I. Welcome & Introductions  Dr. Judy Schaechter

II. Approval of Minutes  Dr. Judy Schaechter

III. Early Head Start  Belkis Torres

IV. Quality Counts  Fiorella Altare

V. Professional Development Institute  Lidia Clark

VI. Assessments  Dr. Anabel Espinosa

VII. Warm Line  Dr. Anabel Espinosa

VIII. Community Health & Wellness  Wilfredo Ayala
A. New Funding from HFSF
B. Sunbeatables

IX. Public Comments  Dr. Judy Schaechter

X. Adjourn  Dr. Judy Schaechter

Mission: To promote high-quality school readiness, voluntary pre-kindergarten and after school programs, thus increasing all children’s chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social, emotional and intellectual needs of Miami-Dade and Monroe County children with a priority toward the ages before birth through age 5.
Committee Attendees:  Dr. Judy Schaechter, Imran Ali, Gladys Montes (via conference call)

Staff Attendees:  Evelio Torres, Belkis Torres, Fiorella Altare, Sandra Gonzalez, Anabel Espinosa, Kerry Allen, Jackye Russell, Lisa Sanabria, Michelle Meilan, Angelo Parrino, Pamela Hollingsworth

I. Welcome and Introductions
   Dr. Judy Schaechter

II. Approval of Minutes
   Dr. Judy Schaechter
   - Motion to approve by I. Ali.
   - Motion seconded by J. Schaechter.
   - Motion was unanimously passed.

III. The Neighborhood Place for Early Head Start
     Belkis Torres
     - B. Torres provided updates, including program enrollment, referrals of children and families to Jackson Health System and plans for continued development of the Early Head Start Policy Committee. Evelio and the Early Head Start team participated in a conference call with the Head Start Regional Office on November 20th, to discuss school readiness policies and procedures and enrollment and recruitment into the Early Head Start program.

IV. Inclusion and Assessment
    Dr. Anabel Espinosa
    - A. Espinosa provided updates, including ongoing reduction in ASQ3 past due providers. ASQ3 past due numbers are down from 370 in October to 316 in November.
      - The Inclusion and Assessment department also reported on the status of implementation of recommendations from the Inclusion Work Group. The recommendations include the creation of a process flow for intake and referral for families expressing concerns about their child’s development and enhancements to the School Readiness data system (known as the EFS system) to document parent concerns and children with a diagnosed disability. These actions are now complete with ELC Eligibility staff training planned for later this month.
V. The Professional Development Institute

- P. Hollingsworth provided an overview of training efforts which include Teaching Strategies Gold, which Florida now mandates as a pre and post assessment for Voluntary Pre-K (VPK) providers.
  - The Professional Development Institute also reported on Home Instruction for Parents of Pre School Youngsters (HIPPY). HIPPY continues to ramp up and hire staff. HIPPY will begin delivering services in Monroe County in January 2016.

VI. Quality Counts

- F. Altare provided an overview of its current waitlist, which is at zero and lead a discussion of current ratings for the Learning Environment and Staff qualifications. Quality Counts is currently revising its processes.
  - The Performance Funding Pilot, a program that is testing models for tiered reimbursement for providers in high poverty communities is being run by the Office of Early Learning and implemented throughout the state of Florida. The Performance Funding Pilot is in its second year with 29 programs actively participating in Miami-Dade and 2 programs actively participating in Monroe.

VII. Quality Assurance

- M. Meilan reported on the most recent Accountability Monitoring issued by the Office of Early Learning. The Accountability and Monitoring Report included services delivered for School Readiness Eligibility Services from January through March 2015, for VPK during the 2014-2015 program year and the Coalition’s operations from July 1, 2013, through June 30, 2015.

VIII. Sunbeatables

- P. Hollingsworth discussed a possible pilot program: Sunbeatables- sun safety curriculum to teach children about sun protection. This program is a potential partnership with the MD Anderson Cancer Center (University of Texas) and the CATCH Global Foundation. The Programs Committee asked that the staff perform due diligence locally to be sure there would be no duplication of efforts. Action for the Sunbeatables pilot was tabled until the December Programs Committee Meeting.

IX. Adjourn

- Dr. Judy Schaechter
Programs Committee Meeting

Early Head Start
## Enrollment

### Enrollment Update

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Enrollment</td>
<td>590</td>
</tr>
<tr>
<td>Dually Enrolled</td>
<td>285</td>
</tr>
<tr>
<td>Early Head Start Enrolled (only)</td>
<td>305</td>
</tr>
<tr>
<td>Enrollment Opportunities with Current Providers</td>
<td>26</td>
</tr>
<tr>
<td>Enrollment Opportunities with Potential Providers</td>
<td>134</td>
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### Jackson Memorial Health System Referrals

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Referrals</td>
<td>674</td>
</tr>
<tr>
<td>Referrals for Enrolled Children</td>
<td>404</td>
</tr>
<tr>
<td>Referrals for Parents and Siblings</td>
<td>270</td>
</tr>
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</table>
Early Head Start Updates

<table>
<thead>
<tr>
<th>Program Governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Parent Committee organizational meetings were held the week of January 11, 2016.</td>
</tr>
<tr>
<td>• The Policy Council organizational meeting will be held January 28, 2016.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Head Start (EHS) Childcare Partnership Interagency Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion:</td>
</tr>
<tr>
<td>• Presentation on School Readiness determination and eligibility model</td>
</tr>
<tr>
<td>• The ELC’s expansion of the Providers Assessment Portal to include EHS children</td>
</tr>
<tr>
<td>• Transition options for children</td>
</tr>
<tr>
<td>• Meet and greet activities for EHS staff across partnerships</td>
</tr>
<tr>
<td>• Possible unified placement and waitlist for EHS children</td>
</tr>
</tbody>
</table>
Programs Committee Meeting

Quality Counts
Participants: Who is part of QC?

422 early care and education programs
as of December 31, 2015

![Bar chart showing participants of QC as of December 31, 2015.](chart.png)
Priority Programs: Who are we serving?

n = 422 as of December 31, 2015

Priority Program = those serving 30% or more children receiving subsidized care or located in a low-income census tract.
Participants: Who is Accredited?

Percentage of QC Gold Seal Accredited Programs as of December 31, 2015

- Centers: 227
- Family Homes: 18
- Head Start: 7
- RCMA: 6

Gold Seal Accredited
QC Waitlist

(TCT Year 9: July 2015 – June 2016)

Programs on the waitlist for QC as of December 31, 2015 = 5
QC Assessment Levels

Distribution of Learning Environment Levels
n=358 as of December 31, 2015

*64 programs are in some stage of their Self-Study process and will be assessed between Nov 2015-Feb 2016
**QC Assessment Levels**

How are Learning Environment Levels calculated?

<table>
<thead>
<tr>
<th>CENTERS</th>
<th>CLASS Pre-K Emotional Support</th>
<th>CLASS Pre-K Classroom Organization</th>
<th>CLASS Pre-K Instructional Support</th>
<th>ECERS-R Provisions for Learning factor</th>
<th>ITERS-R</th>
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</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>At least 4.0</td>
<td>At least 3.0</td>
<td>At least 1.0</td>
<td>At least 3.0</td>
<td>At least 2.5</td>
</tr>
<tr>
<td>Level 2</td>
<td>At least 4.5</td>
<td>At least 3.5</td>
<td>At least 1.5</td>
<td>At least 3.5</td>
<td>At least 3.0</td>
</tr>
<tr>
<td>Level 3</td>
<td>At least 5.0</td>
<td>At least 4.0</td>
<td>At least 2.0</td>
<td>At least 4.0</td>
<td>At least 3.5</td>
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<tr>
<td>Level 4</td>
<td>At least 5.5</td>
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<td>At least 2.5</td>
<td>At least 4.5</td>
<td>At least 4.0</td>
</tr>
<tr>
<td>Level 5</td>
<td>At least 6.0</td>
<td>At least 5.0</td>
<td>At least 3.0</td>
<td>At least 5.0</td>
<td>At least 4.5</td>
</tr>
</tbody>
</table>
QC Staff Qualifications Levels

Distribution of Staff Qualifications Levels
n=358 as of December 31, 2015

*64 programs are in some stage of their Self-Study process and will be assessed between Nov 2015-Feb 2016
QC Staff Qualifications Levels

How are Staff Qualifications Levels calculated?

<table>
<thead>
<tr>
<th>CENTERS</th>
<th>Formal Education</th>
</tr>
</thead>
</table>
| Level 1 | Lead Teachers: 75% have high school diploma or GED  
Assistant Teachers: 25% have high school diploma or GED |
| Level 2 | Lead Teachers: 100% have high school diploma or GED  
Assistant Teachers: 50% have high school diploma or GED |
| Level 3 | Lead Teachers: 100% have 9 credits or 13.5 CEUs or a combination of the two in EC/CD  
Assistant Teachers: 75% have high school diploma or GED AND 50% have 6 credits or 9.0 CEUs or a combination of the two in EC/CD |
| Level 4 | Lead Teachers: 100% have 15 credits or 22.5 CEUs or a combination of the two in EC/CD or AA+/60 college credits with 12 credits in EC/CD  
Assistant Teachers: 100% have high school diploma or GED AND 50% have 9 credits or 13.5 CEUs or a combination of the two in EC/CD |
| Level 5 | Lead Teachers: 75% have AA/AS Degree with at least 18 credits in EC/CD  
Assistant Teachers: 50% have 12 credits or 18.0 CEUs or a combination of the two in EC/CD or AA+/60 college credits with 6 credits in EC/CD |

Please note: This table is a simplified version of the Staff Qualifications standards requirement
“If you’re not willing to learn then no one can help you. If you’re determined to learn, no one can stop you.”

- The Professional Development Institute *a division of the Early Learning Coalition of Miami-Dade/Monroe* encompasses all types of facilitated learning opportunities. We incorporate a variety of approaches to professional development, including consultation, coaching, and communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

- We also provide comprehensive training on emergent literacy, language development and classroom interactions. Additionally the Professional Development Institute provides instructor led VPK courses required by state legislation. Lastly the Professional Development Institute serves as a clearinghouse for, speakers, educators, and advocates to promote trainings on our community training calendar.
Priority Initiative: Providers

Educate Providers

TS GOLD

Creative Curriculum

MMCI

Early Learning Florida
Florida law requires all private and public VPK providers to administer pre- and post-assessments to all children attending a VPK program (Section 1002.67(3), Florida Statutes). The requirements for 2015-16 are new and include the use of VPK Assessment and Teaching Strategies GOLD®. All VPK providers are responsible for complying with administration and reporting results by specified deadlines. There are two rules that pertain to VPK pre- and post-assessments:

- **Rule 6A-1.09433**, Florida Administrative Code, identifies the instruments to be used for pre- and post-assessment, who can administer the instruments and training assessors must have.
- **Rule 6M-8.620**, Florida Administrative Code, outlines how to order materials, reporting results, deadlines, responsibilities of each early learning coalition and consequences for non-compliance.
## Teaching Strategies GOLD

<table>
<thead>
<tr>
<th>OCTOBER 2015</th>
<th>REF. #</th>
<th>LOCATION</th>
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<tr>
<td>6327</td>
<td>Community Bank of Florida</td>
<td>24</td>
<td>14</td>
<td>10</td>
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<tr>
<td>6328</td>
<td>Keiser University – Miami Campus</td>
<td>24</td>
<td>9</td>
<td>15</td>
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<tr>
<td>6329</td>
<td>First National Bank</td>
<td>20</td>
<td>9</td>
<td>11</td>
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<tr>
<td>6338</td>
<td>God’s Place 4 Kids</td>
<td>20</td>
<td>12</td>
<td>8</td>
<td></td>
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<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td>88</td>
<td>44</td>
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<table>
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<tr>
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<th>REF. #</th>
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<tbody>
<tr>
<td>6401</td>
<td>Keiser University – Miami campus</td>
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<tr>
<td>6402</td>
<td>God’s Place 4 Kids</td>
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<td>17</td>
<td>7</td>
<td></td>
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<tr>
<td>6403</td>
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<td>11</td>
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<tr>
<td>6405</td>
<td>Professional Plaza (Monroe)</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td></td>
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<tr>
<td>6412</td>
<td>World of Kids Academy</td>
<td>19</td>
<td>3</td>
<td>16</td>
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<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td>88</td>
<td>46</td>
<td>42</td>
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<table>
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<th>DECEMBER 2015</th>
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</thead>
<tbody>
<tr>
<td>6428</td>
<td>ELC North Training Room</td>
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<td>14</td>
<td>5</td>
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<tr>
<td>6429</td>
<td>First National Bank</td>
<td>19</td>
<td>13</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>6468</td>
<td>St. James Fisherman (Monroe)</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6502</td>
<td>ELC North Training Room</td>
<td>22</td>
<td>15</td>
<td>7</td>
<td></td>
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<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td>70</td>
<td>50</td>
<td>20</td>
</tr>
</tbody>
</table>
Priority Initiative: neediest children

- Funding Level: $110,000 blended
- Fiscal Cycle: July- June
- 50 TANF/SR eligible children

- Executive MOU with ELCSWF
- HIPPY Job Fair in both counties
- 3 pending offers

- Funding Level: $80,000
- Fiscal Cycle: July- June
- 45 TANF eligible children

- Budget Modification pending
- FL HIPPY Advisory Chair Elect
PRIORITY INITIATIVE: BUILDING INTERNAL CAPACITY

• **Eligibility staff new hire orientation** - PDI coordinated 3 internal trainings for the eligibility department this quarter. The trainings included new hire orientation, BG 1, 3, 5, and income fee schedules/care levels respectively. All department new hires were invited to attend as well as any support specialist identified by their supervisor. Twenty (20) staff attended the trainings which included 3 new hires. Each training was observed by a Family Support Lead. Participants demonstrated through assessment and scores over 90% indicate that learning gains were made. 100% of the training evaluations report that learning objectives were met.
PRIORITY INITIATIVE: BUILDING INTERNAL CAPACITY

TEACHING STRATEGIES GOLD APT TRAINING- In an effort to increase our capacity to train providers on Teaching Strategies Gold, PDI coordinated an APT training for 7 additional trainers. The investment allows PDI to offer more Teaching Strategies Gold trainings. We will now have the capacity to train 200 VPK teachers each month doubling our previous capacity.

OUTCOME DRIVEN TRAINING- ODT is a means to achieve a transfer of learning to the workplace, meaning participants take the knowledge and skills they learn in the training and implement them in the workplace. ODT focuses on behavior while traditional training design focuses on content. This means that the content being delivered in ODT is in support of a behavior to occur in the workplace.

COMMUNITY OF PRACTICE- COP is a social learning concept where a group of people who have a common passion convene to share experiences and practice newly gained skills within a targeted domain. The University of Florida Lastinger Center hosted the COP facilitator training in December. This investment allows us the opportunity to further support our internal and external professional development initiatives.
Programs

Anabel Espinosa, Ph.D.
Director of Research & Evaluation
January 2016
Screening & Inclusion

- Ages & Stages Questionnaire, 3rd Edition (ASQ-3) Compliance
- Inclusion Work Group (IWG): Improved Referral Loops
- Inclusion Work Group (IWG): Documentation & Tracking
Past Due Providers (FY 2015-2016)
Past Due Providers (FY 2015-2016)

![Bar chart showing the number of children with past due ASQ-3 assessments over four months: October 2015 (746), November 2015 (642), December 2015 (823), and January 2016 (521).]
Timeline
Withholding of Provider Payments

- **December 13, 2015**: Report listing # of days Past Due generated and shared with ELC.

- **January 4, 2016**: Data inaccuracies corrected on Provider Portal Test Site.

- **January 18, 2016**: Data inaccuracies corrected on Provider Portal Production Site.

- **February 13, 2016**: Past Due reports will have capture inaccuracies that occurred between January 10- January 18, 2016. Errors will be identified manually.

- **February 18, 2016**: Payments will be notified of providers to withhold payment.

- **February 20, 2016**: Payments withheld.
Warm-Line & Inclusion Department

Anabel Espinosa, Ph.D., Director of Research and Evaluation
Maria “Lucy” Schrack, M.Ed, Inclusion Manager
What is the Warm-Line?

- Florida Statute 1002.82
- A telephone number to provide assistance and consultation about the inclusion of children with developmental delays and children who are at risk for disabilities.
- A service to assist providers and parents concerned about a child’s development.
Florida State Statutes

The 2015 Florida Statutes

Title XLVIII
K-20 EDUCATION CODE

Chapter 1002
STUDENT AND PARENTAL RIGHTS AND EDUCATIONAL CHOICES

1002.82 Office of Early Learning; powers and duties.—

(r) Administer a statewide toll-free Warm-Line to provide assistance and consultation to child care facilities and family day care homes regarding health, developmental, disability, and special needs issues of the children they are serving, particularly children with disabilities and other special needs. The office shall:

1. Annually inform child care facilities and family day care homes of the availability of this service through the child care resource and referral network under s. 1002.92.

2. Expand or contract for the expansion of the Warm-Line to maintain at least one Warm-Line in each early learning coalition service area.
Warm-Line Response

School Readiness funded children

- **Citrus Health Network** provides ASQ-3 follow-up inclusion services to children (birth to kindergarten eligibility) enrolled in School Readiness whose ASQ-3 results indicate a concern or risk for developmental delay.

- **Referral to Help Me Grow**
  - children enrolled in School Readiness who are Kindergarten eligible or older

Non School Readiness funded children

- The Inclusion Team provides follow-up inclusion services to all children (birth to kindergarten eligibility) enrolled in early care settings whose parents or providers indicate a concern or risk for developmental delay via the ELC Warm Line.

- **Referral to Help Me Grow**
  - Child between the ages of birth to Kindergarten eligibility not in early care setting
  - for children who are Kindergarten eligible or older
Warm Line Response: Address Parent Concerns during Eligibility Family Needs Assessment

- Warm-Line Specialist calls parents/guardians who express concerns about their child's development or behavior on Family Needs Assessment (FNA) and confirm the need for additional supports
- If additional supports are needed parent is given contact information for appropriate agency
- Referral Source is also notified of the parent concerns and parent contact information
OEL Reporting Requirements

- Reporting Templates come directly from OEL
- Activity Log
  - Technical Assistance
    - Calls, emails, on site follow up
- Trainings
  - Internal and external trainings categories by Topic
- Narrative (optional)

All data necessary to meet OEL Reporting Requirements is on the Warm Line Log which is archived by Quarter on the Coalition secured network drive (N Drive)
Community Referrals...

- Citrus Health Network Inc.
- Early Steps
- FDLRS
- Help Me Grow
Early Steps Program

For children from birth to 36 months
Early Steps North: (305) 243-5600
Early Steps South: (786) 268-2611
Early Steps Monroe: (305) 289-2779

http://cms-kids.com

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Child Find Program

FDLRS-Florida Diagnostic and Learning Resources System

For children 36 months and older
FDLRS/South: (305) 274-3501
FDLRS/North: (305) 626-3970
FDLRS/Monroe: (305) 293-1646

http://fdlrs-south.dadeschools.net
Community Health & Wellness Programs
Early Childhood Education Structured Physical Activity Training Project

A Childhood Obesity Prevention Project
Nearly 1/3 of U.S. children and adolescents are overweight or obese, and 1 in 3 Miami-Dade County preschool children in subsidized childcare are overweight.

(The Children’s Trust, 2009)

5x
Children who are overweight or obese as preschoolers are 5 times as likely as normal-weight children to be overweight or obese as adults.

www.cdc.gov/vitalsigns
RESEARCH HAS FOUND THAT MANY PRESCHOOLERS IN CHILDCARE SETTINGS ARE NOT MEETING THE RECOMMENDED GUIDELINES OF 2 HOURS OF UNSTRUCTURED AND STRUCTURED PHYSICAL ACTIVITY DAILY.

(Princeton-Brookings, 2006)

Numerous challenges exist for child care centers to provide sufficient opportunities for physical activity, said Dr. Dina Lieser, chair of the Council on Early Childhood at the American Academy of Pediatrics and Director of Community Pediatrics at Nassau University Medical Center in New York.

"Some barriers include a need for improved teacher/caregiver training around recommendations and tools for incorporating opportunities for play throughout the day," Lieser said. "Time demands, curricular demands and regulations sometimes create an environment that doesn't incentivize physical activity."

She also noted that the physical environments of preschool settings may not offer safe spaces for play. Or, they may lack the kind of developmentally appropriate equipment that encourages physical activity.

(CBSNEWS article: May 18, 2015)
Early Childhood Education Structured Physical Activity Project

A Childhood Obesity Prevention Project

OVERVIEW

- Coordinated Approach to Child Health (CATCH) Train-the-Trainer Academy in techniques of structured physical play
- Portable play equipment for each site
- On site technical assistance
- Family activities to promote structured physical activity
Early Childhood Education Structured Physical Activity Project

A Childhood Obesity Prevention Project

ATA-GLANCE

- Funder: Health Foundation of South Florida
- Awarded: December 24, 2015
- Duration: 2 Years
- Funded Amount $160,069 ($90,034.50 yearly)
- Launch Date: March 01, 2016
- Target Service Recipients: 165 ECE centers
- ~4,950 preschoolers and families
- Locations: Miami-Dade North & South, Greater Miami and Broward
‘Helping preschoolers deploy 'superpowers' against sunburn’
Why is sun protection important?

Ultraviolet (UV) rays can cause sunburn and other skin damage leading to skin cancer. Sunburn during childhood is a major risk factor for melanoma, so it is important for children to develop sun protection habits. It is also important for children’s teachers and parents to be protected from the sun, not only to reduce their skin cancer risks, but to model these behaviors for children.
Ray and the Sunbeatables™
A sun safety Curriculum for Preschoolers
Sunbeatables™ Curriculum

• Evidence based, sun safety curriculum to teach children about sun protection. The curriculum consists of five units. Activities cover the following areas of content learning that are adapted from the Head Start Child Development and Early Learning Framework:
  • Creative Arts Expression
  • Language Development/Literacy Knowledge and Skills
  • Science Knowledge and Skills
  • Mathematics Knowledge and Skills
  • Social Studies Knowledge and Skills
Sunbeatables™ Components

• Curriculum for children with music CD
• Teacher training and communications
• Parent Education and Communications
• Preschool policy templates, technical assistance and visual displays
Curriculum Goals

• Children will express why sun protection is important
• Children will express how to protect their skin from the sun
• Teachers are encouraged to serve as sun safety role models
• Children have opportunities to practice and role-model sun protection behaviors for their peers
• Parent communications, tips and resources are provided to encourage family discussion and practice of sun safety at home
Evidence Base for Sunbeatables™ Program

• Randomized trial in 20 Houston-area preschools
• Intervention schools:
  • Teachers practiced sunscreen and shade behaviors for children significantly and more frequently
  • Children wore hats and protective clothing significantly and more frequently
• Teachers had significantly higher levels of:
  • Sun protection knowledge, awareness of the importance of using sunscreen and protective clothing
Miami-Dade/Monroe Pilot:

• Implement Sunbeatables™ in up to 100 preschool classrooms
• MD Anderson Cancer Center provides 1.5 days on-site train the trainer
• MD Anderson Cancer Center provides Sunbeatables™ curriculum toolkit and training materials
• MD Anderson Cancer Center provides technical assistance by phone and email
ECE Programs:

- Identify a ‘sun safety’ champion
- Recruit staff to attend training
- Teach sun safety lessons in the classroom
- Promote year round sun safety behaviors
- Report site demographic information and participate in program evaluations as requested
- Share stories, pictures and other highlights with families and the community
Early Learning Coalition of Miami-Dade/Monroe:

• Travel Costs for 2 MD Anderson Cancer Center staff to deliver 1.5 day train the trainer

• Provide training for up to 100 preschool teachers over 1.5 days: 3 sessions total (through Professional Development Institute)

• Monitor progress through: conference calls, three group meetings
Questions?