



Programs, Policy and Strategy Committee Meeting  
Monday, April 2, 2018  
7:00 am – 7:45 am

- |      |                                    |                          |
|------|------------------------------------|--------------------------|
| I.   | Approval of Minutes                | Dr. Judy Schaechter      |
| II.  | OEL Accountability Monitoring 2017 | Michelle Meilan          |
| III. | Early Head Start                   | Belkis Torres            |
|      | A. Resolution 04022018-01          |                          |
|      | B. Federal Food Program            |                          |
| IV.  | Programs Update                    |                          |
|      | A. Quality Counts Update           | Fiorella Altare Christie |
|      | B. Be SMART Campaign               | Pamela Hollingsworth     |
|      | C. Early Childhood Gender Identity | Pamela Hollingsworth     |
| V.   | Public Comments                    | Dr. Judy Schaechter      |
| VI.  | Adjourn                            | Dr. Judy Schaechter      |





ELC Programs, Policy & Strategy Committee Meeting  
December 4, 2017 at 7:00 AM  
ELC Conference Room

**Committee Attendees:** Dr. Judy Schaechter (via conference call); Bob Eadie; Gladys Montes; James Haj (Rep. Rachael Spector)

**Absent Committee:**

**Staff Attendees:** Evelio Torres; Belkis Torres; Anabel Espinosa; Fiorella Altare; Jackye Russell; Angelo Parrino; Lisa Sanabria; Sandra Gonzalez; Chemika Burkhalter

**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 B. Eadie.
- Motion seconded by J. Schaechter.
- Motion was unanimously passed.

**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.
- B. Torres presented the Early Head Start Self- Assessment plan as well as the Recruitment plan.
  - Motion to approve plans by B. Eadie.
  - Motion seconded by J. Schaechter.
  - Motion was unanimously passed
- J. Russell presented the changes made to the ELC Finance & Contracts policy.
  - Motion to approve minutes by B. Eadie.
  - Motion seconded by J. Schaechter.
  - Motion was unanimously passed.



**III. Health Services Advisory Committee**

**Chemika Burkhalter**

- C. Burkhalter discussed the following items:
  - Early Head Start Health Requirements and ensuring the information is applicable to what is standard for infants and toddlers.
  - The upcoming finalization with WIC and the services WIC and Early Head Start will be able to provide to each to better serve the families.
  - Telehealth Research Proposal was reviewed. Infant and toddler health hot topics was briefly discussed so Early Head Start stays abreast of what is happening in the community and with the population they serve.

**IV. Public Comments**

**Gladys Montes**

**V. Adjourn**

**Gladys Montes**

# CEO Presentation

OEL Accountability Monitoring Report  
2016-2017





OFFICE OF

**Early Learning**

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LEARN EARLY. LEARN FOR LIFE.

*ACCOUNTABILITY MONITORING REPORT FOR THE  
EARLY LEARNING COALITION OF MIAMI-DADE AND  
MONROE*

**REPORT AS16-17.10**

December 2017



# Review Scope

- Coalition Governance
- Operations and Program Management
- Child Care Resource and Referral
- Educational Services Delivery
- School Readiness Eligibility
- School Readiness Payment Validation
- Voluntary Prekindergarten Child Eligibility
- Voluntary Prekindergarten Payment Validation
- Voluntary Prekindergarten Provider Eligibility
- Data Accuracy



# Review Scope

- Coalition's monitoring report and supporting documentation for SR services delivered for May, June, November and December 2016
- Coalition's operations from July 1, 2015, through March 31, 2017
- VPK services during the 2015-2-16 and 2016-2017 program years

# OEL Team

- The OEL team was professional, helpful, and very constructive in their approach
- The team offered technical assistance, prior to, during, and after the review



# Accountability Report Highlights

## NO FINDINGS IN THE FOLLOWING AREAS:

- ✓ *VPK Payment Validation*
- ✓ *VPK Child Eligibility*
- ✓ 100% of children being served found to be eligible for services
- ✓ There were no unallowable costs/no paybacks to OEL.

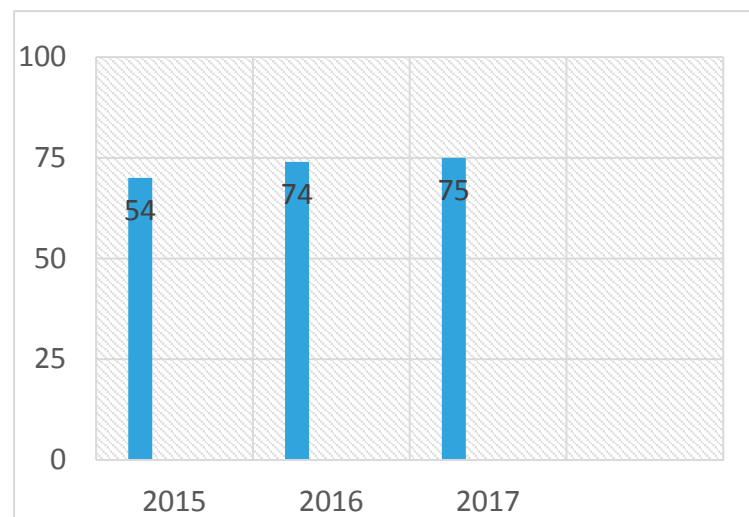
# Suggested Action

- OEL requires the coalition to submit a corrective action plan (CAP) for all compliance issues within 30 days from receiving this accountability review report
- The response should demonstrate the coalition's steps to address each compliance issue and the numbered findings on the monitoring spreadsheets
- **For all uncorrected findings**, a corrective action plan should identify the initial finding's cause and the coalition's plan for continued compliance

# Outcome of Review

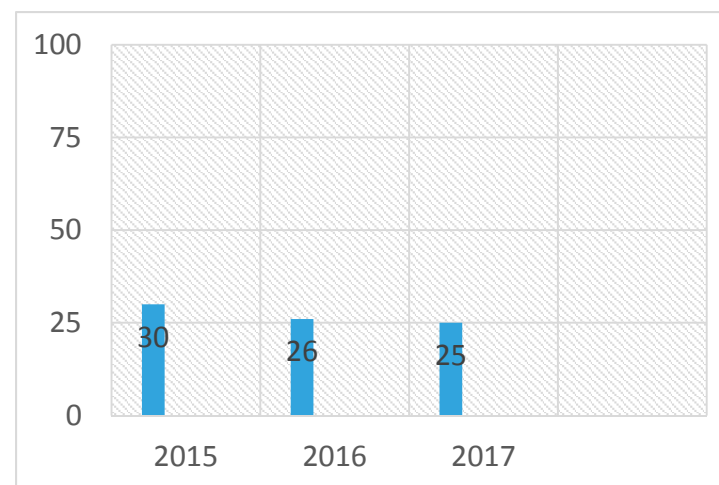
- **No findings**

- 80 elements (75%) **2017**
- 77 elements (74%) **2016**
- 54 elements (70%) **2015**



- **Findings** - No pending items (CAP accepted)

- 27 elements (25%) **2017**
- 27 elements (26%) **2016**
- 23 elements (30%) **2015**



# Outcome of Review

## ***Coalition Governance (CG) [p. 5]***

***Areas Reviewed: 6***

***Met all requirements: 5***

***Findings: 1***

*No pending items (CAP accepted)*

## ***Operations and Program Management (OPM) [p.6]***

***Areas Reviewed: 7***

***Met all requirements: 3***

***Findings: 4***

*No pending items (CAP accepted)*

## ***Child Care Resource and Referral (CCR&R) [p.9]***

***Areas Reviewed: 6***

***Met all requirements: 4***

***Findings: 2***

*No pending items (CAP accepted)*

## ***Educational Services Delivery (ESD) [p.11]***

***Areas Reviewed: 5***

***Met all requirements: 2***

***Findings: 3***

*No pending items (CAP accepted)*

# Outcome of Review

## ***School Readiness Eligibility (SR) [p.12]***

***Areas Reviewed: 32***

***Met all requirements: 25***

***Findings: 7***

*No pending items (CAP accepted)*

## ***School Readiness Payment Validation (SRPV) [p.21]***

***Areas Reviewed: 9***

***Met all requirements: 7***

***Findings: 2***

*No pending items (CAP accepted)*

## ***Voluntary Prekindergarten Child Eligibility (VPKC) [p.23]***

***Areas Reviewed: 8***

***Met all requirements: 8***

*The coalition had no findings in this review area*

# Outcome of Review

## ***Voluntary Prekindergarten Payment Validation (VPKPV) [p.27]***

***Areas Reviewed: 8***

***Met all requirements: 8***

*The coalition had no findings in this review area*

## ***Voluntary Prekindergarten Provider (VPKP) [p.29]***

***Areas Reviewed: 21***

***Met all requirements: 16***

***Findings: 5***

*No pending items (CAP accepted)*

## ***Data Accuracy (DA) [p. 35]***

***Areas Reviewed: 5***

***Met all requirements: 2***

***Findings: 3***

*No pending items (CAP accepted)*

# Key Opportunities for Improvement

## Educational Services Delivery

- Implement a local comprehensive program of school readiness program services that enhance children's cognitive, social and physical development to achieve performance standards
- *Corrective Action- All errors were corrected. Provider training was conducted on following the coalition's process for administering screenings timely and the coalition put a process in place to verify that parents receive screening results in writing.*

## Data Accuracy

- Edit and exception reports must be free of data entry error or non-compliance in SR or VPK eligibility
- *Corrective Action- All errors were corrected. Staff has implemented practices to prevent errors. Errors did not impact SR eligibility, payment and did not result in questioned costs.*



**Early Learning Coalition Program Committee Meeting**

**April 2, 2018**

**Resolution: 04022018-01**

**Action Requested: Approve the attached 2018-2019 Early Head Start (EHS) grant application and confirm the Early Learning Coalition of Miami-Dade/Monroe's Board knowledge in the development of the Early Head Start grant application.**

**Fiscal Impact: The total award is approximately \$9,789,273.00 for program year 2018-2019.**

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

**Strategic Goal:**

<input checked="" type="checkbox"/> Neediest Children	<input checked="" type="checkbox"/> Providers
<input checked="" type="checkbox"/> Youngest Children	<input checked="" type="checkbox"/> Internal Capacity
<input checked="" type="checkbox"/> Educate All	<input checked="" type="checkbox"/> Funding

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**RESOLUTION: 04022018-01**

**APPROVE THE ATTACHED 2018-2019 EARLY HEAD START (EHS) GRANT APPLICATION AND CONFIRM THE EARLY LEARNING COALITION OF MIAMI-DADE/MONROE'S BOARD KNOWLEDGE IN THE DEVELOPMENT OF THE EARLY HEAD START GRANT APPLICATION.**

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. (the "Board"), and shall recommend that the Board approve this action at the next meeting of the Board.



**Background:**

In February 2015, the Early Learning Coalition of Miami-Dade/Monroe was awarded a five year grant for the Early Head Start-Child Care Partnership Program (EHS-CCPP) to serve 750 children from birth to 3 years old. Per 45 CFR 1304.15, an application is required to be submitted annually for the use of the funds. The Early Head Start program year will run from August 1, 2018 - July 31, 2019.

The grant funding will be used according to the requirements of Head Start Program Performance Standards.

Under the grant, the funding for Program Operations is \$9,556,899.00 and the funding for Training and Technical Assistance is \$232,374.00 for a total funding of \$9,789,273.00 for 750 enrolled children.

<b>Early Head Start Funding</b>	
Program Operations	\$9,556,899.00
Training and Technical Assistance	\$232,374.00
<b>Total</b>	<b>\$9,789,273.00</b>



Belkis Torres  
Vice President for Early Head Start

### Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers

# February 2018 – Meal Report

Centers	Breakfast		Lunch		PM Snack	
	# of Meals	% of Meals	# of Meals	% of Meals	# of Meals	% of Meals
America's Little Leaders	206	100%	205	100%	204	99%
Cambridge Academy	412	100%	411	100%	411	100%
Children Of The Sun Academy	189	97%	193	99%	193	99%
Excel Kids Academy Miami	802	100%	802	100%	802	100%
Excel Kids Academy Opa Locka	427	100%	427	100%	427	100%
Kids Small World Learning Center	583	100%	583	100%	583	100%
Kinderkids Academy III	191	98%	194	100%	191	98%
Kinderland 4 Kids	281	100%	281	100%	281	100%
Le Jardin #4	566	100%	567	100%	547	96%
Liberty Academy	708	100%	711	100%	698	98%
Lincoln Marti - 450	1,124	94%	1,124	94%	1,124	94%
Lincoln Marti - 905	282	100%	282	100%	282	100%
Little Ones Academy	346	100%	347	100%	347	100%
Little Red School House	438	100%	438	100%	438	100%

Centers	Breakfast		Lunch		PM Snack	
	# of Meals	% of Meals	# of Meals	% of Meals	# of Meals	% of Meals
LORD's Learning Center, Inc.	260	96%	270	100%	268	99%
Miami Gardens Learning Ctr.	337	96%	350	100%	350	100%
My Little Angels Day Care Ctr.	419	100%	412	98%	412	98%
Naranja Prep Academy Annex	185	95%	193	99%	190	98%
Our Little Hands Of Love	256	100%	255	99%	251	98%
Pink And Blue Academy	96	55%	175	100%	139	79%
Precious Moments Learning Ctr.	650	97%	669	99%	643	96%
Rainbow Intergenerational	233	95%	243	100%	240	98%
Sheyes Of Miami #1	534	100%	534	100%	534	100%
Sheyes Of Miami #3	358	93%	386	100%	386	100%
Sheyes Of Miami Learning Ctr.	667	99%	669	100%	667	99%
Shores School	575	100%	576	100%	576	100%
Wynwood Learning Center	433	99%	438	100%	428	98%
Wynwood Learning Center II	719	100%	719	100%	719	100%
Early Learning Coalition	12,277	98%	12,454	99%	12,331	98%

# Early Head Start (EHS) Continuation Grant

The following documents are part of the yearly EHS continuation grant:

- Application (including goals) and budget narrative justification narrative;
- Results of the self-assessment and improvement plan
- Selection criteria
- Cost allocation plan
- Annual Report
- Sample of partner contract

## Baseline vs. Continuation Grant

- Baseline – first year application that details the program’s plan for the next five (5) years.
- Continuation grant – updates yearly on the baseline for next four (4) years of the grant application.

# Application - Program Goals

- **Goal 1 –create an environment that is developmentally appropriate by:**
  - Providing developmentally appropriate furnishing and materials
  - Doing a health and safety assessment of each site
  - Doing facility improvement and playground installation
- **Goal 2 –strengthening quality of teaching and family services by:**
  - Doing a professional development plan for all teachers
  - Assisting teachers in obtaining a Child Development Associate (CDA) with an Infant and Toddler Endorsement
  - Implementing Community of Practice sessions with teachers

# Application - Program Goals

- **Goal 3 –elevate the overall standard of centers by:**
  - Becoming accredited
- **Goal 4 –opportunity to positively strengthen the parent-child relationship by:**
  - Training staff on a parenting curriculum
  - Offering a parenting sessions for parents
- **Goal 5 –ensure compliance with children’s medical and dental requirements by:**
  - Training Jackson Health System staff on the health performance standards
  - Having Jackson Health System provide care coordination

(The objectives for this goal have changed and the program is seeking to partner with local medical clinics for medical and dental services for children.)

# Application – School Readiness Goals

## **Goal 1 (Social Emotional) –Children will develop and engage in positive relationships and interactions with others.**

- From **0-12 months**, the infant will respond to others and the environment by cooing, smiling, crying, or reaching out.
- From **13-24 months**, the young toddler will show interest in other children when exploring new space or material.
- From **25 – 36 months**, the older will seek support from caregivers to address needs by gesturing or seeking a preferred child to play near and use similar materials.

## **Goal 2 (Language and Communication) –Children will demonstrate receptive and expressive**

- From **0-12 months**, the infant will coo and babble to demonstrate expressive language and turn head, smile, and move arms and legs for receptive language
- 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.
- From **25-36 months**, the older toddler will use language to express thoughts and needs and will point to they and pictures when they are named.

## **Goal 3 (Approaches Towards Learning) –Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.**

- From **0-12 months**, the infant will show interest in the environment by exploring object using all senses and position and move body towards a familiar object.
- From **13-24 months**, the young toddler will engage in exploring their immediate environment and practice an activity many times until successful.
- From **25-36 months**, the older toddler will explore and investigate various ways to make something happen, sustain interests, ask questions and demonstrate the beginning of symbolic play.

# Application – School Readiness Goals

**Goal 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.**

- From 0-12 months, the infant will examine the environment using the senses to explore by mouthing, touching, listening and dropping items.
- From 12-24 months, the young infant will use material such as pencils, modeling clay, or a ball to push, poke, or roll the ball to manipulate an action through trial and error.
- 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.

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

- 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.
- 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.
- 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 to connect blocks, link toys, and play with other materials.



# Application Service Delivery

As part of the continuation application process, the program must provide updates on the Service Delivery:

- Service and Recruitment Area
- Needs of Children and Families
- Chosen Program Option(s) and Funded Enrollment Slots
- Centers and Facilities
- Eligibility, Recruitment, Selection, Enrollment, and Attendance
- Education and Child Development
- Health
- Family and Community Engagement
- Services for Children with Disabilities
- Transition
- Services to Enrolled Pregnant Women
- Transportation

# Updates on Service Delivery

The following are the only areas that had updates:

## **Centers and Facilities:**

- The program terminated contract with: Room 2 Bloom and Greater Love Day Care
- The program entered into contract with: Children of the Sun, Pink and Blue Children's Academy, Littler Once's Academy Corp, and Kinderkids III

## **Eligibility, Recruitment, Selection, Enrollment, and Attendance:**

- The Selection Criteria included 4 new criteria: infant mortality, disaster evacuation, migrant and seasonal workers, and families impacted by gun violence
- Attendance: an attendance success plan was implemented to minimize chronic absences.

## **Education and Child Development:**

- The program has been trained and is in the process of implementing the Creative Curriculum's Coaching to Fidelity tool

## **Health:**

- The program is partnering with local medical providers
- In mental health, the program is partnering with Citrus Health Network to provide classroom and individual strategies.

# Updates on Service Delivery

The following are the only areas that had updates:

## **Family and Community Engagement:**

- The program will add another parenting curriculum that is research-based

## **Transition:**

- The program will be having a Transition Orientation to explain to outgoing parents their different options after Early Head Start.

# Self Assessment Findings

The following were findings from the self-assessment:

## **Disabilities/Mental Health**

Improvement Opportunity: Completing the behavioral and developmental screenings with 45 days for all children.

### Recommendations:

- Retrain staff
- train new staff within 15 days of hire
- administer screenings during parent-teacher conferences or home visits
- implement contractual consequences for non-compliant child care partners

## **Family Services**

Improvement Opportunity: Encouraging Family Engagement

Recommendations: Provide child care partners with in depth training on the Head Start Performance Standards, develop a list of how parents can volunteer with the providers, participate in team building activity that with child care partners to establish a unified partnership that encourages family engagement, stagger staff schedule to accommodate parents' schedules.

## **Health/Nutrition**

Improvement Opportunity: Assist families in understanding and advocating for their child's medical and dental needs.

Recommendations: Invite Medicaid to train parents on prevention and their rights as Medicaid recipients.

# Self Assessment Findings

The following were findings from the self-assessment:

## Fiscal

Improvement Opportunity: Attaining 20% of the Non-Federal Share.

Recommendations: Contract with a consultant to provide onsite technical assistance, refine policies and procedures for collecting and reviewing the non-federal share, and provide targeted training to all staff involved in obtaining and recording the non-federal share.

## ERSEA

Improvement Opportunity: Increase community awareness about the program

Recommendations:

- Identify recruitment opportunities, develop a recruitment plan for the area, and develop a recruitment guidebook.
- Identify staff to support recruitment efforts.
- Develop a plan to increase social media presence.
- ERSEA Manager will join more community focus groups to spread awareness about the Program

Improvement Opportunity: Educate parents on the importance of daily attendance.

Recommendations: Develop a plan for ensuring parents have prior notification of expiring information, tracking children's medical records, monitoring children's attendance, and analyzing reason for absences.

# Self Assessment Findings

The following were findings from the self-assessment:

## Education

Improvement Opportunity: Hiring and retaining teachers with minimum qualifications

Recommendations: identify factors for why teachers resign, analyze reasons why teachers are resigning. develop a plan for recruiting teachers with minimum qualifications and building the community's capacity of infant/toddler teachers

Improvement Opportunity: Ensure teachers are communicating with parents periodically through conferees or home visits.

### Recommendations:

- Edit timeline with due dates to include more specific tasks and topics for teachers to discuss during home visits.
- Create a flyer for parents that inform them that Home Visits and Parent-Teacher Conferences will occur throughout the year (issue during part two of the application)
- Request parent-teacher conference schedule from providers.
- Established set days for home visits.
- Develop and implement a system of consequences when child care partners are non-compliant with contractual requirements.



# Annual Report

FY 2016-2017



## About Us



The Neighborhood Place for Early Head Start (TNPEHS) is a division of the Early Learning Coalition of Miami-Dade/Monroe (ELCMDM). The ELCMDM is the largest of 31 early learning coalitions in Florida. The early learning coalitions administer the funds from the Child Care Development Block Grant (CCDBG), which provides child care subsidies to eligible families. This unique relationship allows ELCMDM and TNPEHS to leverage funding from both CCDBG and the Office of Head Start. Since

2000, the ELCMDM has provided high-quality early education in two counties; Miami-Dade and Monroe.

In 2014, the ELCMDM saw an opportunity through the Office of Head Start to provide comprehensive services to the infants and toddlers in our community and to support early education programs to raise their level of quality. In February 2015, the ELCMDM was awarded the Early Head Start – Child Care Partnership grant. With our strong belief that a unified community plays a vital role in improving the lives of children, it seemed natural to name the project, The Neighborhood Place for Early Head Start.

### Population:

The project is funded to serve 750 children, ages zero to three years, and their families who reside in the Office of Head Start's identified high poverty zip codes.

### Service:

The Neighborhood Place for Early Head Start takes a holistic approach to education. Content area experts are on staff to track all areas of a child's development (health, social emotional, cognitive, nutrition, dental, hearing and vision, etc.). When children demonstrate a delay in their development the program partners with community partners to provide intervention that will foster the child's development. As new research sheds light on children's development, a team of Technical Assistance Specialists work with classroom teachers to ensure that best practices are being used in the center.

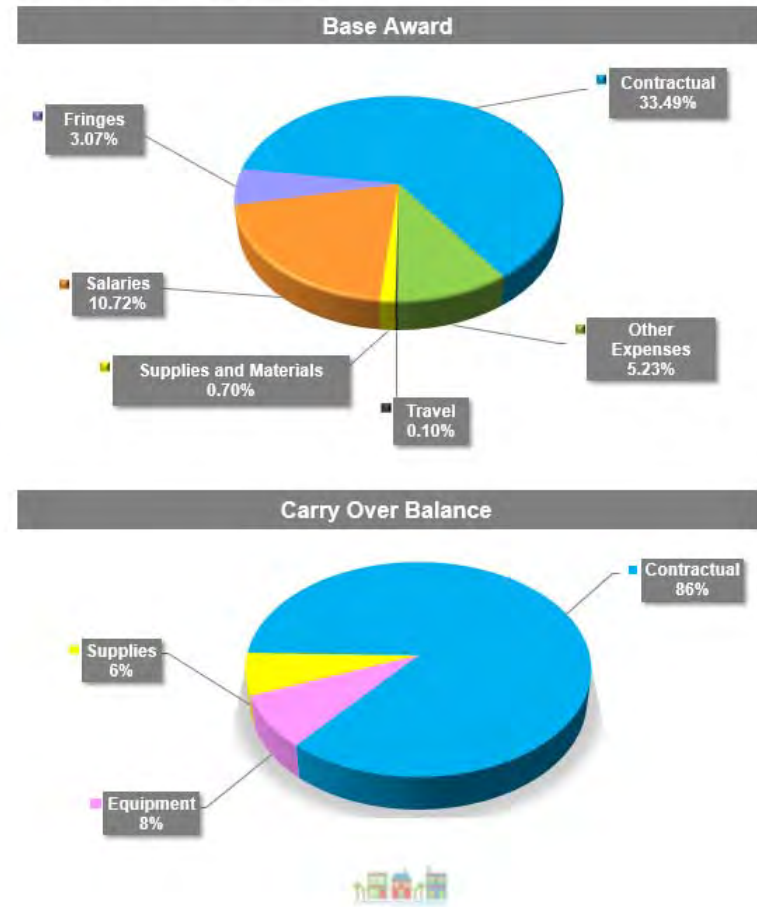
The Neighborhood for Early Head Start recognizes that a successful family contributes to a child's success in school. Therefore, the program works closely with families to identify their strengths, needs, and wants. Based on these outcomes, families develop a Family Partnership Agreement (FPA) with their family advocate. The FPA identifies the family's goal(s) and lists the steps to be taken to achieve the goal(s). Additionally, the program is committed to helping parents build strong relationships with their children. The program selected a strength-based parenting curriculum in which parents are asked to reflect on experiences from their own childhood. With guidance from a facilitator and support from the other parents, the participants reflect on their upbringing to set goals for creating a positive relationship with their children.



2016-2017 Funding Sources



2016-2017 Expenditures





## 2017-2018 Proposed Budget

Category	Budget	% of Budget
Salaries	\$2,027,778.00	14.97%
Fringe benefits	\$668,827.00	4.94%
Travel	\$50,500.00	0.37%
Supplies	\$70,187.00	0.52%
Contractual	\$8,588,892.00	63.42%
Other	\$2,137,615	15.78%
<b>Total Proposed Program Operations Budget (HHS, SR, and CT)*</b>	<b>\$13,543,889</b>	<b>100.00%</b>
<b>Non-Federal Share</b>	<b>\$2,447,215.00</b>	<b>20%</b>

\* HHS = United States Department of Health and Human Services  
 SR = School Readiness (Subsidized Child Care)  
 CT = Children's Trust



## 2016 - 2017 Enrollment



Children are selected for enrollment into The Neighborhood Place for Early Head Start using selection criteria developed based on the program's Community Assessment. The Community Assessment takes a look at the needs of families with children that are age and income eligible for Early Head Start Services. The issues that plague a great number of families are added to programs selection criteria.

Early Head Start must make at least 10% of their enrollment opportunities available to children with disabilities who are eligible for Part C services under the Individuals with Disabilities Education Act (IDEA). The Neighborhood Place for Early Head Start works closely with Early Steps to insure that children with disabilities are included in the program where they have the opportunity to learn with children that do not have disabilities.

Families that are selected for enrollment participate in a comprehensive interview prior to enrollment. The interview is designed to give program staff a closer look at each family's unique set of circumstances and introduce the family to the program. Staff work to identify strengths and barriers and assist the families with planning and strategizing to expound on their strengths and overcome barriers.

Aug. 2016	Sept. 2016	Oct. 2016
740	746	746

Nov. 2016	Dec. 2016	Jan. 2017
712	712	748

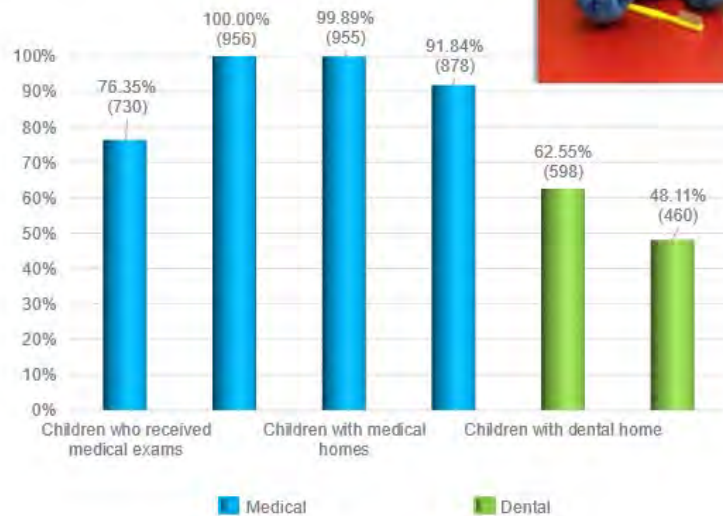
Feb. 2017	Mar. 2017	Apr. 2017
750	750	750

May 2017	Jun. 2017	Jul. 2017
750	749	750



## Medical and Dental Services

The Neighborhood Place for Early Head Start focuses on children's health status by educating parents/guardians on its importance. Families learn of and are connected to organizations in their respective communities that are able to provide needed health services. Such efforts allow parents/guardians to stay abreast of their child's developmental health needs.



## Family Engagement

Family engagement in The Neighborhood for Early Head Start focuses on building relationships with families to promote family well-being, self-sufficiency, community leadership, and advocacy; support strong relationships between parents and their children; foster ongoing learning for both parents and children; and involve parents in the program's decision making process.



Family Engagement Activities	Number of Participating Parents
Goals completed	359
Families who received asset building services	455
Families who received health education	100
Fathers who participated in EHS parent activities	81



### Family Outcomes

The Parent, Family, and Community Engagement (PFCE) Framework is a road map for achieving the types of outcomes that lead to positive and enduring change for children and families. Family Advocates complete a survey, Family Snapshot, with our families at the beginning and end of the program year. The Family Snapshot is utilized to establish goals with families as well as link them to resources within the community for better outcomes. Early Head Start families made progress in several areas: Mental Health/Substance Abuse, Nurturing Relationships, Child Development/Parenting, Family Education at Home, and School Readiness.



Family Outcomes	Housing	Safety	Health	Mental Health/ Substance Abuse	Transportation	Financial Security	Employment	Food and Clothing	Nurturing Relationships	Child Development/ Parenting	Family Education at Home	School Readiness	Education, Training, and Literacy	Volunteering	Transitions	Families and Communities	Leadership and Advocacy
Preliminary:	4	4.4	4.2	4.5	4.3	3.5	2.0	4.4	4.3	4.2	4.3	4.3	3.8	3	3.8	3.8	3.5
Final Assessment:	4	4.4	4.2	4.6	4.2	3.5	2.0	4.5	4.5	4.3	4.5	4.4	3.8	3	3.7	3.7	3.4
Gains*:	0	0	0	0.1	-0.1	0	0	0.1	0.2	0.1	0.2	0.1	0	0	0	-0.1	-0.1

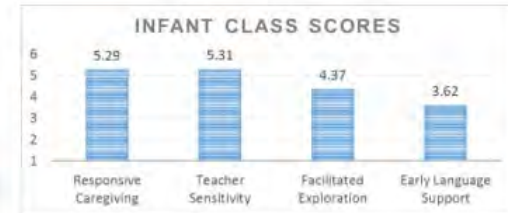
**Legend:**

Thriving =5 Self-Sufficient=4 Stable=3 Vulnerable=2 In Crisis=1

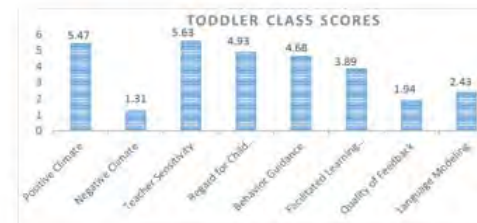
\*Gains are calculated by comparing the results from the preliminary and final assessments.



### Child Outcomes



According to Harvard University's Center on the Developing Child, one of the principles to improve outcomes for children and families is supporting responsive relationships. "Scientists have discovered that the experiences children have early in life—and the environments in which they have them—not only shape their brain architecture, but also affect whether, how, and when the developmental instructions carried in their genes are expressed. This is how the environment of relationships young children experience with adult caregivers, as well as early nutrition and the physical, chemical, and built environments, all get "under the skin" and influence lifelong learning, behavior, and both physical and mental health—for better or for worse." (Three Principles to Improve Child Outcomes, 2017) Child Development and Education Support Services for the Neighborhood Place for Early Head Start targeted teacher-child interactions as a basis for professional development and ensuring that children and families are exposed to rich and responsive environments that positively impact children's readiness for school.



Source: Three Early Childhood Development Principles to Improve Child Outcomes. (2017, October). Retrieved February 8, 2018, from <https://developingchild.harvard.edu/assets/coursepress/ealychildhooddevelopmentprinciplesimprovechildfamilyoutcomes/>



## Federal Review

The most recent federal review occurred on February 14-15, 2017. The following are results from the federal review:

### Compliance/Strengths:

- The grantee was fully enrolled with 750 children.
- Written agreements with partners outlined expectations with fiscal management and reporting requirements.
- Required reports were presented to the Board and Policy Council.
- Staff were participating in Infant/Toddler Child Development Associate (CDA) Credential courses and relevant training opportunities.
- Early Head Start – Child Care Partnership funds were distributed in accordance with cost allocation plan and used to purchase developmentally appropriate toys, materials, and classroom furniture.
- The grantee's budget included layered funding, with 52 percent of its enrolled children receiving subsidy at the time of the review.
- The Children's Trust provided non-federal share to supplement loss of child care subsidies.
- The child care partners supported the grantee with obtaining health information from families.
- The grantee had an increased awareness of the importance of oral health care.
- The grantee service area coordinators ensured initial screenings were completed within the required timeframe.
- The grantee had systems to effectively engage families and family services staff conducted home visits to better understand children's health status and capture developmental concerns.
- Early Learning Coalition of Miami-Dade/Monroe ensured its partners incorporated families into the program.
- Partners strengthened the connection with families by displaying pictures of children and their families and labeling classroom items in English and Spanish.
- The grantee helped partners reduce teaching staff's burden and provided additional support toward meeting family needs by assign a Family Advocate and T/TA Specialist.
- The grantee and its partners created a monitoring system to ensure continuous improvement of the program.

### Opportunities for Strengthening the Program:

- There was a need for partners to become more familiar with and comply with the Head Start Program Performance Standards.
- The agency underestimated the time needed to effectively implement all fiscal process.
- Observation of 11 partnership sites also found inconsistent with the implementation of the curriculum.



## 2016-2017 Audit

The Report on Compliance for each major Federal Program was issued without any findings. The audit was done in compliance with Uniform Guidance, Cost Principals and the Code of Federal Regulations.



## Acknowledgement

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The success of the Neighborhood Place for Early Head Start is a result of many stakeholders who share our purpose in providing infants and toddlers with caring relationships, safe environments, and diverse sensory experiences that builds children's confidence and fosters their development.



Thank you to the Early Learning Coalition of Miami-Dade/Monroe Board, the Early Head Start Policy Council, our parents, child care partners, community partners, and the dedicated staff for your support and invaluable suggestions.

