Programs, Policy and Strategy Committee Meeting
Monday, December 3, 2018
7:00 am – 7:45 am
ELC Board Room
415-655-0003 Meeting # 731 960 029

I. Welcome & Introductions Dr. Judy Schaechter

II. Approval of Minutes Dr. Judy Schaechter

III. Resolution Angelo Parrino
    A. 12032018-01

IV. Early Head Start Belkis Torres
    A. Federal Food Program
    B. Self-Assessment Plan
    C. Recruitment Plan
    D. Early Head Start Transition Update

V. Update on Evidence Based Practices Anabel Espinosa

VI. Update on the Children First Conference Lidia Clarke

VII. Public Comments Dr. Judy Schaechter

VIII. Adjourn Dr. Judy Schaechter
ELC Programs, Policy & Strategy Committee Meeting  
September 4, 2018 at 7:00 AM  
ELC Conference Room

Committee Attendees:  
Dr. Judy Schaechter; James Haj; Bob Eadie; Gladys Montes

Absent Committee:

Staff Attendees:  
Evelio Torres; Ana Sejeck; Pam Hollingsworth; Angelo Parrino; Jackye Russell; Milton Silvera; Anabel Espinosa; Sandra Gonzalez; Lidia Clarke

I. Welcome and Introductions  
Judy Schaechter

• J. Schaechter called the meeting to order and welcomed everyone. Quorum was established.

II. Approval of Minutes  
Judy Schaechter

• Motion to approve minutes by B. Eadie.
• Motion seconded by J. Haj
• Motion was unanimously approved.

II. Early Head Start  
Belkis Torres

• B. Torres presented the Federal Food Program report to the committee. This report shows the daily counts of food served to the early head start children.
• P. Hollingworth reported that on September 1st they held gave an update on the Early Head Start transition.

III. Update on Evidence Based Project  
Anabel Espinosa

• The following items were discussed:
• Next Steps to Create an Evidence Based Program Review Task
• Force comprised of ELCMDM staff, board and stakeholders.
• Task Force will develop a definition, guiding principles and review process for evidence based program review.
• Present to the ELMDM Programs Committee and Board of Directors for approval.
• Evidence Based Program Review begins.
  • Evidence Base Review Process Task Force-Recruiting
  • Guiding Principles- In process
  • Definition Development – In process
     ▪ Process Development
• Understanding exactly what aspects of the program will be examined for evidence base
• Establishing a research protocol for the literature review (process of gathering research on topic/program)

• Tool/Service Model
  o Is there a tool on which the program is built?
  o Is the tool a validated measure?
  o Practice
  o Does the program deliver tool and/or services using evidence based practices?
  o Implementation
  o Are the tool or services delivered using evidence based practice or fidelity to the service model?

IV. Public Comments

Judy Schaechter

V. Adjourn

Judy Schaechter
Action Requested: Authorize the President and CEO to release a request for proposal (RFP) to select qualified proposers to facilitate and provide evidence-based coaching, mentoring and educational services to parents of infants and toddlers, and teenage parents.

Fiscal Impact: An approximate amount of $65,000.00 per fiscal year, which is subject to the availability of funding.

Funding Source: Florida Office of Early Learning

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

RESOLUTION NO. 12032018-01

AUTHORIZE THE PRESIDENT AND CEO TO RELEASE A REQUEST FOR PROPOSAL (RFP) TO SELECT QUALIFIED PROPOSERS TO FACILITATE AND PROVIDE EVIDENCE-BASED COACHING, MENTORING, AND EDUCATIONAL SERVICES TO PARENTS OF INFANTS AND TODDLERS, AND TEENAGE PARENTS.

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

WHEREAS, the Program Committee recommends approving this action;

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

This resolution is requesting authorization for the President and CEO to release a Request for Proposal (RFP) to select a qualified and experienced proposer(s) to facilitate and provide evidence-based coaching, mentoring, and educational services to parents of infants and toddlers, and Teenage Parents, participating in the Early Learning Coalition’s School Readiness and Teenage Parents Programs.

Program Goals:

- To provide coaching, mentoring and educational services to teenage parents and their children, in order to support school attendance, the attainment of a high school diploma and provide child development guidance activities.
- To provide coaching, mentoring and educational services to families with infants and toddlers.
- Group meetings to provide ongoing education in areas such as nutrition, literacy promotion, and positive discipline.
- Ensure that continuity for care is maintained for the children through the assignment of a primary caregiver.
- Schedule family based literacy activities.
- Ensure that parents of infants and toddlers, teenage parents and childcare providers receive safe sleep training.
- Ongoing recruitment of teenage parents in partnership with the Miami-Dade County Public Schools Teenage Parent Program.
- Ensure that program services are evidence-based.
Belkis Torres
Vice President for Early Head Start

Strategic Plan Priority Initiative:

• Educate All
• Neediest Children
• Providers
2018-2019 Self Assessment Overview

Self-Assessment is a vital component of the planning cycle for the Early Head Start Program. The self-assessment creates a time for the program to critically examine data collected. The program uses this time to uncover patterns or trends in the data that may not be immediately evident during the regular ongoing monitoring process. The results of the self-assessment are used for program planning which include the development of goals and objectives, determination of training and technical assistance priorities, and the allocation of program funds.

At least once each program year, a program must conduct a self-assessment that uses program data to evaluate the program’s progress towards meeting its goals, compliance with program performance standards throughout the program year, and effectiveness of the professional development and family engagement systems in promoting school readiness. [Head Start Performance Standards 1302.103(b)(2)(i)].
The Neighborhood Place for Early Head Start will use existing information from various internal and external monitoring reports and/or inspections. Information from the program's database and children's records will also be used to determine areas of strength, as well as areas needing improvement. Each service area director or manager will identify the documents that will be reviewed as part of the self-assessment. Service area directors and managers may incorporate additional site visits or record reviews to gather pertinent data that will provide accurate information on the program's implementation.

Data analysis will be done in two tiers. The first tier will be service area focused. Service areas will consist of: ESREA (Eligibility, Selection, Recruitment, Enrollment, and Attendance), education, family and community engagement, health, nutrition, mental health, and disability. Directors and managers for each service area will organize a team of staff and community stakeholders to review the data. Data analysis will focus on identifying major area(s) of strength and opportunities for improvement. Recommendations for improvement will be provided.

The second tier will be program and system focused. The Early Head Start (EHS) leadership team will analyze the information from each service area team. Since the program's systems work together to inform and influence the service deliver, the EHS leadership team will identify the systems impacted from the findings identified by the service area team. Appendix A provides a list of EHS 12 systems and a brief description of each system. A final report and program improvement plan will be developed.

Two reports will be developed as a result of the data analysis. The summary report will recapitulate the results from the data analysis. A program improvement plan will detail the steps to be taken to strengthen the program. The program improvement plan will identify the individuals responsible for each step and the timeframe for completing each step.

The Summary Report and the Program Improvement Plan will be presented to the Policy Council and the Early Learning Coalition of Miami-Dade/Monroe Board.
Presentation of Identified Children w/ Special Needs

Goal:

- July 2018: 10.00%
- August 2018: 9.07%
- September 2018: 9.60%
- October 2018: 9.60%
2018 Enrollment

AUGUST
Enrolled 95%
Vacancies 5%

SEPTEMBER
Enrolled 97%
Vacancies 2.8%

OCTOBER
Enrolled 99.9%
Vacancies 0.1%
July 2018 Average Attendance

- Early Learning Coalition: 90.89%
- Wynwood Learning Center II: 93.94%
- Wynwood Learning Center: 99.58%
- Step Above: 81.43%
- Shores School: 95.61%
- Sheyes Of Miami Learning Center: 87.75%
- Sheyes Of Miami #3: 95.75%
- Sheyes Of Miami #1: 83.24%
- Rainbow Intergenerational: 88.25%
- Precious Moments Learning Ctr.: 82.85%
- Pink And Blue Academy: 83.58%
- Our Little Hands Of Love: 90.15%
- Naranja Prep Academy Annex: 93.85%
- My Little Angels Day Care Center: 90.54%
- Miami Gardens Learning Center: 99.05%
- LORD’s Learning Center, Inc.: 90.22%
- Little Red School House: 92.22%
- Little Ones Academy: 90.65%
- Lincoln Marti - 905: 98.37%
- Lincoln Marti - 450: 91.05%
- Liberty Academy: 93.04%
- Le Jardin #4: 87.64%
- Kinderland 4 Kids: 94.91%
- Kinderkids Academy III: 88.89%
- Kids Small World Learning Center: 97.78%
- Creative Kidz Prep. Academy LLC: 100.00%
- Children Of The Sun Academy: 79.05%
- Cambridge Academy: 90.61%
- America’s Little Leaders: 96.87%
August 2018 Average Attendance
September 2018 Average Attendance

Analysis:
The Carter I & II’s enrollment started on September 28th. There were no children enrolled at the site prior to that date thus, making their numbers low for the month of September.
October 2018 Average Attendance

Analysis:
The Carter I & II’s enrollment started on September 28th. There were no children enrolled at the site prior to that date thus, making their numbers low for the month of September.
# August Meals

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<th>Provider</th>
<th>Breakfast # of Meals</th>
<th>Breakfast % of Meals</th>
<th>Lunch # of Meals</th>
<th>Lunch % of Meals</th>
<th>Snack # of Meals</th>
<th>Snack % of Meals</th>
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# September Meals

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<td># of Meals</td>
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<td># of Meals</td>
<td>% of Meals</td>
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<p>| Reports Totals                         | 12,005    | 99.2%  | 12,073| 99.7%  | 11,994 | 99.1%  |</p>
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<td>% of Meals</td>
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<td>Naranja Prep Academy Annex</td>
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Anabel Espinosa, Ph.D, Director of Research and Evaluation

Strategic Plan Priority Initiative:

• Neediest Children
• Youngest Children
• Providers
• Funding
EARLY LEARNING PERFORMANCE FUNDING PROJECT & CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS): WHAT IS THE EVIDENCE BEHIND THESE INITIATIVES?
What is the Early Learning Performance Funding Project?

- The Early Learning Performance Funding Project (ELPFP) provides performance-based funding for School Readiness providers that demonstrate improvements in:
  - Program Quality
  - Teacher Child Interactions
  - and/or Child Outcomes*
Why the Early Learning Performance Funding Project?

“Teacher-child interactions are the STRONGEST predictor of program quality and children’s readiness for success” (Rodgers, Leite, He, Gilliam, Glaser & Thorman, 2016)

“If we want to improve academic achievement and social skill development we need to focus intently the nature and quality of teacher child interactions” (Center for Advanced Teaching and Learning, 2017)
In other words...

Effective Teacher-Child Interactions that Impact Student Learning

- Teacher Preparation and Education
- Curriculum
- Ongoing Professional Development
- Evaluation

Social and Academic Outcomes for Children

Improved Teacher Outcomes
How are improvements measured in EL PFP?

- Improvements in program quality and teacher/child interactions in ELPFP are measured using the Classroom Assessment Scoring System (CLASS).
Evidence Base for the CLASS tool?

- Research conducted in over 6,000 classrooms concludes that in grades PK-5, students in classrooms with higher CLASS ratings realized greater gains in achievement and social skills development.

- In Pre-K Classrooms outcomes have been replicated across numerous studies:
  - Higher levels of **instructional support** are related to gains in pre reading and pre math skills.
  - Higher levels of **emotional support** contribute to preschools social competence in kindergarten.
What do we know after Year 2 of ELPFP

- **Child Outcomes**
  - Children in ELPFP sites demonstrated a growth rate average of 23% higher than that of children who were not enrolled in an ELPFP site.
  - Child assessment scores showed a significant positive effect in children's social emotional, physical, language and cognitive growth and development in programs participating in ELPFP.

- **Program Quality**
  - Program Quality as measured by scores on the CLASS tool show a cumulative impact of participation in PFP, with scores increasing as much as 79%.
  - In other words... programs that participated in ELPFP for more than one year demonstrated the most gains in program quality.
Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers
Saturday, December 1, 2018
“Building a Strong Foundation”
Miami- Dade College - North Campus

• Over 800 Early Childhood Educators
• 60+ Presentations by content experts
• 40+ Community organizations, sponsors and early learning retailers
• Internationally recognized keynote panelists
The Immigration Experience:
This is MY Story

Tuesday, December 4, 2018
10:00 a.m. - 12:30 p.m.
Making the Most of Classroom Interactions (MMCI)

- Capacity for 580 practitioners in Fall course offerings
- 421 practitioners enrolled an additional 80 will begin in December via scholarships sponsored by The Children’s Trust.
- 25 weekly classes serving 501 practitioners

School Readiness Teacher Training (SRTT)

- 2 courses offered on-line via Early Learning Florida

Locally selected IACET-approved training – Learning Language & Loving It

- 20 hours of face-to-face training with 5 programs serving 60 practitioners