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  
    Fiorella Altare Christie

    A. Quality Counts Update
    B. Be SMART Campaign
    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
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: ☑️ Neediest Children ☑️ Providers
☑️ Youngest Children ☑️ Internal Capacity
☑️ Educate All ☑️ Funding

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.

<table>
<thead>
<tr>
<th>Early Head Start Funding</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Operations</td>
<td>$9,556,899.00</td>
</tr>
<tr>
<td>Training and Technical Assistance</td>
<td>$232,374.00</td>
</tr>
<tr>
<td>Total</td>
<td>$9,789,273.00</td>
</tr>
</tbody>
</table>
Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers
# February 2018 – Meal Report

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

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

The Neighborhood Place for Early Head Start (TNPEHS) is a division of the Early Learning Coalition of Miami-Dade/Monroe (ELCDDM). The ELCDDM 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 ELCDDM and TNPEHS to leverage funding from both CCDBG and the Office of Head Start. Since 2000, the ELCDDM has provided high-quality early education in two counties; Miami-Dade and Monroe.

In 2014, the ELCDDM 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 ELCDDM 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.

Services:
The Neighborhood Place for Early Head Start takes a holistic approach to education. Content area experts are on staff to teach 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 the role of 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 Place 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 childhoods. 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

- U.S. Department of Health and Human Services (Base Award) $9,694,650.00
- U.S. Department of Health and Human Services (Carry Over Balance) $6,241,456.00
- Office of Early Learning (School Readiness) $333,333.00
- Children’s Trust (Non-Federal Share Cash) $864,455.44
- Non-Federal Share (Goods) $240,408.56

2016-2017 Expenditures

Base Award
- Contractual 33.49%
- Fringes 3.07%
- Salaries 10.72%
- Supplies and Materials 0.70%
- Other Expenses 5.23%
- Travel 0.10%

Carry Over Balance
- Contractual 86%
- Supplies 9%
- Equipment 8%
### 2017-2018 Proposed Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Budget</th>
<th>% of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$2,027,778.00</td>
<td>14.97%</td>
</tr>
<tr>
<td>Fringe benefits</td>
<td>$668,827.00</td>
<td>4.94%</td>
</tr>
<tr>
<td>Travel</td>
<td>$50,500.00</td>
<td>0.37%</td>
</tr>
<tr>
<td>Supplies</td>
<td>$70,187.00</td>
<td>0.52%</td>
</tr>
<tr>
<td>Contractual</td>
<td>$8,888,892.00</td>
<td>68.42%</td>
</tr>
<tr>
<td>Other</td>
<td>$2,137,615</td>
<td>15.78%</td>
</tr>
<tr>
<td><strong>Total Proposed Program Operations Budget (HHS, SR, and CT)</strong></td>
<td>$13,543,889</td>
<td>100.00%</td>
</tr>
<tr>
<td>Non-Federal Share</td>
<td>$2,447,216.00</td>
<td>20%</td>
</tr>
</tbody>
</table>

*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 ensure that children with disabilities are included in the program where they have the opportunity to learn and that disabilities 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.
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.

<table>
<thead>
<tr>
<th>Children who received medical exams</th>
<th>Medical</th>
<th>Dental</th>
</tr>
</thead>
<tbody>
<tr>
<td>76.35% (730)</td>
<td>100.00% (955)</td>
<td>99.89% (955)</td>
</tr>
<tr>
<td>Children with medical homes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>91.64% (878)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children with dental home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48.11% (460)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Family Engagement Activities</th>
<th>Number of Participating Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals completed</td>
<td>359</td>
</tr>
<tr>
<td>Families who received asset building services</td>
<td>455</td>
</tr>
<tr>
<td>Families who received health education</td>
<td>100</td>
</tr>
<tr>
<td>Fathers who participated in EHS parent activities</td>
<td>81</td>
</tr>
</tbody>
</table>
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.

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.

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.
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 Incredibly Talented 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 layed funding, with 62 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 ITTA 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 processes.
- 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

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.