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.

Program, Policy and Strategy Committee Meeting
Monday, February 28, 2022; 7 am
Meeting ID: 939 4189 3575
Passcode: ELC022822

I. Welcome & Introductions
   Gladys Montes

II. Approval of Minutes
   Gladys Montes
   • Motion to approve January 24, 2022 minutes

III. Early Head Start
     Belkis Torres
     A. Attendance
     B. Meals
     C. Annual Report
     D. Program Goals Update
     E. School Readiness Goals Update

IV. Professional Development Institute
    Pam Hollingsworth
    A. Early Childhood Apprenticeship Program
    B. Early Childhood Internship Program

V. Citrus Health Network
   Dr. Anabel Espinosa

VI. American Rescue Plan Act Grant
    Fiorella A. Christie

VII. Legislative Session Update
     Victor Caballero

VIII. Public Comments
      Gladys Montes

IX. Adjourn
    Gladys Montes
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.
B. 01242022-02 EHS Recruitment and Selection Plan

- S. Seraphin shared the EHS Recruitment and Selection Plan

C. Motion to approve Resolution 01242022-02 EHS Recruitment and Selection Plan-Dr. Zapata
   - Motion seconded by E. Fluney
   - Motion unanimously passed.

IV. Bill Tracking information

- Victor Caballero discussed Early Learning Coalition of Miami Dade/Monroe 2022 Advocacy Priorities and committee members were sent received an email with the information.

IV. Early Head Start

- B. Torres shared the following:
  - Early Head Start attendance and meal reports. There was a decrease in attendance.

V. Professional Development Institute

- P. Hollingsworth shared the following:
  - Update on the Workforce Development Program progress with
  - First class of interns have graduated and the program will continue.
  - Currently recruiting new employers and visiting sites.
  - The Apprenticeship Program updates: currently on hold until we hear from the Department of Education.

VI. Public Comments

- Gladys Montes, Chair

VII. Adjourn

- Gladys Montes, Chair
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SUMMARY

During the 2020-2021 program year, the Early Head Start program continued to navigate the uncertainties and challenges of the pandemic stemming from the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), commonly known as COVID-19. With unparalleled spikes of infection and the development of variant strands, families were afforded the option to receive virtual services. A few Early Head Start centers remained open throughout the early months of the pandemic providing services to families who had to go to work. Other centers distributed meals to ensure children and their siblings had something to eat for the day.

At the start of the 2020-2021 program year, all centers opened their doors for families needing childcare. Through the program's weekly newsletters, families received a constant flow of information regarding organizations that were providing support to the community, such as food bank distributions. A community partner, the Miami Diaper Bank, supplied free diapers and clothes that were distributed to families who were unemployed or experiencing financial hardships.

The pandemic made way for virtual trainings and meetings. Early Head Start parents participated in live virtual art classes, virtual soap making courses, virtual salsa lessons, and virtual cooking demos to name a few. Teacher professional development continued to be held virtually through a live platform or video library. As the program year progressed, more and more children began attending classes in-person.

The program provided Personal Protective Equipment (PPE) to keep staff and children protected. Despite an unprecedented national human resource shortage, low enrollment, and COVID exposure incidents, Early Head Start stayed focused on its mission to continue serving children and families.
2020-2021 FUNDING SOURCES

Total: $15,415,612.58
2020-2021 EXPENDITURES

- **COVID Relief**: $322,881.00 (2%)
- **Salaries**: $2,330,141.62 (17%)
- **Fringes**: $854,778.73 (6%)
- **Supplies and Materials**: $317,435.61 (2%)
- **Equipment**: $86,905.65 (1%)
- **Contractual**: $7,628,924.45 (53%)
- **Other Expenses**: $2,741,443.52 (19%)

*Additional COVID funding was awarded in April 2021 and remained unobligated at end of fiscal year. COVID funding award period started April 1, 2021 and ends March 31, 2023. This funding will overlap three fiscal years.*
2021-2022 PROPOSED BUDGET

Total: $11,936,015.00

- Salaries: $2,641,172
- Fringe Benefits: $949,668
- Supplies: $96,492
- Equipment: $25,000
- American Rescue Plan (COVID Supplement): $1,123,102
- Contractual: $6,349,619
- Other: $750,962
- Supplies: $96,492
- Equipment: $25,000

Total: $11,936,015.00
PROGRAM ENROLLMENT

Early Head Start provides services in five (5) high poverty areas in Miami-Dade County: Liberty City, Little Havana, Hialeah, Miami Gardens/Opa-Locka, and Homestead/Florida City. The program recruits year-round to increase community awareness, encourage families to apply for services, and ensure the neediest families in the community are selected. In order to ensure selection is fair, our program develops a selection plan that details the point system that will be used to identify and select the neediest applicants. Families with the highest points are selected to fill enrollment opportunities. The plan is evaluated yearly to consider changes impacting the community.

<table>
<thead>
<tr>
<th>Children Served</th>
<th>Families Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>902</td>
<td>819</td>
</tr>
</tbody>
</table>

% of Eligible Children served in 20-21: 60%

Average Monthly Enrollment: 95%
SPECIAL NEEDS ENROLLMENT

Research has proven that the brain grows rapidly during the first few years of life and its plasticity makes it easier to influence the architecture of the brain; therefore, early intervention is key to maximizing learning opportunities and minimizing any potential delays. The Early Head Start Program reserves a minimum of 10% of enrollment for children with an identified disability. Children who enter the program are identified as needing service through a developmental screening called Ages and Stages Questionnaire, 3rd Edition. In partnership with the local Part C lead agency, Early Steps, and with parental consent, children are referred for an in-depth evaluation to determine eligibility. Children who meet the criteria for intervention receive an Individualized Family Support Plan (IFSP) detailing the type and amount of intervention services to be received. Services are provided in an inclusion setting where children receive services in their natural environment and teachers play a supportive role in the progression of development. The Early Head Start Program works closely with families to make accommodations and support the implementation of the plan.

Number of Children with Identified Disability

- **Speech/Language Impairment**: 5
- **Autism**: 3
- **Orthopedic Impairment**: 0
- **Intellectual Disability**: 1
- **Non-Categorical/Developmental Delay**: 101

Total Number of Children Served: 109

CHILD OUTCOMES

During the 2020-2021 school year, children continued to experience learning in varied, non-traditional methods. Many children received educational virtual experiences at home throughout the program year. The Program facilitated support groups to give teachers an opportunity to discuss and share their own practices and experiences with implementing a virtual learning process. Teachers shared challenges and triumphs, as well as brainstormed strategies to improve the experience for children and families.

In order to support children's growth, teachers partnered with parents by providing individualized, developmentally-appropriate activities to implement at home. To facilitate communication and capture the outcomes of the virtual learning activities, the program developed a tip sheet with questions to guide teacher's conversations with families. The questions also enabled teachers to objectively document what children were able to do and plan accordingly to continue children's learning and development.

Additionally, the Early Head Start (EHS) program partnered with the Miami Children's Museum to enhance the curriculum in EHS classrooms with Science, Technology, Art, and Math Integration. The integration program encouraged teachers and their young children to engage in experiential learning and problem solving, to embrace collaboration, and foster a thoughtful and creative approach to new experiences and concepts.

2020-2021
Teaching Strategies Gold
Percentage of Children Meeting and Exceeding Expectations
PROFESSIONAL DEVELOPMENT

The program offered professional development and training opportunities to teachers and staff to support School Readiness:

“The Magic Wand”, Effective moves to reduce inappropriate behaviors
Participants learned to combine several strategies when responding to challenging behaviors and difficult situations with more intentional and preventive practices.

“Baby Shark Dododo”, Dealing with biting and hitting incidents
Participants gained understanding about the reasons and purposes of young children’s hitting and biting and reviewed ideas and effective strategies for responding appropriately.

Understanding School Readiness Goals
Participants’ knowledge and understanding of the purpose of School Readiness Goals were strengthened. Children’s progress towards meeting goal expectations were shared and strategies to increase areas below expectation were developed.

Building Compassionate Awareness in Early Childcare & Education
Participants learned why developing compassion towards self and others is a valuable practice that helps reduce the burden of self-criticism, shame and guilt while cultivating acceptance, patience and happiness.

Healthy Teacher Training by Common Threads
Participants were empowered to improve their personal health and wellness, act as healthy role models for students, and build a school culture of wellness.

Intentional Observation and Documentation
Participants learned the importance of intentional observations and strategies for effective note taking, with focus on anecdotal notes.

Safe Sleep and Sweet Dreams for Infants
Participants learned how to create a safe sleep environment in the childcare setting. Participants also gained a greater understanding of the risk factors for Sudden Infant Death Syndrome (SIDS) and other sleep-related causes of infant death, as well as strategies to reduce these risks.

Creative Curriculum Lesson Planning
Participants were trained on how to create intentional lesson plans using the Creative Curriculum for Infants, Toddlers and Twos. This session included group and individual planning through routines and experiences, and exploring other curriculum resources.
**Cut the Cooties! Communicable Disease Prevention in Child Care**
Participants learned how diseases are transmitted and discovered preventative measures for limiting the spread of disease in child care facilities. Course content included: proper hand washing, diapering procedures, and methods for sanitizing and disinfecting the classroom environment.

**Aligning Observations with the Objectives for Development and Learning Dimensions**
Participants learned how to align their child observations with the Objectives/Dimensions in Teaching Strategies Goals (TSG), assign the appropriate levels according to the documentation, and review the connection between their finalized notes and the reports available in Teaching Strategies.

**Keeping Our Children Safe**
Participants learned about potential safety hazards in child care settings and how to address them. The course also included information about planning for emergencies and how to respond to specific emergency situations, including first aid and CPR procedures.

**Safe Spaces and Places to Grow and Learn**
Participants learned how to create and maintain a safe environment for young children, identify risk factors for injury at each stage of development, and implement strategies to prevent injury, such as active supervision.
FAMILY ENGAGEMENT

During the 2020-2021 program year, activities were offered to engage, educate, and inspire parents.

**TRANSITION MEETINGS**
Parents were informed of their child’s transition as soon as the family was enrolled for services. The family advocates began the transition process by meeting with parents six months before a child turned 3 years old.

**NUTRITION TRAININGS**
Parents were encouraged to participate in several activities throughout the year related to nutrition. One activity was the Li’l Foodies Virtual Cook Along where parents received live cooking instructions for healthy meals.

**FINANCIAL WELLNESS**
In partnership with Dade County Federal Credit Union, parents received financial literacy trainings on topics such as financial wellness, basic budgeting and understanding credit.

**SCREENINGS AND ASSESSMENTS**
Children were screened within the first 45 days of enrollment for social emotional and developmental concerns. Results were discussed with parents and recommendations were made accordingly.

**PARENT ORIENTATION**
This activity was coordinated at the beginning of the program year to explain the program to parents and share information on all the services available. The importance of parent engagement was emphasized.

**FAMILY GOAL SETTING**
As part of this process, parents worked with their family advocates to identify a goal and set a plan of action to accomplish their goal(s).

**SELF-ASSESSMENT**
Parents worked with staff to identify program strengths and opportunities for improvement. Parents made recommendations for continuous quality improvement.

**DADS TAKE YOUR CHILD TO SCHOOL**
The State’s Dads Take your Child to School Day was an opportunity to celebrate and highlight the importance dads and father figures have in children’s lives.

**PARENT COMMITTEE MEETING AND POLICY COUNCIL**
Parent Committee and Policy Council were ways for parents to be a part of the decision-making process and support the school and program in making positive changes.

**SALSA DANCING**
The fun and unique salsa dancing class taught parents and their children the art of salsa dancing. Trainers educated families about the physical and cognitive benefits of dancing.

**ENERGY EFFICIENT TRAININGS**
In collaboration with WE-LAB (Water Energy Learning and Behavior), parents learned how water and energy are connected. This training provided tips on conservation and long-term sustainability of the environment.

**MOMPRENEUR TRAINING**
The training assisted mothers in obtaining the tools needed to start or plan their own business. Attendees learned how to assess where they are and visualize attainable goals.

**SOAP MAKING COURSE**
Parents received training on creating natural soaps and how it could be developed into a stream of income. Parents also learned about the benefits of using natural soaps without preservatives and the positive effects it has on treating skin conditions.
FAMILY OUTCOMES

The Early Head Start program takes a collaborative approach when working with the family unit. Each childcare partner is assigned a family advocate who is culturally and linguistically competent in the different cultures and languages of the parents. Family advocates build and sustain positive relationships with their families through the agency's Family Needs Assessment as well as the goal setting process. The Family Needs Assessment, also known as the "snapshot", is a strength-based approach that focuses on the family's strengths and identifies the needs. This process is completed twice a year. The first assessment is used to provide resources and facilitate the goal setting process. The second assessment measures the family's growth as well as the effectiveness of the program's interventions and resources. Family advocates also use the needs assessment to identify potential trainings for families.
MEDICAL AND DENTAL SERVICES

The Early Head Start Program focuses on children’s health status by educating parents/guardians on its importance. Educating families involves fact sharing and connecting parents to organizations in the community that are able to provide needed health services and information. This allows parents/guardians to understand their children's medical and dental needs as well as to become informed advocates for their children. Research has shown that children living in poverty are less likely to have routine care and continuity of a home health provider\(^2\). Family advocates from the Early Head Start Program work with connecting families to a medical and dental home so that children have a managed and continuous form of health care. Family advocates track children’s medical and dental care to ensure children are receiving regular care. Despite these efforts, there is a continuous challenge with having parents understand the importance of early dental care. Therefore, the program developed a partnership with the State of Florida’s Department of Health to provide dental exams to children through the Seals on Wheels Mobile Dental Program.

NUTRITION SERVICES

During the 2020-2021 program year, Early Head Start maximized virtual opportunities by featuring monthly live virtual cooking demos called Li’l Foodies Cook Along Virtual Cooking Demos. Along with the Early Head Start Nutrition Manager and her daughter, parents were encouraged to cook with their toddlers using suggested age-appropriate cooking techniques. At each session, five (5) participants had a chance to win a $50.00 gift card from Publix, donated by Publix Charities to promote the initiative and incentivize participation.

The program continued its focus on reducing childhood obesity and promoting healthy habits for children through the implementation of Healthy Kids, Healthy Future from Nemours Children’s Health System. A second cohort of forty-seven (47) teachers were trained on making positive and healthy changes in their classrooms and building healthy habits with lasting impact on children. Upon completion of the training childcare partners were eligible to apply for HERO’s (Healthy Environments for Reducing Obesity) award, a program of the Health Council of Southeast Florida supported by funding from Nemours Children’s Health System.

<table>
<thead>
<tr>
<th>Month</th>
<th>Breakfasts Served</th>
<th>Lunches Served</th>
<th>Snacks Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2020</td>
<td>6,708</td>
<td>6,740</td>
<td>6,703</td>
</tr>
<tr>
<td>September 2020</td>
<td>8,808</td>
<td>8,828</td>
<td>8,790</td>
</tr>
<tr>
<td>October 2020</td>
<td>8,908</td>
<td>8,932</td>
<td>8,893</td>
</tr>
<tr>
<td>November 2020</td>
<td>7,770</td>
<td>7,774</td>
<td>7,736</td>
</tr>
<tr>
<td>December 2020</td>
<td>8,592</td>
<td>8,616</td>
<td>8,574</td>
</tr>
<tr>
<td>January 2021</td>
<td>8,939</td>
<td>8,960</td>
<td>8,928</td>
</tr>
<tr>
<td>February 2021</td>
<td>9,269</td>
<td>9,322</td>
<td>9,283</td>
</tr>
<tr>
<td>March 2021</td>
<td>11,137</td>
<td>11,227</td>
<td>11,176</td>
</tr>
<tr>
<td>April 2021</td>
<td>10,427</td>
<td>10,502</td>
<td>10,445</td>
</tr>
<tr>
<td>May 2021</td>
<td>10,140</td>
<td>10,258</td>
<td>10,202</td>
</tr>
<tr>
<td>June 2021</td>
<td>10,800</td>
<td>10,954</td>
<td>10,893</td>
</tr>
<tr>
<td>July 2021</td>
<td>9,346</td>
<td>9,538</td>
<td>9,464</td>
</tr>
</tbody>
</table>
## SPECIAL DIETS

In 2020-2021 program year, there were a total of fifty (50) children with food allergies from twenty (20) different foods, some having multiple food allergies. The most common allergens were dairy (27), eggs (12), and seafood (8). Special menus were created to accommodate the special diets.

### Breakdown of Food Allergies

<table>
<thead>
<tr>
<th>Food</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples</td>
<td>1</td>
</tr>
<tr>
<td>Asparagus</td>
<td>1</td>
</tr>
<tr>
<td>Bananas</td>
<td>3</td>
</tr>
<tr>
<td>Blueberries</td>
<td>1</td>
</tr>
<tr>
<td>Carrots</td>
<td>1</td>
</tr>
<tr>
<td>Chicken</td>
<td>1</td>
</tr>
<tr>
<td>Chocolate</td>
<td>1</td>
</tr>
<tr>
<td>Corn</td>
<td>1</td>
</tr>
<tr>
<td>Dairy</td>
<td>27</td>
</tr>
<tr>
<td>Eggs</td>
<td>12</td>
</tr>
<tr>
<td>Fish</td>
<td>3</td>
</tr>
<tr>
<td>Kiwi</td>
<td>1</td>
</tr>
<tr>
<td>Lentils</td>
<td>1</td>
</tr>
<tr>
<td>Peanuts</td>
<td>7</td>
</tr>
<tr>
<td>Seafood</td>
<td>8</td>
</tr>
<tr>
<td>Sesame</td>
<td>1</td>
</tr>
<tr>
<td>Soy</td>
<td>5</td>
</tr>
<tr>
<td>Sweet Potatoes</td>
<td>1</td>
</tr>
<tr>
<td>Tree Nuts</td>
<td>3</td>
</tr>
<tr>
<td>Wheat</td>
<td>2</td>
</tr>
</tbody>
</table>
MENTAL HEALTH SERVICES

Social-Emotional Development is a critical foundation for children's success in school and life. For this reason, the program ensures teachers are knowledgeable and well-equipped with strategies for promoting children's social and emotional development. During the 2020-2021 school year, the program offered social emotional trainings on two (2) models that support children's social emotional growth.

**The Pyramid Model Training:** The Pyramid Model promotes young children's healthy development and prevents challenging behaviors. Teachers learned the reasons and purposes of young children's challenging behaviors, effective strategies to respond appropriately, and ways to combine several strategies when responding to difficult situations using more intentional and preventative practices.

**Conscious Discipline:** The evidence-based, trauma informed trainings from Conscious Discipline provided the relationship-based competencies necessary to create a strong foundation for optimal brain development, mental health, resilience and social-emotional development. Teachers learned about the Brain State Model to understand the states that are most likely to produce certain behaviors in children and themselves. The trainings discussed self-regulation and breathing techniques to assist teachers as well as children to self-regulate.

Additionally, the program finds it important for staff to focus on their own emotional health to better support children and families' well-being. Voluntary mindfulness activities were available for teachers during professional development days and to staff during the monthly staff meetings. A series of Stress Management Trainings were offered for staff to learn how to reduce stress and increase health and well-being within the workplace. Staff learned to identify stressors, how the stressors affect them, and ways to build resilience.

| Number of Mental Health Consultations with Staff | 99 |
| Teachers were given strategies and techniques they can implement in the classroom to support children's social emotional development. Some strategies and techniques were specific to an individual child, while universal techniques were provided to foster an environment that promotes the social and emotional well-being of all children. |

| Number of Mental Health Consultations with Parents about a Child | 93 |
| Mental health consultations with parents strengthen parenting skills by providing strategies to positively address difficult and challenging situations and behaviors. During consultations parents are provided strategies and techniques they can implement at home to support their child's social emotional development. |

| Total Hours of Mental Health Consultations or Observations | 205 |

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*Early Learning Coalition*

*Office of Head Start*

*Children’s Trust*
FINANCIAL AUDIT RESULTS

EARLY LEARNING COALITION OF MIAMI-DADE/MONROE, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS - FEDERAL AWARDS PROGRAMS AND
STATE FINANCIAL ASSISTANCE
FOR THE YEAR ENDED JUNE 30, 2021

SECTION I – SUMMARY OF AUDITOR’S RESULTS

Financial Statements
Type of auditor’s report issued: Unmodified

Internal control over financial reporting:
Material weakness(es) identified? Yes No

Significant deficiency(ies) identified that are not considered to be a material weakness(es)? Yes No

Noncompliance material to financial statements noted? Yes No

Federal Awards and State Financial Assistance
Internal control over major federal programs and state projects:
Materialweakness(es) identified? Yes No

Significant deficiency(ies) identified that are not considered to be a material weakness(es)? Yes No

Type of auditor’s report issued on compliance for major programs Unmodified

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance or Chapter 10.650, Rules of the Auditor General? Yes No

Identification of major programs:

<table>
<thead>
<tr>
<th>CFDA/CFSA Number</th>
<th>Name of Federal/State Program or Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.575, 93.596</td>
<td>Child Care Development Fund (CCDF) Cluster</td>
</tr>
<tr>
<td>93.558</td>
<td>Temporary Assistance for Needy Families</td>
</tr>
<tr>
<td>48.108</td>
<td>VPK State General Funds</td>
</tr>
</tbody>
</table>

Dollar threshold used to distinguish between Type A and Type B programs:
– Federal
   $ 3,000,000
– State
   $ 1,315,866

Auditee qualified as low-risk auditee? Yes No
FEDERAL REVIEW RESULTS

The program received April 12, 2021 a noncompliance for the following:

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

The program successfully addressed the non-compliance as reported on October 25, 2021:

The grantees provided support for effective classroom management and positive learning environments, supportive teacher practices, or strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns. The program strengthened its policies and procedures, training, and monitoring to ensure teacher-child ratios were maintained and to mitigate the risk of child safety incidents.

The program strengthened its active supervision and classroom management, and teacher-child ratio policies and procedures to clarify staff's knowledge of teacher-child ratio requirements. A review of the policies and procedures regarding classroom ratios and group sizes stipulated teachers must ensure all children remain under their supervision, and under no circumstance would a child be left alone. A review of the active supervision and classroom management procedure found new strategies were designed to encourage effective and proactive supervision.

In an interview, the director of child development and education support services stated the effective teacher practices policy was reviewed and revised to promote using transition activities to provide ample time to transition. The effective teacher practices procedure confirmed the directive for staff to implement supportive and responsive transition activities for children. A review of the onboarding-child care partners policy and procedure for new employees found revisions included the requirement for staff to implement the Pyramid Model to promote social-emotional development and prevent challenging behaviors.

Training was provided to improve staff's understanding of appropriate teacher/child interactions, child-safety incident prevention, staff wellness, and challenging behaviors. A review of training documents found child care partner staff completed the trainings. In an interview, the Early Head Start director stated an outside source provided training to teachers on conscious discipline and stress management. Additionally, a review of Region IV Head Start Training and Technical Assistance agendas and training documents found program staff were provided technical assistance in the areas of ongoing educational monitoring and staff wellness.

The program enhanced its monitoring of program and partner staff. The Early Head Start director stated the program's education team monitored partners' weekly staffing plans. The plans provided the education team with an understanding of how partners staffed their centers. A review of staffing plans, daily Early Head Start Staff coverage forms, and regulatory monitoring visit forms found a platform for continuous monitoring and analysis of teacher staffing patterns to ensure sufficient classroom coverage and correct staff-child ratios were maintained.

The Early Head Start director stated the child care partner involved in the incident decided not to renew its contract and was no longer a partner as of August 1, 2021.

The grantees provided support for effective classroom management and positive learning environments, supportive teacher practices, or strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns. This area of noncompliance is corrected.
ACKNOWLEDGMENTS

The success of the Early Head Start program is a result of the leadership and support from the Early Learning Coalition of Miami-Dade/Monroe Board and the Early Head Start Policy Council. The comprehensive services offered to parents would not be possible without the community partners who share the program's commitment to the children and families of this community. Turning the wheels of the program can be credited to the childcare partners and all the Early Learning Coalition staff, in particular the Early Head Start staff, who are driven by the mission of setting children on a path to success by providing high quality early childhood education and guiding parents as their child's first teacher.
Early Head Start Slides Summary

**Program Goals Update**

The Early Head Start program continues to show progress in the three goals:

Goal 1: Increase the selection pool of eligible children in the community.

Goal 2: Increase teacher motivation and self-confidence by becoming peer trainers and coaches, which can contribute to teacher retention.

Goal 3: Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff.

**School Readiness Goals Update**

Compared to last year, the program has seen an increase in the number of children meeting or exceeding the areas of development. The program will analyze the data to determine factors contributing to children’s growth, identify trainings and materials to support continued progress, and train childcare administration on the significance of the data.

**Annual Report**

The 2020-2021 Annual Report covers the following information:

- Funding Sources
- Expenditures
- 2021-2022 Proposed Budget
- Program Enrollment
- Special Needs Enrollment
- Child Outcomes
- Professional Development
- Family Engagement and Outcomes
- Medical, Dental, Nutrition, and Mental Health Services
- Financial and Federal Review Results
Attendance

% of Average Monthly Attendance (Upward Trend is Good)

- **Nov-21**: 83.00%
- **Dec-21/FY22-Q2**: 74.46%
- **Jan-22**: 81.59%

**Source**: ChildPlus
Monthly Meals

% of Monthly Meals Served (Upward Trend is Good)

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

Source: ChildPlus
### Program Goal Update

**Goal 1: Increase the selection pool of eligible children in the community.**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
</thead>
</table>
| Increase waitlist by 10% over the number of transitioning families for each community served by the program. | Between August 2021 through February 2022, the program was able to meet and maintain a waitlist of 10% of children as follows:  
• at twelve (12) centers, this objective was met 100% of the time during the specified period.  
• at six (6) centers, this objective was met over 50% of the time during the specified period.  
• at four (4) centers, this objective was met this objective less than 50% of the time but were close at meeting the objective. |
| Increase customer satisfaction by 10% each year of the 5-year project. | The program uses exit interviews when families separate from the program and satisfaction surveys to assess parents’ experiences in the program. Feedback from the surveys are used to address any concerns brought up by families. In the past year, 93% of families who left the program reported positive experiences while enrolled. This program year, 94.5% of families have shared that they were satisfied with the services offered by the program. To increase responses, the program continues to promote the surveys for waitlisted parents and families who are in the application process. |
| Conduct a coordinated annual open house at each center. | Due to COVID restrictions, the program has not been able to coordinate open house activities. Last year, partners worked on creating virtual video tours as a substitute for the open house. Four (4) centers completed their open house videos. The remaining expressed challenges with having the equipment and ability to produce a video. Consequently, the program will solicit assistance from a professional to create the videos. |
Program Goal Update

Goal 2: Increase teacher motivation and self-confidence by becoming peer trainers and coaches, which can contribute to teacher retention.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Identify and train five (5) teachers to coach peers in the implementation of the Science, Technology, Engineering, Art, and Math (STEAM) Integration Project by the end of year two (2) of the 5-year project.</td>
<td>Teachers who previously participated in the STEAM Project will be invited to apply as Peer Coaches for this year's cohort. The new cohort is anticipated to begin in the Spring of this program year.</td>
</tr>
<tr>
<td>Select and train two (2) teachers, by the end of year one (1) and every year after, to be co-trainers for a session during the annual Professional Development days, for a total of 8 co-trainers at the end of the five-year project.</td>
<td>Two (2) teachers will co-facilitate a curriculum related training with Technical Assistance Specialists during the Summer 2022.</td>
</tr>
</tbody>
</table>
Program Goal Update

Goal 3: Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff.

<table>
<thead>
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<tr>
<td>Conduct seven (7) cohorts of nutrition education training each year, for a total of 35 cohorts at the end of the 5-year project.</td>
<td>There were six (6) Family Nutrition Program (FNP) education sessions performed and one (1) WIC session that was offered to all enrolled families, for a total of seven (7) sessions. The FNP sessions focused on creating healthy snacks for children and families and how to include budget-friendly healthy foods, like canned beans and vegetables in everyday meals. The session performed by WIC covered the topics of breastfeeding, starting babies on solid foods, and picky eating in young toddlers.</td>
</tr>
<tr>
<td>Provide support to five (5) centers a year in attaining Breastfeeding-Friendly Designation (BFFD).</td>
<td>Six more centers received Breastfeeding Friendly Designation for a total of sixteen (16) centers. The following centers have been designated as Breastfeeding Friendly:</td>
</tr>
<tr>
<td>2. It's a Small World VII (new for 21-22)</td>
<td>10.  LORD’s Learning Center (new for 21-22)</td>
</tr>
<tr>
<td>3. Kids Small World</td>
<td>11.  Pink and Blue</td>
</tr>
<tr>
<td>4. Kinderkids Academy 3</td>
<td>12.  Rainbow Intergenerational</td>
</tr>
<tr>
<td>7. Lincoln Marti 905</td>
<td>15.  Step Above (new for 21-22)</td>
</tr>
<tr>
<td>8. Little Ones Academy</td>
<td>16.  The Carter Academy II (new for 21-22)</td>
</tr>
</tbody>
</table>
Goal 3: Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff.

<table>
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<td>Train and implement a supplemental nutrition curriculum, Healthy Kids,</td>
<td>Total of forty one (41) teachers and directors from seventeen (17) classrooms at six (6) childcare partner sites participated in Healthy Kids, Healthy Future training during 2021-2022 program year. To date sixty-one (61) of the approximately 100 classrooms have participated in training.</td>
</tr>
<tr>
<td>Healthy Future by Nemours, in 20 classrooms per year for a total of 100</td>
<td></td>
</tr>
<tr>
<td>classrooms by the end of the 5-year project.</td>
<td></td>
</tr>
</tbody>
</table>
## Program Goal Update

Goal 3: Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff.

<table>
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<td>Provide quarterly information, resources, and activities that will promote wellness in general to include physical health, nutrition, and mental health.</td>
<td>Since the last grant application submission the program has promoted wellness in the following ways:</td>
</tr>
<tr>
<td>1. Several Early Head Start staff participated in Cultivating Healthy Intentional Mindful Educator (CHIME) facilitator training on how to incorporate mindfulness, reflective practice into daily routines and how to conduct CHIME sessions for teachers.</td>
<td>4. Monthly Action for Happiness calendars continued to be shared with the Board, staff, childcare partners, and parents.</td>
</tr>
<tr>
<td>2. Early Head Start staff participated in a series of Stress Management Trainings to learn how to reduce stress and increase health and well-being within the workplace.</td>
<td>5. Weekly Thoughtful Thursday emails continued to be sent to Early Head Start staff every Thursday to promote positive thinking.</td>
</tr>
<tr>
<td>3. Wellness information and tips were shared monthly with teachers in the &quot;Wellness Corner&quot; of the Teacher's Newsletter.</td>
<td>6. Mental health tips and resources continued to be shared with families in the weekly Neighborhood Place Digest. Some tips and resources included information on local parenting workshops, activities to do at home with children, mindfulness practices, webinars, etc.</td>
</tr>
<tr>
<td>Domain</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Social and Emotional Domain</td>
<td>Children will develop and engage in positive relationships and interactions with others.</td>
</tr>
<tr>
<td>Language and Communication</td>
<td>Children will demonstrate receptive and expressive skills.</td>
</tr>
<tr>
<td>Approaches Towards Learning</td>
<td>Children will demonstrate interest in self-identity, belonging, curiosity, and eagerness in exploring the world around them.</td>
</tr>
<tr>
<td>Cognition</td>
<td>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.</td>
</tr>
<tr>
<td>Perceptual, Motor, and Physical Development</td>
<td>Children will develop control of large and small muscles for movement, navigation, manipulation, exploration and balance.</td>
</tr>
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</table>
Children Meeting and Exceeding Goals

Average Percentage of Children Meeting or Exceeding Goal Expectations

<table>
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<tr>
<th></th>
<th>Social Emotional</th>
<th>Language and Communication</th>
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<th>Cognition</th>
<th>Perceptual, Motor, and Physical Dev.</th>
</tr>
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<tbody>
<tr>
<td>2020</td>
<td>89%</td>
<td>79%</td>
<td>93%</td>
<td>88%</td>
<td>89%</td>
</tr>
<tr>
<td>2021</td>
<td>92%</td>
<td>84%</td>
<td>94%</td>
<td>94%</td>
<td>89%</td>
</tr>
</tbody>
</table>
Next Steps

- Analyze the data to
  - Determine what impact virtual services had on data
  - Identify trends to determine what factors are contributing to children’s growth

- Provide specific training on objectives and dimensions that have the least progress

- Add a review of School Readiness Goals progress in Data Meetings with Child Care Partner Administration, with an emphasis on objectives and dimensions that have shown the least progress

- Assess each classroom to determine if there are additional resources and materials needed to support progress towards school readiness
Pathways to Early Educator Excellence

Investing in the Workforce
Behind the Workforce
Child Care Industry Jobs: Snapshot

Nationally:
• 131,000 child care jobs lost since February 2020 (teachers and assistants)
• 87.6% of child care jobs recovered today as compared to February 2020

Locally:
• Child Care Programs consistently report a moderate to critical labor shortage
• Child Care Programs consistently report that the shortage of qualified teachers and assistants is a barrier to enrollment and full recovery

Impact:
• Staffing shortages in child care prevent children from participating in early learning programs
• **Families cannot get back to work without child care**

Data Source: Center for the Study of Child Care Employment/U.S. Bureau of Labor Statistics
Solution: Early Educator Workforce Development Internship Program

- **Funded** by CareerSource South Florida ($13.88 hourly wage)
- **Supported** by the Early Learning Coalition of Miami-Dade/Monroe, Florida Department of Children and Families, Miami Dade College and host child care centers (Public/Private partnership)
- **Pilot**: November, 2021
- **Expansion**: February, 2022
- **Interns** are out of school youth (18-24) who are eligible for WIOA (Workforce Innovation Opportunity Act) services
  - 40 hours of job skills and child development training
  - 240 hours on the job training with classroom mentoring support (4-6 months)
  - 45 hours of state mandated training for child care personnel (Miami Dade College/Department of Children and Families)
  - Eligible for hire by early learning program after the 4-6 month placement
  - Interns progress along the early childhood education skills development pathway toward nationally recognized credentials and college degrees
Solution: Early Educator Workforce Development Apprenticeship Program

- **Registered Apprenticeship** Program-A respected, tried and true approach to training and placement along sustainable career pathways

- **Early Educator Apprenticeship Overview:**
  - Funded by CareerSource South Florida and host early learning programs
  - Application under review by Florida Department of Education
  - WIOA (Workforce Innovation Opportunity Act) eligible youth
  - 3000 hours of on the job training (16-18 months) with a mentor teacher
  - Credit bearing college courses Miami Dade College (no charge to apprentice)
  - Apprentices earn a National Child Development Associate (CDA®)
  - Eligible for employment with host child care partner on program completion
Pathways to Early Educator Excellence in Action!

Internship **Pilot**: November, 2021

Internship **Expansion**: February, 2022
Inclusion, Screening and Child Assessment

Anabel Espinosa, Ph.D, Director
Maria “Lucy” Schrack, M.Ed. Manager
Aileen Suazo, M.S., Manager

Special Guest: Jacqueline Romillo, Program Administrator, Citrus Health Network
The Division of Early Learning released an update to Rule 6M-4.720, Screening of Children in the School Readiness Program, effective October 3, 2021.

The follow-up and intervention practices outlined in rule are delivered by Citrus Health Network via Developmental Screening and Follow Up Services contract.

The contract’s scope of work has been amended to include Wellness Webinars and establish alignment to rule changes.

The revised scope of work increases communication with partners and families and expands service delivery to more children in our School Readiness program.

Wellness Webinars are offered quarterly in both English and Spanish, expanding Professional Development opportunities for partners.
Brief Overview of Scope of Work Updates

• All children whose screening results are outside of what is considered “typical” development (on selected screening tools) must receive intervention practices.

• Intervention practices include:
  - Review and discussion of screening results
  - Evidence informed strategies and follow-up activities for the parent and partner
  - Rescreening and evaluation of strategy follow-up
  - Referral for further evaluation

• Wellness Webinars: A Series
  - Two (2) sessions are offered quarterly
  - Available in English and Spanish
  - Participants earn CEU’s
Rule Changes Expands Service Delivery

Increase in Screener Options
Ages & Stages Questionnaires®, Third Edition (ASQ®-3)


Increase Engagement
• Screening results are available to families the Statewide Family Services Portal
• Citrus Health Network makes initial contact by phone to discuss screening results with family
• Partners are notified of intervention practices and declined services
Rule Changes Increase Need for Follow-Up

- Children who receive scores in the Concern range
- Children who receive scores in the Monitor range
- Children whose family or teacher have questions/concerns related to development

Source: Clearpoint Strategy, Developmental Screening Program Scorecard
Wellness Webinars: FY 2021-2022

A Series – English and Spanish

1. **Healthy Beginnings, Part 1: Intro to Early Childhood Development & IECMH**
   
   Date/Time: Wednesday, September 29, 2021; 5:00pm – 6:00pm

2. **Healthy Beginnings, Part 2: Creating Secure and Nurturing Caregiving Relationships**
   
   Date/Time: Thursday, September 30, 2021; 5:00pm-6:00pm

3. **Social Emotional Development, Part 1: Building Strong Brains for Learning**
   
   Date/Time: Monday, November 15, 2021; 5:30PM-6:30PM

   
   Date/Time: Thursday, November 18, 2021; 5:30PM-6:30PM

5. **You Can’t Pour from an Empty Cup, Part 1: How to Prevent Burnout**
   
   Date/Time: Tuesday, February 1, 2022; 5:30PM-6:30PM

6. **You Can’t Pour from an Empty Cup, Part 2: Reflective Practice and The Importance of Self-Care**
   
   Date/Time: Thursday, February 3, 2022; 5:30PM-6:30PM