I. Welcome & Introductions
   Gladys Montes

II. Approval of Minutes
    Gladys Montes

III. Early Head Start
   Belkis Torres
   A. Meals
   B. Attendance
   C. Resolution 06012021-01 Authorize the President and CEO to submit and implement a Corrective Action Plan in response to the program's non-compliant monitoring issued by the Office of Head Start.

IV. ASQ Updates
    Dr. Anabel Espinosa

V. Coronavirus Response and Relief Supplemental Appropriations Act Phase V
    Fiorella A. Christie

VI. Professional Development Institute
    Pam Hollingsworth

VII. The Equity Institute Lead With Equity
    Pam Hollingsworth

VIII. Public Comments
     Gladys Montes

IX. Adjourn
    Gladys Montes
ELC Programs, Policy & Strategy Committee Meeting
March 29, 2021 at 7:00 AM
Zoom Meeting ID: 918 2242 3665
Passcode: ELC0329

Committee Attendees: Gladys Montes; Sandi Bisceglia; Eileen Fluney; Joyce Lyn Lawrence; Stephanie Scuderì

Absent Committee: James Haj;

Staff Attendees: Evelio Torres; Fiorella Altare‐Christie; Pam Hollingsworth; Jackye Russell; Belkis Torres; Anabel Espinosa; Angelo Parrino; Ana Sejeck; Isabel Afanador

Non-Committee Attendee:

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 E. Fluney
    - Motion unanimously passed.

III. Early Head Start Belkis Torres
    - B. Torres presented the meals enrollment and attendance. B. Torres stated that the attendance is a bit low but still maintains above the 85% threshold.
    - B. Torres presented the EHS Grant application. B. Torres stated that many of the changes made were due to the pandemic.
      - Motion to approve grant application by E. Fluney.
      - Motion seconded by J. Lawrence.
      - Motion unanimously passed.
    - B. Torres stated that two incidents of alleged child abuse in EHS center were reported. B. Torres stated that both are under investigation and have been reported to DCF.

IV. Professional Development Institute Pam Hollingsworth
    - P. Hollingsworth discussed the following:
In 2021, and moving forward, the Professional Development Institute will sponsor one virtual conference, yearly. This year's It Takes a ‘Virtual’ Village Early Childhood Conference will be held on April 23rd and 24th, 2021.

PDI had its first group of CDA graduates. A total of 46 students completed 120 hours of training and completed a professional resource file.

V. The Equity Institute Lead With Equity

Pam Hollingsworth

- P. Hollingsworth discussed the following:
  - Internal – Anti-Bias and Leadership Training/YES Institute, 21 Day Racial Equity and Social Justice Challenge, OEL/Equity Mentor, ELCMDM Board Directives
  - External – Outreach to Coalitions, Children First Equity and Inclusion Series, Gender Stereotyping and Anti-Bullying, Anti-Bias Classroom Certificates and Kellogg Racial Equity 2030 Partnership.

VI. Public Comments

Gladys Montes

VII. Adjourn

Gladys Montes
Belkis Torres
Vice President for Early Head Start

Strategic Plan Priority Initiative:

• Educate All
• Neediest Children
• Providers
# Early Head Start Slides Summary

## Attendance
- The average daily attendance has remained 92% or higher during the past five (5) months.
- In April the average daily attendance was 93%.

## Meals
- All meals served during the past five (5) months have ranged between 99.1% to 99.8%.
- In April, lunch was the highest served at 99.8%, followed by snack at 99.3%, and breakfast at 99.1%

## Resolution: Corrective Action Plan Summary
Corrective Action Steps fall under three (3) overarching areas:
- Communication (all stakeholders)
- Staffing
- Training and Technical Assistance
Attendance

Percent of Average Monthly Attendance (Upward Trend is Good)

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

Attendance:
- December 20 (FY21-Q2): 92.00%
- January 2021 (Jan-21): 95.00%
- February 2021 (Feb-21): 94.00%
- March 2021 (Mar-21/FY21-Q3): 93.00%
- April 2021 (Apr-21): 92.00%

Legend:
- Benchmark
- Actual
- Trendline
- Previous Year
Monthly Breakfast

Percent of Monthly Breakfasts Served (Upward Trend is Good)

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

<table>
<thead>
<tr>
<th>Month</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec-20 / FY21-Q2</td>
<td>99.60%</td>
</tr>
<tr>
<td>Jan-21</td>
<td>99.60%</td>
</tr>
<tr>
<td>Feb-21</td>
<td>99.30%</td>
</tr>
<tr>
<td>Mar-21 / FY21-Q3</td>
<td>99.10%</td>
</tr>
<tr>
<td>Apr-21</td>
<td>99.10%</td>
</tr>
</tbody>
</table>

Legend:
- Benchmark
- Actual
- Trendline
- Previous Year
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
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>Month</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec-20 / FY21-Q2</td>
<td>99.40%</td>
</tr>
<tr>
<td>Jan-21</td>
<td>99.50%</td>
</tr>
<tr>
<td>Feb-21</td>
<td>99.40%</td>
</tr>
<tr>
<td>Mar-21 / FY21-Q3</td>
<td>99.40%</td>
</tr>
<tr>
<td>Apr-21</td>
<td>99.30%</td>
</tr>
</tbody>
</table>
Non-compliance Corrective Action Plan Summary

<table>
<thead>
<tr>
<th>Communication</th>
<th>Date</th>
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<tbody>
<tr>
<td>Childcare partner informs teacher she is being terminated. (2/22/2021)</td>
<td></td>
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<tr>
<td>Childcare Partner informs grantee of the incident. (2/22/2021)</td>
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<tr>
<td>Childcare Partner informs the parent of the incident. (2/22/2021)</td>
<td></td>
</tr>
<tr>
<td>VP of EHS informs Chief Operating Officer of the incident. (2/22/2021)</td>
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<tr>
<td>Grantee reports the incident to DCF Licensing and Child Abuse Hotline. (2/22/2021)</td>
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<tr>
<td>Grantee informs Region IV Program Specialist of the incident and responds to requests from Region IV. (2/23/2021-3/19/2021)</td>
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<tr>
<td>VP for EHS informs ELC Contracts Dept. of the incident (2/25/2021)</td>
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<tr>
<td>Contracts Department sends non-compliance letter to Childcare Partner and requests Corrective Action Plan. (2/25/2021)</td>
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<tr>
<td>EHS Program informs the Board, Programs Committee, and Policy Council of the incident. (3/17/2021-4/5/2021)</td>
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<tr>
<td>Grantee informs Childcare Partners of child abuse reporting process and the non-compliance finding. (3/10/2021-5/12/2021)</td>
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</tr>
<tr>
<td>Partner submits Corrective Action Plan 4/8/2021</td>
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<tr>
<td>VP for EHS reviews Corrective action plan with COO. (5/26/2021)</td>
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<tr>
<td>Corrective Action Plan is presented to the Program’s Committee, Board, and Policy Council for approval. (6/1/2021-6/19/2021)</td>
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<tr>
<td>Corrective Plan is shared with Childcare Partners. (6/1/2021-6/30/2021)</td>
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<tr>
<td>Grantee will develop process for ongoing lateral communication between childcare partners. (5/17/2021-8/15/2021)</td>
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<tr>
<td>Childcare partners will develop a procedure for sharing EHS information with their staff.</td>
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</tbody>
</table>
## Non-compliance Corrective Action Plan Summary

### Staffing

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childcare Partners</td>
<td>Submit a plan to ensure appropriate classroom coverage. (6/1/2021-8/15/2021)</td>
</tr>
<tr>
<td>Grantee</td>
<td>Provide childcare partners with community resources for obtaining substitutes and suggestions for advertising vacant positions. (10/2020 – 8/15/2021)</td>
</tr>
<tr>
<td>Grantee</td>
<td>Implement a policy to obtaining hiring efforts from centers that have EHS vacant positions. (6/1/2021)</td>
</tr>
</tbody>
</table>
# Non-compliance Corrective Action Plan Summary

## Training/Support

| • ICF TTA* planning call (4/20/2021) | • ICF TTA Trainings:  
  • Ongoing Monitoring Overview (12 Head Start Management Systems)  
  • Educational Ongoing Monitoring  
  • Staff Wellness (5/12/2021) | • Grantee discuss draft of Corrective Action Plan with ICF Grantee Specialist (5/25/2021) | • New teachers will receive online onboarding training to include:  
  • Active supervision  
  • Pyramid Universal Strategies  
  • Head Start Performance Standards 6/15/2021-8/1/2021 |
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<tbody>
<tr>
<td>• All staff, contractors, consultants and volunteers working with EHS will watch a video and sign the standard of conduct annually.</td>
<td>• Teachers will participate in Conscious Discipline Training and Dealing with Stress in the Workplace. (5/21/2021-8/15/2021)</td>
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</tbody>
</table>

*ICF, is the Training and Technical Assistance (TTA) contractor for Office of Head Start Region IV.*
Action Requested: Authorize the President and CEO to submit and implement a Corrective Action Plan in response to the program’s non-compliant monitoring issued by the Office of Head Start.

Fiscal Impact: No Fiscal Impact.

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

Strategic Goal:  
- □ Neediest Children  
- □ Youngest Children  
- □ Educate All  
- □ Providers  
- □ Internal Capacity  
- □ Funding

RESOLUTION: 06012021-01

AUTHORIZE THE PRESIDENT AND CEO TO SUBMIT AND IMPLEMENT A CORRECTIVE ACTION PLAN IN RESPONSE TO THE PROGRAM’S NON-COMPLIANT MONITORING ISSUED BY THE OFFICE OF HEAD START.

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

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

NOW, THEREFORE, be it resolved that the Program and Policy Committee shall present this action to the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc., (the “Board”) and shall recommend that the Board approve this action at the next meeting of the Board.
Background:

On April 12, 2021 the Program received the results on a monitoring review that was conducted on March 18, 2021 by the Administration for Children and Families. The report found the program noncompliant based on an incident that occurred on February 22, 2021 which involved a teacher leaving a child on the playground. The monitoring review (attached) cites non-compliance with performance standard 1302.45 (Effective and Intentional Teaching Practices). The program is given 120 days to implement and complete a corrective action plan (attached) to address the finding. This resolution is to request the Committee and Board’s approval for the Corrective Action Plan.
Program Performance Summary Report

To: Authorizing Official/Board Chairperson
   Mr. Adrian Alfonso
   Early Learning Coalition Miami-Dade/Monroe County
   2555 Ponce De Leon Blvd
   Ste 210
   Coral Gables, FL 33134 - 6010

From: Responsible HHS Official

Date: 04/12/2021

On behalf of Dr. Bernadine Futrell
   Director, Office of Head Start

On 03/18/2021, the Administration for Children and Families (ACF) conducted a monitoring review of the Early Learning Coalition Miami-Dade/Monroe County Early Head Start program. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

The Office of Head Start would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. Based on the information gathered during this review, we have found your program needs improvement in one or more areas. The report provides you with detailed information in each area where program performance did not meet one or more applicable HSPPS, laws, regulations, and policy requirements, and the required timeframes for corrective action.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following recipients:

Ms. Heather Wanderski, Acting Regional Program Manager
Mr. Evelio Torres, Chief Executive Officer/Executive Director
Ms. Belkis Torres, Early Head Start Director
## Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Opportunity for Continuous Improvement (OCI)</strong></td>
<td>An OCI is identified when the grantee is determined compliant in an area; however, through intentional, continuous improvement strategies, the agency has the opportunity to enhance overall program quality.</td>
</tr>
<tr>
<td><strong>Area of Concern (AOC)</strong></td>
<td>An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.</td>
</tr>
<tr>
<td><strong>Area of Noncompliance (ANC)</strong></td>
<td>An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.</td>
</tr>
</tbody>
</table>
| **Deficiency**                            | As defined in the Head Start Act, the term "deficiency" means:  
(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:  
   (i) a threat to the health, safety, or civil rights of children or staff;  
   (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations;  
   (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;  
   (iv) the misuse of funds received under this subchapter;  
   (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or  
   (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified;  
(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or  
(C) an unresolved area of noncompliance. |
## Performance Summary

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Grant Number(s)</th>
<th>Compliance Level</th>
<th>Applicable Standards</th>
<th>Timeframe for Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective and Intentional</td>
<td>04HP000226</td>
<td>Area of Noncompliance</td>
<td>1302.45(a)(1)</td>
<td>120 days</td>
</tr>
<tr>
<td>Teaching Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Monitoring and Implementing Quality Education and Child Development Services

Effective and Intentional Teaching Practices
The grantee’s teaching practices do not intentionally promote progress toward school readiness and provide high-quality learning experiences for children.

ANC 1302.45(a)(1) Timeframe for Correction: 120 days

1302.45 Child mental health and social and emotional well-being (a) Wellness promotion. To support a program-wide culture that promotes children’s mental health, social and emotional well-being, and overall health, a program must: (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;

The grantee did not provide support for effective classroom management and positive learning environments, supportive teacher practices, or strategies for supporting children with challenging behaviors, and other social, emotional, and mental health concerns. The program did not promote effective classroom management or supportive teacher practices by ensuring its child care partner site--Kiddy Academy--maintained teacher-child ratios, resulting in a teacher leaving an Early Head Start (EHS) child alone on an enclosed playground.

The EHS director reported that on February 22, 2021, a teacher was caring for a group of six infants and toddlers, exceeding the maximum group size for one teacher. At 9:40 a.m., the assistant director—who was substituting for the second teacher—helped transition the teacher and children to the playground and then left the teacher alone on the playground with the children to take care of another task. At approximately 10:00 a.m., the teacher was trying to transition the children back to the classroom by herself; however, one child did not want to leave the playground and began to cry. The teacher knowingly left the child on the enclosed playground alone while taking the other children into the building. The teacher stated she knew she was not supposed to do it, but she felt safe leaving the child alone, and there was no other staff available to watch the child. Upon entering the building, the teacher saw that the second teacher had arrived and asked her to bring the child inside. According to the timeline provided by the program, the child was left alone for approximately 10 seconds. The teacher was ultimately terminated.

A review of the Florida Department of Children and Families (DCF) Inspection Checklist dated February 25, 2021, confirmed that at the time of the incident, the teacher was in charge of the mixed classroom of six 2- and 3-year olds. A review of correspondence from the program’s EHS director dated March 19, 2021, noted of those six children, one had an Individualized Family Service Plan, and another child had concerns further reinforcing the need to maintain teacher-child ratios.

The grantee did not provide support for effective classroom management and positive learning environments, supportive teacher practices, or strategies for supporting children with challenging behaviors, and other social, emotional, and mental health concerns; therefore, it was not in compliance with the regulation.

--------- End of Report ---------
**Early Learning Coalition Miami-Dade/Monroe County**

**CORRECTIVE ACTION PLAN**

| CITATION | 1302.45(a)(1) Effective and Intentional Teaching Practices  
Child mental health and social and emotional well-being (a) Wellness promotion. To support a program-wide culture that promotes children’s mental health, social and emotional well-being, and overall health, a program must: (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; |
|---|---|

<table>
<thead>
<tr>
<th>DESCRIPTION OF NON-COMPLIANCE</th>
<th>On 02/22/2021, Early Learning Coalition Miami-Dade/Monroe County, did not provide support for effective classroom management and positive learning environments, supportive teacher practices, or strategies for supporting children with challenging behaviors, and other social, emotional, and mental health concerns. The program did not promote effective classroom management or supportive teacher practices by ensuring its childcare partner site--Kiddy Academy--maintained teacher-child ratios, resulting in a teacher leaving an Early Head Start (EHS) child alone on an enclosed playground.</th>
</tr>
</thead>
</table>

**Directions:** List, in specific terms, the actions taken and the specific outcomes for each action. Include indicators for assessing the accomplishment of each action, the timeframe, person responsible and the plan for monitoring ongoing compliance.

<p>| Region IV Corrective Action Plan |
|---|---|---|---|---|</p>
<table>
<thead>
<tr>
<th>Actions Taken</th>
<th>Outcome</th>
<th>Timeframe/ Date Completed</th>
<th>Person Responsible</th>
<th>Documentation/Data Tracking</th>
</tr>
</thead>
</table>
| 1. Terminate teacher | Replace the staff with a qualified person. | Termination Date: 2/22/2021 | Rayza Leon (Child care center owner) | ☐ Termination Letter  
☐ PIR form | Grantee will review of PIR Form |
| 2. Communicate with Grantee of the incident. | Maintain open lines of communication and inform of incident | 2/22/2021 | Rayza Leon (Child care center owner) | ☐ Phone conversation follow-up email |
## Early Learning Coalition Miami-Dade/Monroe County
### CORRECTIVE ACTION PLAN

<table>
<thead>
<tr>
<th>Region IV Corrective Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions Taken</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>3. Inform parent of child about the incident</td>
</tr>
<tr>
<td>4. Inform the Chief Operating Officer of Early Learning Coalition of Miami-Dade/Monroe via phone of the incident that occurred. Was also included in correspondences with the Regional office.</td>
</tr>
<tr>
<td>5. Report information to Florida Department of Children and Families (DCF) Licensing and Child Abuse Hotline.</td>
</tr>
<tr>
<td>6. Communicate with Regional Office of the incident.</td>
</tr>
</tbody>
</table>
## Region IV Corrective Action Plan

<table>
<thead>
<tr>
<th>Actions Taken</th>
<th>Outcome</th>
<th>Timeframe/ Date Completed</th>
<th>Person Responsible</th>
<th>Documentation/Data Tracking Link to Documents</th>
<th>Ongoing Monitoring Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Inform Policy Council, Programs Committee, and Board of the incident</td>
<td>Maintain open lines of communication and inform of incident</td>
<td>3/17/2021-4/5/2021</td>
<td>VP for EHS</td>
<td>☐ Board Meeting Minutes □ Programs Committee Meeting Minutes □ Policy Council Meeting Minutes</td>
<td>□ Provider Meeting Minutes</td>
</tr>
<tr>
<td>8. Inform Childcare Partners of Child Abuse Reporting process and Noncompliance Letter from the Head Start Regional Office</td>
<td>Maintain open lines of communication and provider greater understanding of what the implications of a non-compliance is for the entire program</td>
<td>3/10/2021-5/12/2021</td>
<td>VP for EHS</td>
<td>☐ Provider Meeting Minutes</td>
<td>□ Provider Meeting Minutes</td>
</tr>
<tr>
<td>9. Inform Contracts Dept. of the childcare partners non-compliance.</td>
<td>Maintain open lines of communication, inform of incident, and have partner submit a corrective action plan.</td>
<td>2/25/2021</td>
<td>VP for EHS</td>
<td>☐ Leadership meeting agenda □ Email follow-up</td>
<td>□ Leadership meeting agenda □ Email follow-up</td>
</tr>
<tr>
<td>10. Send childcare partner communication advising of non-compliance and requesting a corrective action plan.</td>
<td>Ensure childcare partner stays in compliance with contract requirements, follows licensing regulations, and implements a process to prevent any future incidents.</td>
<td>3/5/2021</td>
<td>Contract Manager</td>
<td>☐ Non-compliance Letter</td>
<td>• Grantee will ensure Childcare partner submits Corrective Action Plan.</td>
</tr>
<tr>
<td>Actions Taken</td>
<td>Outcome</td>
<td>Timeframe/ Date Completed</td>
<td>Person Responsible</td>
<td>Documentation/Data Tracking Link to Documents</td>
<td>Ongoing Monitoring Plan</td>
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<tr>
<td>12. Meet with ICF, Region IV Training and Technical Assistance (TTA) contractor, for a planning call</td>
<td>Determine how to best support the grantee</td>
<td>4/20/2021</td>
<td>ICF Staff</td>
<td>☐ Correspondence with Meeting invite and agenda</td>
<td></td>
</tr>
<tr>
<td>13. Participate in ICF TTA trainings:</td>
<td>Provide grantee with additional information and resources to complete corrective action plan.</td>
<td>5/14/2021</td>
<td>ICF Staff Grantee Leadership</td>
<td>☐ Electronic invite ☐ Agenda ☐ Pre-Virtual Letter ☐ Follow-up correspondence ☐ Information on Resources</td>
<td></td>
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<tr>
<td>• Ongoing Monitoring Overview (12 HS Management Systems)</td>
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<tr>
<td>• Educational Ongoing Monitoring</td>
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<tr>
<td>• Staff Wellness</td>
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<tr>
<td>14. Discuss draft of corrective action plan</td>
<td>Ensure the plan is comprehensive and includes all steps to ensure future incidents are prevented.</td>
<td>5/25/2021</td>
<td>ICF Grantee Specialist Grantee Leadership</td>
<td>☐ Meeting Overview TTA on Corrective Action Plan</td>
<td></td>
</tr>
<tr>
<td>Actions Taken</td>
<td>Outcome</td>
<td>Timeframe/ Date Completed</td>
<td>Person Responsible</td>
<td>Documentation/Data Tracking</td>
<td>Ongoing Monitoring Plan</td>
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<tr>
<td>15. Review Corrective Action Plan with COO</td>
<td>Maintain open lines of communication and obtain additional feedback.</td>
<td>5/26/2021</td>
<td>VP for EHS</td>
<td>☐ Email with meeting invite.</td>
<td></td>
</tr>
<tr>
<td>16. Approval of CAP from Board, Program and Policy Council</td>
<td>Maintain open lines of communication and obtain additional feedback.</td>
<td>6/1/2021-6/16/2021</td>
<td>VP for EHS</td>
<td>☐ Board Meeting Minutes</td>
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<td>☐ Programs Committee</td>
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<td>Meeting Minutes</td>
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<td>☐ Policy Council</td>
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<td>Meeting Minutes</td>
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<td>17. Share the Corrective Action Plan with Child Care Partners</td>
<td>Maintain open lines of communication and understand everyone’s role in complying with the Corrective Action Plan</td>
<td>6/1/2021-6/30/2021</td>
<td>VP for EHS</td>
<td>☐ Correspondence</td>
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<td>advising of the Corrective Action Plan</td>
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<td>18. Develop and submit a plan for appropriate classroom coverage to the grantee. Plan must indicate which staff are backup for EHS in the event a teacher is out or running late and include coverage for breaks, special events, or any emergency situation.</td>
<td>Ensure there are 2 teachers at all times in the classroom.</td>
<td>6/1/2021-8/15/2021</td>
<td>Childcare Partner Owners with vacancies</td>
<td>☐ Coverage Plan</td>
<td>• Grantee will Monitor classroom assignment via the staffing plan.</td>
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<td>☐ EHS Staffing Plan</td>
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<td>☐ Staff coverage</td>
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<td>schedule</td>
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<td>☐ Monitoring Visits</td>
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<td>Reports</td>
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- Grantee will conduct unannounced monitoring visits to sites not fully staffed in EHS classrooms.
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<tr>
<th>Actions Taken</th>
<th>Outcome</th>
<th>Timeframe/ Date Completed</th>
<th>Person Responsible</th>
<th>Documentation/Data Tracking</th>
<th>Ongoing Monitoring Plan</th>
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<tr>
<td>19. Provide childcare partners, that have teacher vacancies, with community resources for obtaining substitutes and identifying potential applicants.</td>
<td>Connect childcare partners with organizations that will assist in identify potential applicants or substitutes.</td>
<td>• 10/2020-8/15/2021</td>
<td>Grantee Leadership Staff</td>
<td>☐ Meeting Minutes ☐ Partner Newsletters ☐ Emails to individual partners</td>
<td>• Grantee will collect weekly submissions of job listing advertisements from Childcare Partners with vacancies. • Grantees will collect outcome(s) of listing (name of applicants, interview dates, outcome of interviews, etc.) from Childcare Partners with vacancies.</td>
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<td>20. Implement a policy in which schools with teacher vacant positions will provide efforts for hiring teachers to ensure classrooms fully staffed.</td>
<td>Fill the vacant positions in the centers.</td>
<td>• 6/1/2021</td>
<td>Childcare partner owners</td>
<td>☐ Communication with community organization showing that they are aware of the vacancies. ☐ Job vacancy listings ☐ List of applicants who applied/interviewed, date interviewed, and the outcome of the interviews.</td>
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<td>Actions Taken</td>
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<td>Person Responsible</td>
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<td>21. Establish a process for ongoing communication between the Neighborhood Place for Early Head Start leadership and childcare partner leadership which is outlined in the policies and procedures.</td>
<td>Ensure both parties are aware of policies and procedures, challenges, and any incidents related to EHS operations. Childcare partner will receive the appropriate technical assistance and support.</td>
<td>• 5/17/2021-8/15/2021</td>
<td>Grantee leadership</td>
<td>☐ Google referral forms indicating any concerns  ☐ ChildPlus event for referral follow-up  ☐ Program Modification and Program Clarifications  ☐ Acknowledgement receipts of emails  ☐ Correspondence to partners advising of the Communication Policy and Procedures  ☐ Weekly reminders of Google Referral to Partners.  ☐ Bi-weekly email and TSG blasts to EHS teachers of Google Referral</td>
<td>• Grantee clerical staff will check daily and inform appropriate Director/Manager of the referral.  • Grantee will track that email acknowledgement form are received from all providers to ensure childcare partners have read Program Modification (changes in Scope of Work) and Program Clarifications (important guidance or explanation).</td>
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<td>22. Develop a procedure for sharing EHS information with their staff.</td>
<td>Ensure teachers are aware of program procedures and any changes.</td>
<td>• 6/1/2021</td>
<td>Childcare partners</td>
<td>☐ Childcare partners’ policies and procedures</td>
<td>• Grantee Compliance Manager will review childcare partners’ policies and procedures.</td>
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<td>Actions Taken</td>
<td>Outcome</td>
<td>Timeframe/Date Completed</td>
<td>Person Responsible</td>
<td>Documentation/Data Tracking Link to Documents</td>
<td>Ongoing Monitoring Plan</td>
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| 23. Provide online onboarding training on active supervision, Pyramid Universal Strategies, and Head Start Performance Standards to all new EHS teachers. | Teaching staff will have a better understanding of expectations, how to manage classroom, and who to contact when situations arise. | 6/15/2021-8/15/2021      | Grantee Leadership                     | □ Online presentations/videos □ Teacher action plans □ Staff Acknowledgement            | • Grantee Directors and Managers will confirm ensure teachers have created an action plan for the specified topics.  
• Grantee will collect acknowledgment from EHS teachers, director, asst. director, and owner of having reviewed the Teacher Resource Guide and watched the video. |
| 24. Include in all EHS contracts a requirement in which all EHS staff, consultants, contractors, and volunteers must watch a video and sign a standard of conduct annually prior to contract execution. | Staff, consultants, contractors, and volunteers will have a better understanding of expectations. | 6/1/2021                  | ELCMDM Contract Manager               | □ Signed Contract □ Signed Standard of Conduct □ Monitoring Report               | • Compliance Manager will monitor that all centers have a signed contract  
• Compliance Manager will monitor within 30 days of execution of the contract that all staff, consultants, contractors, and volunteers have a signed Standard of Conduct prior to the execution of the contract. |
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| 25. Offer Conscious Discipline training to teachers | Teachers will learn self-regulating techniques and be able to teach to children. Teachers will be able to use the techniques to resolve conflicts and manage the classroom. | 5/26/2021 and 5/27/2021 | • Grantee Mental Health Manager  
• CC owners and directors  
• EHS teachers | ☐ Proof of participation  
☐ Teacher Action Plans | • Establish PO for the training.  
• Coordinate registration with Loving Guidance, LLC  
• Teachers’ training attendance at one of the two trainings.  
• Teachers create Action Plan. |

| 26. Offer training on dealing with stress in the workplace. | Staff will learn techniques to help cope with stress in the workplace. | 5/21/2021-8/15/2021 | • CC owners, directors, and staff  
• Grantee directors and managers | ☐ Procurement announcement for the training  
☐ Proof of participation Training  
☐ Event Summary form | • Identify a training  
• Procure the training  
• Staff attendance at the training.  
• Completion of the Event Summary form. |
Developmental Screenings and Single Statewide Information System

Anabel Espinosa, Ph.D, Director
Aileen Suazo, M.S., Manager
Key Points

- Developmental Screenings will be completed and managed in the **Single Statwide Information System** (SSIS) also known as EFS MOD
- The **Ages and Stages Questionnaire, Social Emotional, 2nd Edition (ASQ:SE2)** was added to battery of required screenings
- **Families** are given the option to complete screenings
- **Providers** are responsible for screening if family defers or exceeds allotted five (5) days
What's New with ASQ-3?

- Single Statewide Information System (EFS MOD) introduced updates to the developmental screening requirement and process on March 31, 2021
  - The Ages and Stages Questionnaires, Social Emotional, 2nd Edition (ASQ:SE2) was added to screening requirement.
  - Families are given the option to complete their child’s developmental screening questionnaires (ASQ-3 and ASQ-SE2) online after signing Payment Acceptance.
  - Families are given five (5) days to complete the screenings or defer completion of the screenings to the provider.
  - If the family defers the screening, or exceeds the five (5) allotted days, the screening(s) will appear on the provider’s “Incomplete” queue in the Statewide Provider Services Portal.
Previous Screening Dates vs. Current Screening Dates

Prior to March 31, 2021

- Initial: Within 45 days of child’s first day of School Readiness Enrollment
- Annual: Due during the child’s birth month
- Additional Screenings were completed by early care and education partner in ELCMDM Provider Portal

After March 31, 2021

- Initial: Within 45 days of child’s Signed Payment Certificate (Family Acceptance)
- Annual: Due during the child’s annual Redetermination
- Additional Screening must be requested by early care and education partner
  - ELCMDM will create additional screening requests in Statewide Provider Portal
How are screenings entered?

- Log in to Statewide Provider Services Portal (aka EFS Mod aka New Portal)
- Click on ‘Enrollments’ → ‘Manage SR Enrollments’ → ‘Preschool Development’ → ‘Developmental Screening’ → ‘Incomplete’ or ‘Search’
- View completed screenings and screening results (via Search)
- View incomplete screenings (to be completed within 45 days of Request Date)
How will I know what questionnaire(s) to use?

- Providers will be notified of the recommended questionnaire(s) after they confirm the child’s date of birth. The recommended tool will be listed and the blue hyperlink will take you to a printable PDF of the recommended screening tool.
More Options

• Download the ASQ Calculator App on your Apple or Samsung Android device: [ASQ Calculator App - Ages and Stages](#)

• Use the Web Calculator: [ASQ Calculator - Ages and Stages](#)
Keeping Up with ASQs

**What stays the same?**
- Emails from the ELC notifying you of upcoming screenings due
- Notice of Non-Compliances when you are past due for 1+ days requiring a Corrective Action Plan

**What’s new after March 31, 2021?**
- Live links in State Provider Services Portal for ASQ-3 and ASQ-SE2
- Review upcoming/pending screenings weekly
- Continue using the same version of the ASQ’s (ASQ-3/ASQ:SE2)
- Results available for parents on the Family Services Portal (no printing required)
Department Outreach and Implementation

• EBlasts
  ▫ Early Care and Education Partners
    • March 26, 2021, March 29, 2021, April 16, 2021 & May 17, 2021
  ▫ Families
    • March 26, 2021 & March 29, 2021
• Early Care and Education Partners
  ▫ Two (2) virtual ASQ Updates Webinars in English and Spanish
    • April 2, 2021
    • May 19, 2021
• Daily calls to Early Care and Education Partners with pending screenings
• Automated Biweekly Emails Reminder Emails for Early Care and Education Partners
• Daily email, telephone and virtual support for Early Care and Education Partners & Families
Questions

- Anabel Espinosa, Ph.D., *Director of Research and Evaluation*
  - [asq@elcmdm.org](mailto:asq@elcmdm.org)
  - 305-646-7220, ext. 2321
- Aileen Suazo, M.S., *Screening and Evaluation Manager*
  - [asq@elcmdm.org](mailto:asq@elcmdm.org)
  - 305-646-7220, ext. 2276
CRRSA Act
Phase V Grants

Lead Manager: Fiorella Altare Christie
faltare@elcmdm.org
Key Points

- Office of Early Learning approved $120,436,500 in CRRSA support for Florida’s early care and education providers.

- Miami-Dade/Monroe Notice of award is $19,302,000 for an estimated 1600 early care and education providers.

- Coalition has received over 600 applications in just two weeks.
  - During the first week we approved 135 applications for a total of $1,798,500
CRRSA Act Grants: Phase V

- Phase V Additional Support Grants for Early Learning/Child Care Providers
  - The Office of Early Learning has launched Phase V of the allocation of CARES Act funding, which will provide an additional $120,436,500 in CARES Act funds to over 11,600 providers for all Florida's early learning/child care providers.
  - Allocations are based on the capacity data as reported to the Department of Children and Families (DCF) with the exception, that funding for public/charter school providers is based on number of School Readiness and Voluntary Prekindergarten (VPK) Education children served, not DCF capacity.
Criteria for ELC Contracted Providers

- **CONTRACTED PROVIDERS** (must have an ELC contract as of May 2021):
  - Early learning/child care provider was operational/open on April 1, 2021 and are providing on-site early learning/child care services; and
  - Early learning/child care provider completes the Phase V grant application, which includes plans and budget for expenditure of funds; and
  - Early learning/child care provider does not receive Head Start or Early Head Start CARES funding; and
  - Some portion of the funds **must** be used for staff salaries/benefits.
Criteria for Non-contracted Providers

- **NON-CONTRACTED PROVIDERS:**
  - Early learning/child care provider was operational/open on April 1, 2021 and are providing on-site early learning/child care services; and
  - Early learning/child care provider completes the Phase V grant application, which includes plans and budget for expenditure of funds; and
  - Early learning/child care provider does not receive Head Start or Early Head Start CARES funding; and
  - Some portion of the funds **must** be used for staff salaries/benefits; and
  - Early learning/child care provider agrees to complete a current fiscal year 2020-21 Child Care Resource and Referral (CCR&R) profile in the Florida Early Learning Provider Services Portal, if not previously completed; and
  - Early learning/child care provider has not received any Class I DCF violations since July 1, 2019; and
  - Early learning/child care provider did not have a contract with the early learning coalition that was terminated for cause within the past five years; and
  - Early learning/child care provider is not under investigation or has been convicted of child care fraud; and
  - Early learning/child care provider is not included on the Florida Child Care Food Program (CCFP) USDA Disqualified List; and
  - Early learning/child care provider submits an W-9 for payment.
For the public school district providers, funds are based on the total distinct number of SR/VPK children served in FY 20-21 as opposed to DCF capacity.
Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers
# Strategic Initiatives and Program Development Key Points

## Professional Development Institute

- PDG-R 2020-21 Updates
- May Sessions: **66**
- YTD Sessions: **574**
- YTD Number of Attendees: **8698**
- Miami-Dade: **8523**
- Monroe: **175**
- *Report as of 5/26/2021

## Equity Institute

- ELC Staff Anti Bias Training Sessions: **180**
- Workgroups:
  - Language Equity
  - Data and Assessment
- Equity Coaching Sessions with OEL Mentor
- Racial Equity 2030

## ELC Talks

- Conversation with members of the Asian American, Native Hawaiian and Pacific Islander Community: May 20<sup>th</sup>
- PRIDE: June 17<sup>th</sup>
- Confederate Statues: July 15<sup>th</sup>
Preschool Development Grant Birth through Five Renewal (PDG-R) 2020-21 Updates

- **Creative Curriculum Cloud**
  225 Curriculum Clouds distributed for Infant and Toddlers and Preschool levels

- **FSU Trauma and Resilience Level 1 Certification**
  100 Subscriptions distributed

- **Social and Emotional Curriculum**
  220 participants completed first cohort

- **Children First Equity**
  90 participants completed first two cohorts

- **Highscope Training**
  7 Professional Development Institute staff completed the training and are in route to become Train of Trainers
Equity Institute Updates

• ELC Talks
• External Trainings
  Lead with Equity: ELCFV
  Book Club: The Registry
• Internal Trainings
  Anti-Bias Training for 180
  ELC Staff 56% in attendance
• Workgroups:
  Language Equity
  Data and Assessment
• Equity Coaching Sessions with OEL Mentor (10 Months)
• Racial Equity 2030
ELC TALKS RELAUNCH

The Equity Institute and the Professional Development Institute are committed to bringing meaningful conversations to the table. Because of this, our ELC Talks were relaunched on May 20th 2021 and will continue throughout the year, the third Thursday of every month at noon.
Join ELC Talks: Through an Equity Lens as we advocate and raise awareness in celebration of the LGBTQ+ community while acknowledging issues that impede equity and equality.

Thursday, June 17, 2021, at 12:00 noon
PDI Contact Information

Visit our website: trainings.elcmdm.org

Email us: professionaldevelopment@elcmdm.org

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