-Awareness, Responsible Decision-Making, Self-Management, Social Awareness, and Relationship Skills as defined by the framework from the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Participants attending these series will have the opportunity to obtain an Instill SEL Curriculum for their classroom. 1.0 CEU’s
The Professional Development Institute has curated an Equity and Inclusion training series starting with an interactive panel and five sessions diverse sessions with a select group of experts for each area.

Speakers:
- Higher Ground for Us All
- The Developing Mother
- YES Institute

Training Sessions:
• Who? Me? Biased? But I'm Kind to all kids!: Intro to Implicit Bias
• Gender Continuum: Reducing Bias & Forwarding Inclusion
• Unconscious Bias in Learning Environments
• Introduction to Restorative Practices in the Early Childhood Classroom
• Becoming a Mindful Educator

Each session will be followed by a 2 hour Learning Lab

Participants who complete the series receive 2.8 CEU’s and a DEI kit for their classroom.
The Equity Institute

Strategic Plan Priority Initiative:

• Educate All
• Neediest Children
• Providers
Lead With Equity

- Lead With Equity/Children First
  - ELCMDM Staff (Internal)
    - Anti-Bias and Leadership Training/YES Institute
    - 21 Day Racial Equity and Social Justice Challenge
    - OEL/Equity Mentor
    - ELCMDM Board Directives
Lead With Equity

- Lead With Equity/Children First
  - Miami-Dade/Monroe Community (External)
    - Outreach to Coalitions
    - Children First Equity and Inclusion Series
    - Gender Stereotyping and Anti-Bullying
    - Anti-Bias Classroom Certificate
    - Kellogg Racial Equity 2030 Partnership
Paradise Found Network

- [https://www.youtube.com/watch?v=TKN99WzRciY](https://www.youtube.com/watch?v=TKN99WzRciY)
PDI Contact Information

Visit our website: trainings.elcmdm.org

Email us: professionaldevelopment@elcmdm.org

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