



Programs, Policy and Strategy Committee Meeting  
Tuesday, February 25, 2020  
11:00 am  
Conference Call  
415-655-0003 Meeting 736 564 640#

- |       |   |                     |
|-------|---|---------------------|
| I.    | Welcome & Introductions                           | Dr. Judy Schaechter |
| II.   | Approval of Minutes                               | Dr. Judy Schaechter |
| III.  | Early Head Start                                  | Belkis Torres       |
|       | A. Federal Food Program & Attendance              |                     |
|       | B. EHS Remodeling for the 2020-2021 Contract Year |                     |
|       | C. Self-Assessment Plan                           |                     |
|       | D. Recruitment and Selection Plan                 |                     |
| IV.   | Update on Evidence Based Practices                | Dr. Anabel Espinosa |
| V.    | Open Enrollment Update                            | Sandra Gonzalez     |
| VI.   | VPK Timeline                                      | Erica Erched        |
| VII.  | Public Comments                                   | Dr. Judy Schaechter |
| VIII. | Adjourn   | Dr. Judy Schaechter |





ELC Programs, Policy & Strategy Committee Meeting  
December 2, 2019 at 7:00 AM  
ELC Conference Room

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

**Absent Committee:**

**Staff Attendees:** Evelio Torres; Angelo Parrino; Belkis Torres; Jackye Russell; Milton Silvera; Anabel Espinosa; Sandra Gonzalez; Fiorella Altare; Marisol Diaz

**I. Welcome and Introductions** **Judy Schaechter**

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

**II. Approval of Minutes** **Judy Schaechter**

- Motion to approve minutes by J. Schaechter.
- Motion seconded by J. Haj.
- Motion unanimously passed.

**III. ASQ Delinquency Policy** **Anabel Espinosa**

- A. Espinosa presented the new ASQ Delinquency Policy:
  - Automated Email: 1-day past due = Automated request for Corrective Action Plan and past due screening.
  - Automated Email: 10-Days = Corrective Action Plan and compliance required instantly.
  - Targeted Email: 10 > past due = Withhold payment until all documentation is received.
    - Motion to approve minutes by G. Montes.
    - Motion seconded by J. Haj.
    - Motion unanimously passed.

**II. Strategic Planning Initiatives** **Jackye Russell**

- J. Russell stated that as request at the Strategic Planning Retreat the following items were examined:
  - Explored providers offering extended hours and created a map showing where there are located. Gaps were seen in multiple communities mainly Homestead and Florida City. Offering this service would increase provider costs. J. Schaechter suggested that they research the employment in these areas, see if there is a need. G. Montes asked to



research what the enrollment is in these 24 hour providers.

- M. Diaz stated that she would like the ELC to research the availability of after care programs for the title 1 children. E. Torres suggested they look at which children are in the School Readiness program and which are able to receive.

**III. 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. No big discrepancies were found.
- B. Torres presented the Self-Assessment Plan.
  - Motion to approve the Self-Assessment Plan by J. Scheachter.
  - Motion seconded by J. Haj
  - Motion unanimously passed.
- B. Torres presented the Parent Activity Funds Procedure.
  - Motion to approve the Parent Activity Funds Procedure by B. Eadie.
  - Motion seconded by J. Haj
  - Motion unanimously passed.

**IV. Public Comments**

**Judy Schaechter**

**V. Adjourn**

**Judy Schaechter**



Belkis Torres  
Vice President for Early Head Start

### Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers

# November 2019 Meals

Provider	Breakfast		Lunch		Snack	
	# of Meals	% of Meals	# of Meals	% of Meals	# of Meals	% of Meals
America's Little Leaders	185	100.0%	185	100.0%	182	98.4%
Cambridge Academy	253	100.0%	253	100.0%	253	100.0%
Children Of The Sun Academy	359	98.4%	364	99.7%	363	99.5%
Creative Kidz Prep. Academy LLC	460	100.0%	460	100.0%	460	100.0%
Kids Small World Learning Center	522	100.0%	522	100.0%	522	100.0%
Kinderkids Academy III	458	100.0%	458	100.0%	458	100.0%
Kinderland 4 Kids	239	100.0%	239	100.0%	239	100.0%
Liberty Academy	122	100.0%	122	100.0%	122	100.0%
Lincoln Marti 102	354	100.0%	354	100.0%	354	100.0%
Lincoln Marti - 450	1,158	99.9%	1,158	99.9%	1,158	99.9%
Lincoln Marti - 905	273	100.0%	273	100.0%	273	100.0%
Little Ones Academy	648	99.8%	648	99.8%	648	99.8%
Little Red School House	424	98.1%	432	100.0%	432	100.0%
LORD's Learning Center, Inc.	346	99.7%	344	99.1%	341	98.3%
Miami Gardens Learning Center	325	91.3%	349	98.0%	331	93.0%
My Little Angels Day Care Center	535	99.8%	535	99.8%	535	99.8%
Naranja Prep Academy Annex	194	96.0%	198	98.0%	198	98.0%
Our Little Hands Of Love	262	100.0%	261	99.6%	259	98.9%
Pink And Blue Academy	202	99.5%	203	100.0%	198	97.5%
Precious Moments Learning Ctr.	629	96.0%	649	99.1%	624	95.3%
Rainbow Intergenerational	241	97.6%	247	100.0%	247	100.0%
Sheyes Of Miami #1	342	100.0%	342	100.0%	342	100.0%
Sheyes Of Miami #3	227	100.0%	227	100.0%	227	100.0%
Sheyes Of Miami Learning Center	520	100.0%	519	99.8%	517	99.4%
Shores School	653	99.7%	655	100.0%	655	100.0%
Step Above	253	96.9%	260	99.6%	251	96.2%
The Carter Academy I	268	100.0%	268	100.0%	268	100.0%
The Carter Academy II	258	100.0%	258	100.0%	258	100.0%
Wynwood Learning Center	243	100.0%	243	100.0%	241	99.2%
Wynwood Learning Center II	283	100.0%	283	100.0%	283	100.0%
<b>Report Totals</b>	<b>11,236</b>	<b>99.1%</b>	<b>11,309</b>	<b>99.8%</b>	<b>11,239</b>	<b>99.1%</b>

# December 2019 Meals

Provider	Breakfast		Lunch		Snack	
	# of Meals	% of Meals	# of Meals	% of Meals	# of Meals	% of Meals
America's Little Leaders	187	100.0%	187	100.0%	184	98.4%
Cambridge Academy	227	100.0%	227	100.0%	227	100.0%
Children Of The Sun Academy	371	99.5%	373	100.0%	373	100.0%
Creative Kidz Prep. Academy LLC	463	100.0%	463	100.0%	463	100.0%
It's A Small World VII	28	100.0%	28	100.0%	28	100.0%
Kids Small World Learning Center	565	100.0%	565	100.0%	565	100.0%
Kinderkids Academy III	499	100.0%	499	100.0%	499	100.0%
Kinderland 4 Kids	280	100.0%	280	100.0%	280	100.0%
Liberty Academy	121	100.0%	121	100.0%	121	100.0%
Lincoln Marti 102	312	99.4%	312	99.4%	312	99.4%
Lincoln Marti - 450	1,154	99.9%	1,155	100.0%	1,155	100.0%
Lincoln Marti - 905	306	100.0%	306	100.0%	306	100.0%
Little Ones Academy	662	99.7%	662	99.7%	662	99.7%
Little Red School House	480	100.0%	480	100.0%	480	100.0%
LORD's Learning Center, Inc.	373	100.0%	373	100.0%	369	98.9%
Miami Gardens Learning Center	343	93.0%	363	98.4%	357	96.7%
My Little Angels Day Care Center	542	99.8%	542	99.8%	542	99.8%
Naranja Prep Academy Annex	165	90.7%	174	95.6%	178	97.8%
Our Little Hands Of Love	265	100.0%	264	99.6%	260	98.1%
Pink And Blue Academy	148	98.7%	149	99.3%	144	96.0%
Precious Moments Learning Ctr.	643	93.1%	686	99.3%	648	93.8%
Rainbow Intergenerational	242	94.9%	254	99.6%	254	99.6%
Sheyes Of Miami #3	236	100.0%	236	100.0%	236	100.0%
Sheyes Of Miami Learning Center	509	100.0%	508	99.8%	507	99.6%
Shores School	666	98.2%	677	99.9%	677	99.9%
Step Above	221	87.4%	249	98.4%	247	97.6%
The Carter Academy I	273	100.0%	273	100.0%	273	100.0%
The Carter Academy II	261	99.6%	261	99.6%	261	99.6%
Wynwood Learning Center	286	100.0%	286	100.0%	286	100.0%
Wynwood Learning Center II	309	100.0%	309	100.0%	309	100.0%
Report Totals	11,137	98.6%	11,262	99.7%	11,203	99.2%

# January 2020 Meals

Provider	Breakfast		Lunch		Snack	
	# of Meals	% of Meals	# of Meals	% of Meals	# of Meals	% of Meals
America's Little Leaders	189	99.5%	189	99.5%	186	97.9%
Cambridge Academy	276	99.3%	276	99.3%	277	99.6%
Children of The Sun Academy	419	97.9%	428	100.0%	428	100.0%
Creative Kidz Prep. Academy LLC	458	96.6%	458	96.6%	458	96.6%
It's A Small World VII	343	100.0%	343	100.0%	343	100.0%
Kids Small World Learning Center	563	100.0%	563	100.0%	563	100.0%
KinderKids Academy III	541	99.8%	541	99.8%	541	99.8%
Kinderland 4 Kids	300	100.0%	300	100.0%	300	100.0%
Liberty Academy	163	99.4%	164	100.0%	164	100.0%
Lincoln Marti 102	398	97.3%	408	99.8%	407	99.5%
Lincoln Marti – 450	1,320	99.9%	1,320	99.9%	1,320	99.9%
Lincoln Marti – 905	320	100.0%	320	100.0%	320	100.0%
Little Ones Academy	807	99.9%	807	99.9%	807	99.9%
Little Red School House	504	100.0%	504	100.0%	504	100.0%
LORD's Learning Center, Inc.	395	100.0%	395	100.0%	389	98.5%
Miami Gardens Learning Center	368	96.8%	374	98.4%	373	98.2%
My Little Angels Day Care Center	523	100.0%	523	100.0%	522	99.8%
Naranja Prep Academy Annex	215	96.0%	224	100.0%	224	100.0%
Our Little Hands of Love	294	98.3%	298	99.7%	295	98.7%
Pink and Blue Academy	177	96.7%	183	100.0%	178	97.3%
Precious Moments Learning Ctr.	669	94.5%	703	99.3%	662	93.5%
Rainbow Intergenerational	267	96.0%	277	99.6%	275	98.9%
Sheyes Of Miami #3	291	100.0%	290	99.7%	290	99.7%
Sheyes Of Miami Learning Center	540	100.0%	537	99.4%	536	99.3%
Shores School	746	98.8%	755	100.0%	755	100.0%
Step Above	289	93.8%	305	99.0%	300	97.4%
The Carter Academy I	297	99.7%	297	99.7%	297	99.7%
The Carter Academy II	306	100.0%	306	100.0%	306	100.0%
Wynwood Learning Center	272	100.0%	272	100.0%	271	99.6%
Wynwood Learning Center II	330	100.0%	330	100.0%	330	100.0%
<b>Report Totals</b>	<b>12,580</b>	<b>98.8%</b>	<b>12,690</b>	<b>99.7%</b>	<b>12,621</b>	<b>99.1%</b>

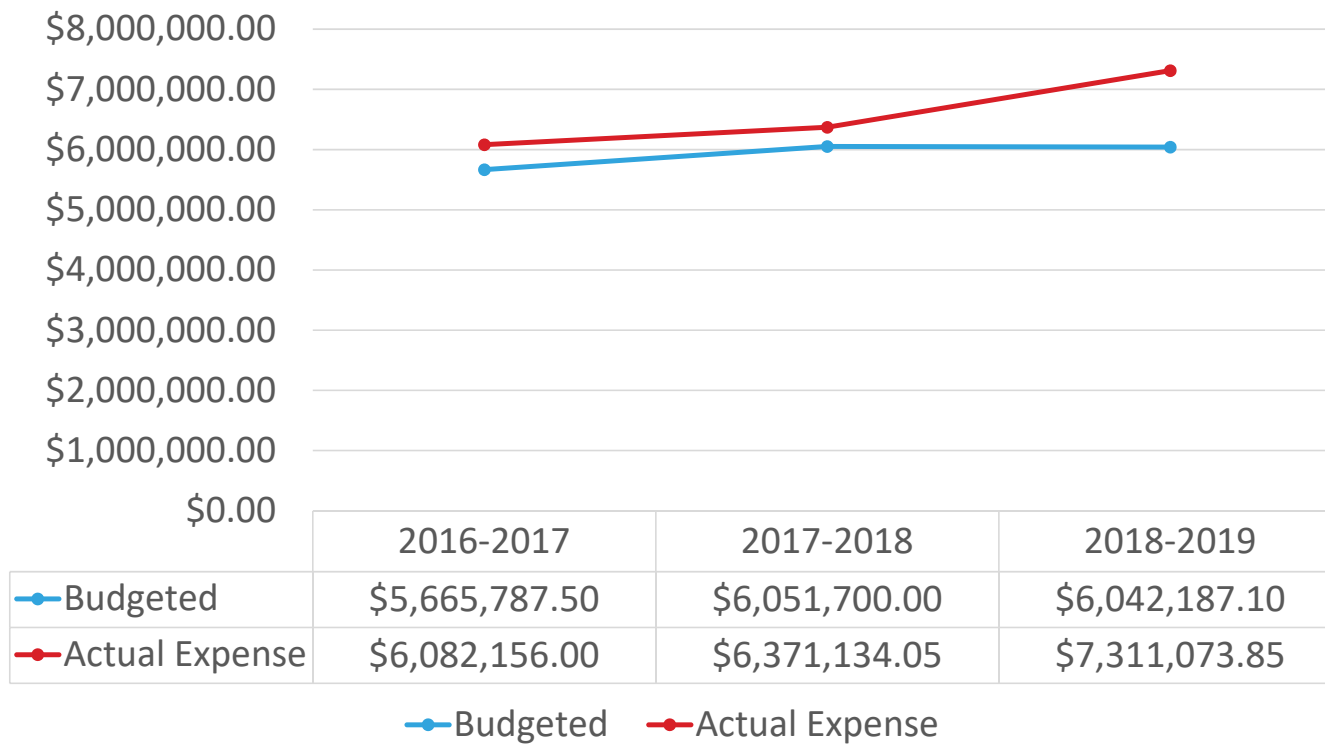


# Remodeling of the Early Head Start Program

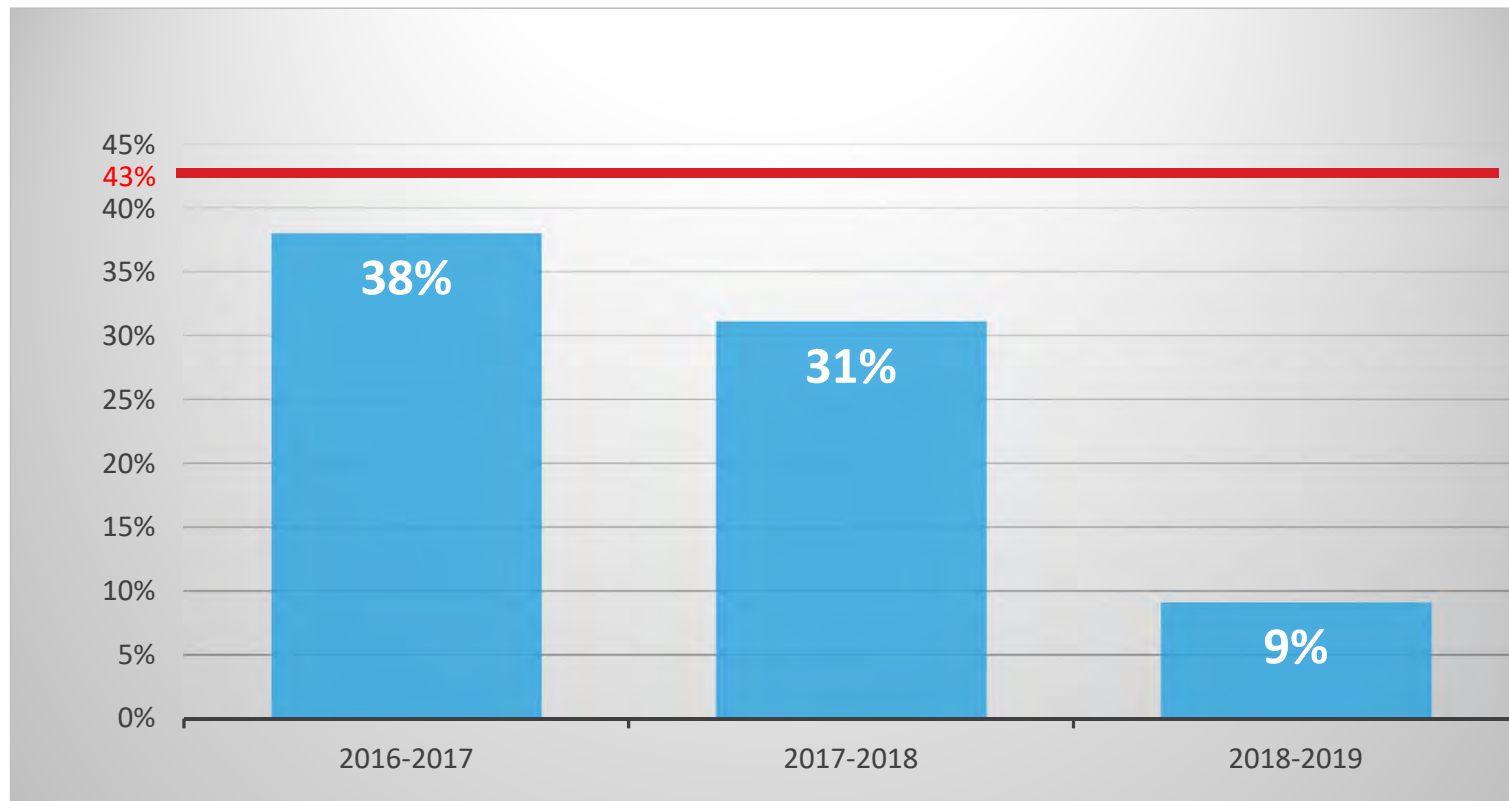


# Budget/Financial Trends

## Direct Childcare Services



# Dually Enrolled Children



# Plan to Regional Office

Due to budgetary challenges, the program has had to submit a plan to the regional office indicating how the program will sustainable:

- Re-evaluate the layering of funds
- Reduce Infrastructure cost.
- Move EHS children up in the priority list for School Readiness selection.

# Programmatic Adjustments Made

- Increased caseloads by freezing positions
- Reduced travel
- Took services in-house
- Re-evaluated contracts to minimize financial impact
- Cut supply cost
- Reduced infrastructure cost (the office is now shared space)

# Purposed Remodeling of Early Head Start

- New rate will be somewhere between \$35.00 per child. School Readiness (avg. \$21.00) and Gold Seal Certification (\$4.20) will be layered on top of the rate. Projected total per day: 62.00 for dually enrolled children as compared to \$43.00.
  - (note: pending OEL approval, EHS children will be prioritized for School Readiness increasing the number of dually enrolled children.
- Accreditation requirement by one of the OEL approved accreditation bodies must be obtained within 18 months of contract execution.
- Gold Seal Certification required.
- Days of service will be 240 days. Professional Development Days will be paid by the program.
- Class 1 violation or three class 2s (within same standard) in the past 12 months will be reviewed on a case by case basis. Providers will always be afforded the due process right.

# The Neighborhood Place for Early Head Start

a Division of the Early Learning Coalition of Miami-Dade/Monroe



## 2019-2020 Self-Assessment Summary and Program Improvement Plan

# Self-Assessment Summary

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## Program Description

The Neighborhood Place for Early Head Start (TNPEHS) is a division of the Early Learning Coalition of Miami-Dade/Monroe (ELCMDM). The ELCMDM is the largest of 31 Early Learning Coalitions in Florida and administers the funds from the Child Care Development Block Grant. As an Early Head Start – Childcare Partnership, TNPEHS serves 750 infants and toddlers and their families in targeted low-income zip codes in Miami-Dade County, Florida. The targeted zip codes are located within four (4) regional areas in the county: Opa-Locka, Liberty City, Little Havana, and Homestead/Florida City. Since its inception in 2015, the program has touched the lives of 3,878 infants and toddlers from 3,369 families. A little over 75% of the families touched are single- parent families with a high school diploma or less. In collaboration with a team of community partners, the program lays the foundation to support families with improving their lives and getting their children ready for school.

## Self-Assessment Process and Design

The Self-Assessment process began in November of 2019 with the ELCMDM Board and TNPEHS Policy Council's approval of the Self-Assessment Plan. In order to obtain more specialized and specific results, the program organized focus groups for each of the areas that work in providing comprehensive services to children and families, as well as areas that support the program. Board members, Policy Council members, community partners, and staff were invited to be a part of the Self-Assessment process. The directors and managers collected data and lead discussions for their respective focus groups. All focus group meetings occurred during the month of January 2020. In order to identify program strengths and opportunities for improvement, each focus group reviewed and analyzed the data obtained from various tools (see Data Collection Tools). The focus groups identified program strengths, some challenges for opportunities of improvement, the regulation(s) and system(s) impacted, the underlying cause(s), and recommendation(s). An improvement plan was developed by staff to improve the level of service delivery and program operation. This summary and improvement plan were presented to the ELCMDM Board and TNPEHS Policy Council during the month of March.

## Focus Group Members

- Amanda Torres, EHS Contract Manager
- Angela Ward, EHS Family Advocate
- Berlande Pierre, EHS Family Advocate
- Cathrine Pollard, EHS Administrative Coordinator
- Cecilia Nariznis, EHS Mental Health Manager
- Chante Fordham, EHS Technical Assistance Specialist
- Charelis Santana, Family Resource Specialist
- Daniel Cifuentes, Director, Specialized Pediatric Care
- Eimy Ramirez, EHS Lead Family Advocate
- Francia Alexandre, EHS Policy Council Chair
- Heather Valdes, EHS Technical Assistance Specialist

- Jacques B. Saint Louis, EHS Education Specialist
- Juan Castillo, ELC Budget Director
- Kaitlyn Meadors, EHS Accounting Clerk
- Katherine Schram, Customer Success Manager, Teaching Strategies
- Kourtney Butler, Public Health Specialist, UF/IFAS Extension Family Nutrition Program
- Lucretia Jones, EHS Director of Child Development and Education Support Services
- Maria Schrack, ELC Inclusion Manager
- Mayra Perez, Owner, Children of the Sun Academy
- Othondra Hicks, PDI Educational and Quality Coaching Specialist
- Otilia Gonzalez-Varese, EHS Disabilities Manager
- Paloma Lopez-Barcena, ELC Deputy Director of Quality Initiatives
- Priscilla Ferrer, RN, EHS Health Manager
- Salvatore Martorano, EHS Compliance Manager
- Sandrina Seraphin, Director of Family and Community Engagement
- Sarahi Resendiz-Gamez, EHS Technical Assistance Specialist
- Stephanie Antequera, EHS Family Advocate
- Tatiana Larionova, EHS Nutrition Manager
- Teresa Hoover, RN, Jackson Health
- Tracy Louima, EHS Family Advocate Supervisor
- Vanessa Bongiorno, EHS Finance Manager
- Yamaira Soler, EHS Technical Assistance Specialist
- Yunely Perdomo, Quality Education Specialist, Quality Initiatives
- Zereal Deloach, EHS Family Advocate

## Data Collection Tools

Some data was taken from the Program's database system called ChildPlus

- Annual Reports for 2018 and 2019
- ChildPlus Program Information Report (PIR) Reports
- ChildPlus Report #3016 – Health Requirements Report
- ChildPlus Report #3501: Management Report Disability
- Citrus Health Network Monthly Report and Consultation Notes
- Code of Federal Regulations
- Contract Monitoring Reports
- ELC Provider Portal
- Financial Statements, SF-425 Reports, Non-Federal Share Documentation
- MIP
- Nutrition Monitoring Tool
- Provider Expenditure Reports
- Scheduled Provider Observations
- Staff Qualifications
- Staff Turnover Tracking Sheet
- Staffing Plan



- Teaching Strategies Gold Comparative and Snapshot Reports

## Accomplishments

- The program provided training to seventy-nine (79) teachers on the importance of social emotional early identification and intervention.
- The program developed a system for tracking Early Head Start staff turnover and the reasons for staff separations.
- The program acquired an online professional development system, Quorum, to assist with maintaining credentials and offering early childhood courses on the latest knowledge.
- Early Head Start teachers became reliable with Teaching Strategies Gold Assessment Tool.
- The program provided Early Head Start staff with trainings on Infant Mental Health, The Pyramid Model, and Managing Challenging Behaviors.
- The program provided Early Head Start parents with trainings on Social Emotional Development.
- The United States Department of Agriculture (USDA) selected and published Early Head Start Nutrition Manager's evidence-based proposal intervention *Mindful Eating in Preschool Setting* to combat childhood obesity.
- Nutrition professionals from Head Start (HS) and Early Head Start (EHS) agencies in Miami-Dade County worked collaboratively to develop uniform HS and EHS menus, which were approved by the Child-Care Food Program (CCFP) and shared on their website.
- Community Partners' [University of Florida, Institute of Food and Agricultural Sciences (UF/IFAS); Family Nutrition Program (FNP) & Expanded Food and Nutrition Education Program (EFNEP); Women, Infants and Children (WIC); and Alba Research Consulting, LLC (ARC)] conducted presentations at the parent committee meetings on healthy nutrition and overcoming nutritional challenges.
- The Nutrition Manager developed Nutrition Fact Sheets with information on various nutritional concerns (bottle to bed, anemia, overweight, constipation, etc.)
- The program provided training for 40 teachers on Healthy Kids, Healthy Futures, a supplemental curriculum which focused on healthy eating and physical activity. Teachers received the Healthy Kids, Healthy Future Early Childhood Education (ECE) Certification.
- The program has partnered with the Florida Health Department's Seals on Wheels Mobile Dental Program to reduce oral disparities by providing comprehensive dental exams, teeth cleanings, fluoride varnish treatments, and dental sealants for all children in an Early Head Start center.
- The program has partnered with the Florida Department of Health to assist Early Head Start centers attain an Asthma-Friendly Child Care Center Recognition.
- The program was selected by the National Center on Early Childhood Health and Wellness to participate in the Staff Wellness Institute with the focus on creating a culture of wellness, positive moral, and respect for staff.
- The program partnered with Dade County Federal Credit Union, Prudential, and Money Management International to provide parents with training on financial wellness and give credit counseling.

## Systems Impacted

- Communication

- Data & Evaluation
- Facilities & Learning Environments
- Fiscal Management
- Human Resources
- Ongoing Monitoring & Continuous Improvement
- Parent Involvement
- Program Planning & Service System Design
- Recordkeeping & Reporting
- Training & Professional Development

## Opportunities for Improvement

### Opportunity for Improvement #1

#### *Analysis*

Discovery: Though the program consistently meets or exceeds the 10% disability enrollment, challenges exist with timely submission of referral packets and supporting documents authorizing the evaluation of children with a suspected disability.

Regulation: 1302.41(b)(1) Obtain advance authorization from the parent or other person with legal authority for all health and developmental procedures administered through the program or by contract or agreement, and, maintain written documentation if they refuse to give authorization for health services.

Goal: Decrease the length of time for receiving referrals and supporting documentation authorizing the evaluation of children with a suspected disability.

#### *Underlying Causes*

- EHS staff does not fully understand the Early Steps process and its timelines.
- There're no consistent timelines provided to staff to provide documentation.
- Staff is not clear about policies and procedures when it comes to team approach and meeting with parents about ASQs results and obtaining referral packets.

#### *Recommended Improvement*

- Update EHS policies and procedures
- Conduct case review meetings with staff

[Click here to go to Improvement Plan](#)

### Opportunity for Improvement #2

### ***Analysis***

Discovery: Children with social emotional concerns and developmental delays are not fully benefitting from social emotional strategies if intervention is not being provided for the developmental delay.

Regulation: 1302.45 (1) Provide supports for effective classroom management and positive learning environments; supportive teacher practices; and, strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns

Goal: Provide teachers with strategies and resources to better support children who are experiencing social emotional concerns and development delays.

### ***Underlying Causes***

- Social emotional support services begin sooner than services for developmental delays. The Mental Health Consultant begins services within a week of being notified and having parental consent. Services for developmental delay take longer because a referral must be submitted to Early Steps first. Once Early Steps receives the referral, an evaluation is scheduled within 45 days. Then the evaluation is completed and services are identified but can take up to 30 days to begin.
- Some parents miss their Early Steps appointment which delays the process.
- Some parents deny referral for early intervention due to misunderstanding.

### ***Recommended Improvement***

- Train Family Advocates to educate parents on the importance of using private insurance/Medicaid to obtain referral from pediatrician to begin intervention for developmental delays
- Train teachers and staff on inclusion practices
- Provide teachers on developmental activities to assist children with special needs

[\*Click here to go to Improvement Plan\*](#)

### Opportunity for Improvement #3

#### ***Analysis***

Discovery: Child care providers lack understanding of the severity of food allergies and don't have checks and balances to prevent exposure to food allergens.

Regulation: 1302.44(a)(1) A program must design and implement nutrition services that are culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each child, including children with special dietary needs and children with disabilities.

Goal: Intensify awareness concerning food allergies and assist child care partners with implementing policies and procedures on preventing exposure to food allergens.

#### ***Underlying Causes***

- Lack of training for child care partners to create an allergen policy
- Disinterest in participating in training and lack of understanding of the severity of the issue

#### ***Recommended Improvement***

1. Assist child care partners with creating policies and procedures that addresses food allergies and preventing exposure to food allergens.
2. Train parents on food allergies
3. Create a classroom Allergy Alert Sign in collaboration with providers for easy notification of children with allergies and distribute to partners
4. Modify, print and distribute EHS Teacher Handbook to include allergy and special diet policy
5. Identify an online course for teachers on allergies and special diets

[\*\*\*Click here to go to Improvement Plan\*\*\*](#)

#### Opportunity for Improvement #4

##### *Analysis*

Discovery: Many children are missing their well-baby events for the corresponding age.

Regulation: 1302.42(c)(1) A program must help parents continue to follow recommended schedules of well-child and oral health care.

Goal: Minimize challenges that prevent parents from staying up to date with EPSDT.

##### *Underlying Causes*

- Parents are not taking children for exams in due time (problems with transportation; can't take time off work)
- Parents are not submitting medical documents on time
- Doctors are not performing exams claiming that 30-month well-baby exams are not covered by Medicaid
- Family Advocates are not collecting and updating ChildPlus with documentation on time.
- Parents who only speak languages other than English may be hesitant to take their children to the doctor as they cannot properly express their concerns or needs for their children

##### *Recommended Improvement*

- Partner with a local nursing school to have volunteer students assist with follow-up, such as calling doctor's office (set appointment, obtain documentation) and remind parents of upcoming well-baby visits
- Discuss the importance of a well-baby visits with parents
- Educate parents on the EPSDT schedule
- Remind parents of upcoming well-baby visits
- Partner with University of Miami Mobile Bus to conduct well-baby check-ups
- Encourage parents to attend the Early Head Start Health Advisory Committee to share their perspective and the health challenges they face

[Click here to go to Improvement Plan](#)

#### Opportunity for Improvement #5

##### *Analysis*

Discovery: Staffing changes and new staff information is not being consistently reported by all childcare partners which may delay staff being properly trained on their duties and regulations.

Regulation: 1302.91 (a) A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards.

Goal: Improve timely reporting of staff changes to maintain up-to-date information and ensure new staff receive proper training to perform duties.

##### *Underlying Causes*

- Child care partners do not fully understand the importance of completing the PIR template, which provides important information about staff qualifications.
- Child care partners may think they are avoiding a non-compliance by not reporting staff changes.
- Child care partners may find the form too cumbersome to complete

##### *Recommended Improvement*

- Update PIR and Staffing Plan forms to include specific instructions
- Provide additional training to child-care partners on the importance of the form and how to complete the PIR and Staffing Plan

[Click here to go to Improvement Plan](#)

## Opportunity for Improvement #6

### *Analysis*

Discovery: There is a gap between the number of children enrolled and the number of children with finalized checkpoint data.

Regulation: 1302.33(b)(1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the Head Start Early Learning Child Outcomes Framework: Ages Birth to Five. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

Goal: Increase the number of children with finalized checkpoint data during the ongoing child assessment.

### *Underlying Causes*

- No one is responsible for entering the information and finalizing checkpoints due to staff changes and classrooms being understaffed with a permanent teacher
- Chronic absences of enrolled children prevent teachers from having enough documentation to finalize levels of children.
- Children enrolled at the end of the checkpoint periods do not have enough documentation to finalize levels of children.
- Teachers may experience challenges with specific areas within the Objectives for Development and Learning which can lead to the omission of data entry in such areas.
- EHS teachers are entering child observations, but not finalizing data
- Child care partner administration are not monitoring or following up to ensure check points are finalized

### *Recommended Improvement*

- Technical Assistance Specialists work closely with Family Advocates to identify children with chronic absence concerns.
- Consider providing substitutes with limited access to MyTeachingStrategies so that they may enter ongoing observation data.
- Add global messages to MyTeachingStrategies platform to remind teachers of upcoming checkpoints and to finalize preliminary levels.
- Provide mandatory Teaching Strategies Gold training for owners and directors at child care partner sites.
- Analyze data to see if there are specific areas that are not being completed and provide additional coaching and training in those areas.

[Click here to go to Improvement Plan](#)

## Opportunity for Improvement #7

### Analysis

Discovery: The program did not meet 43% of dually enrolled children receiving subsidized care as required by the initial grant application.

Regulation: ACF-IM-HS-15-03 The EHS-CCP program represents a unique opportunity to leverage and maximize resources utilizing multiple funding sources to enhance the early care and education capacity of child care partners and improve outcomes for infants and toddlers far beyond the scope of those enrolled in the program. Grantees will utilize EHS-CCP funds to partner with local child care centers and family child care homes. Partnership funds will enhance existing budgets.

Goal: Increase the number of dually enrolled children.

### Underlying Causes

- There seems to be a lack of effort from the child care partners to encourage families to apply for subsidized care
- No systematic approach to tracking dually enrolled children
- Verification of children with subsidized care was based on the word of the parents

### Recommended Improvement

- Revisit ERSEA and Family Service systems for tracking dually enrolled children to increase children actively on the waitlist for subsidized care.
- Maintain waitlist numbers by improving the communication between Family Advocates and families.
- Create a fact sheet on the importance of applying for school readiness
- Collaborate with ELCMDM school readiness staff to share pertinent information about school readiness with parents

[Click here to go to Improvement Plan](#)

## Opportunity for Improvement #8

### Analysis

Discovery: Although non-federal share was met at 100% in 2018-2019, not all providers adhere to contract guidelines pertaining to their responsibility of meeting non-federal share.

Regulation: 1303.4 In accordance with section 640(b) of the Act, federal financial assistance to a grantee will not exceed 80 percent of the approved total program costs. A grantee must contribute 20 percent as non-federal match each budget period. The responsible HHS official may approve a waiver of all or a portion of the non-federal match requirement on the basis of the grantee's written application submitted for the budget period and any supporting evidence the responsible HHS official requires. In deciding whether to grant a waiver, the responsible HHS official will consider the circumstances specified at section 640(b) of the Act and whether the grantee has made a reasonable effort to comply with the non-federal match requirement.

Goal: Continue efforts to attain non-federal share through more diversified and sustainable ways and assisting partners with meeting their shared responsibility.

### Underlying Causes

- Lack of knowledge concerning non-federal share
- Lack of internal accountability in regards to contract compliance

### Recommended Improvement

- Empower providers and parents through knowledge and sharing resources
- Implement contract sanctions
- Focus on increasing volunteer efforts to increase child care partners non-federal share
- Connect with local businesses to further program goals and objectives through monthly volunteer initiatives

**Opportunity for Improvement #9**

***Analysis***

Discovery: The program experienced a \$1.8 million deficit for the 2018-2019 program year.

Regulation: 45 CFR 75.306 Financial management and standards for financial management systems and §75.303 Internal controls (1) Identification, in its accounts, of all Federal awards received and expended and the Federal programs under which they were received. Federal program and Federal award identification must include, as applicable, the CFDA title and number, Federal award identification number and year, name of the HHS awarding agency, and name of the pass-through entity, if any. (2) Accurate, current, and complete disclosure of the financial results of each Federal award or program in accordance with the reporting requirements set forth in §§75.341 and 75.342. If an HHS awarding agency requires reporting on an accrual basis from a recipient that maintains its records on other than an accrual basis, the recipient must not be required to establish an accrual accounting system. This recipient may develop accrual data for its reports on the basis of an analysis of the documentation on hand. Similarly, a pass-through entity must not require a subrecipient to establish an accrual accounting system and must allow the subrecipient to develop accrual data for its reports on the basis of an analysis of the documentation on hand. (3) Records that identify adequately the source and application of funds for federally-funded activities. These records must contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation. (4) Effective control over, and accountability for, all funds, property, and other assets. The non-Federal entity must adequately safeguard all assets and assure that they are used solely for authorized purposes. See §75.303. (5) Comparison of expenditures with budget amounts for each Federal award. (6) Written procedures to implement the requirements of §75.305.

Goal: Operate the program with a balanced budget.

***Underlying Causes***

- There was a decrease in the number of dually enrolled children minimizing the subsidy contribution and causing the program to rely heavily on the Early Head Start funds.
- The implementation of the new state database for the subsidy program caused inaccuracies in the number of dually enrolled children (children previously in the system were no longer in the system)
- The program's contribution to the cost allocation adversely impacted the budget

***Recommended Improvement***

- Increase staff participation in monthly finance meeting
- Increase school readiness numbers to decrease burden on the budget
- Prioritize EHS children applying for School Readiness (subsidy) with respect to selection, from priority 9 to 3
- Re-evaluate layered funding method
- Adjust cost allocation



# Program Improvement Plan

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		DISABILITIES			
DATE OF PLAN:	1/7/20	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
1302.41(b)(1) Obtain advance authorization from the parent or other person with legal authority for all health and developmental procedures administered through the program or by contract or agreement, and, maintain written documentation if they refuse to give authorization for health services.	Decrease the length of time for receiving documentation that establishes children as having a disability.	<ol style="list-style-type: none"> <li>1. Revise Policies and Procedures</li> <li>2. Create a committee and identify members to review the policies and procedures</li> <li>3. Identify the committee meeting date(s)</li> <li>4. Board and Policy Council approval for changes</li> <li>5. Share the revised policy and procedure with staff</li> </ol>	<ol style="list-style-type: none"> <li>1. Family Advocate, Technical Assistant Specialist, Disabilities Manager, Mental Health Manager</li> <li>2. Disabilities Manager and Mental Health Manager</li> <li>3. Family Advocate, Technical Assistant Specialist, Disabilities Manager, Mental Health Manager</li> <li>4. Board and Policy Council Members</li> <li>5. Disabilities Manager and Mental Health Manager</li> </ol>	<ol style="list-style-type: none"> <li>1. 5/15/2020</li> <li>2. 5/30/2020</li> <li>3. 6/30/2020</li> <li>4. 7/30/2020</li> <li>5. 8/15/2020</li> </ol>	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		MENTAL HEALTH			
DATE OF PLAN:	1/7/20	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
1302.45 (1) Provide supports for effective classroom management and positive learning environments; supportive teacher practices; and, strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns.	Provide teachers with strategies and resources to better support children who are experiencing social emotional concerns and development delays.	<ol style="list-style-type: none"> <li>1. Identify the date, location, and time of the Inclusion training for teachers and staff.</li> <li>2. Coordinate the date with the trainer.</li> <li>3. Discuss with trainer points or topics for teacher training.</li> <li>4. Provide training for EHS teachers on how to support children with social emotional concerns and developmental delays.</li> <li>5. Work jointly to provide teachers with strategies/consultation to address the social emotional concerns and development delays of children are not receiving development intervention.</li> </ol>	<ol style="list-style-type: none"> <li>1. Mental Health Manager and Disabilities Manager</li> <li>2. Mental Health Manager and Disabilities Manager</li> <li>3. Mental Health Manager and Disabilities Manager</li> <li>4. Mental Health Manager and Disabilities Manager</li> <li>5. Mental Health Manager and Disabilities Manager</li> </ol>	<ol style="list-style-type: none"> <li>1. 9/2020</li> <li>2. 9/2020</li> <li>3. 10/2020</li> <li>4. 11/2020</li> <li>5. ongoing</li> </ol>	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:	VICE PRESIDENT, DIRECTORS, AND MANAGERS				
AREA(S) OF CONCENTRATION:	NUTRITION				
DATE OF PLAN:	1/7/20	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
1302.44(a) Nutrition service requirements. (1) A program must design and implement nutrition services that are culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each child, including children with special dietary needs and children with disabilities.	Intensify awareness concerning food allergies and assist child care partners with implementing policies and procedures on preventing exposure to food allergens.	<u>A. Child Care Partner Policies and Procedures:</u> 1. Schedule a meeting with providers 2. Discuss with providers key items of policies and procedures for food allergy and identify a nutrition liaison to monitor food allergies and other nutrition requirements at provider sites 3. Have each provider create a draft of their center's policies and procedures for food allergies 4. Compile centers' special diet policies and procedures into one uniform, programmatic policy and procedure. 5. Modify nutrition monitoring tool to reflect DCF licensing regulations related to food allergies and nutrition in general	<u>A. Child Care Partner Policies and Procedures:</u> 1. Nutrition Manager 2. Nutrition Manager 3. Nutrition Manager Providers 4. Nutrition Manager 5. Nutrition Manager Technical Assistance Specialists Family Advocates Compliance Manger	<u>A. Child Care Partner Policies and Procedures:</u> 1. 2/12/2020 2. 2/12/2020 3. 2/12/2020 4. 2/28/2020 5. 2/03/2020	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		NUTRITION			
DATE OF PLAN:	1/7/20	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
		<p>6. Involve staff in monitoring the implementation of the food allergy policy.</p> <p><u>B. Parent Training:</u></p> <p>1. Identify community partner to provide training to parents on food allergies</p> <p>2. Facilitate food allergy trainings during the parent committee meetings</p> <p>3. Modify parent handbook to include allergy and special diet policy</p> <p>4. Print the new parent handbook with the allergy and special diet policy</p> <p>5. Distribute the new parent handbook during parent orientation.</p> <p><u>C. Allergy Education and Awareness:</u></p> <p>1. Modify teacher handbook to include allergy and special diet policy</p>	<p>6. Nutrition Manager Technical Assistance Specialists Family Advocates Compliance Manger</p> <p><u>B. Parent Training:</u></p> <p>1. Nutrition Manager</p> <p>2. Nutrition Manager and Family Advocates</p> <p>3. Nutrition Manager Leadership Team</p> <p>4. Nutrition Manager Vendor</p> <p>5. Leadership Staff</p> <p><u>C. Allergy Education and Awareness:</u></p> <p>1. Nutrition Manager/Director of Child Development and Education Services</p>	<p>6. Ongoing</p> <p><u>B. Parent Training:</u></p> <p>1. 4/4/2020</p> <p>2. 8/03/2020</p> <p>3. 5/04/2020</p> <p>4. 6/01/2020</p> <p>5. 8/19/2020</p> <p><u>C. Allergy Education and Awareness:</u></p> <p>1. 3/6/2020</p>	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		NUTRITION			
DATE OF PLAN:	1/7/20	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
		2. Print the new teacher handbook with the allergy and special diet policy	2. Nutrition Manager/Vendor	2. 3/16/2020	
		3. Distribute the new teacher handbook	3. Director of Child Development and Education Services Technical Assistance Specialists	3. 5/13/2020	
		4. Identify an online course for teachers on allergies and special diets	4. Nutrition Manager	4. 1/28/2020	
		5. Create a classroom "Allergy Alert" sign in collaboration with providers for easy notification of children with allergies	5. Nutrition Manager Providers Media Coordinator	5. 2/28/2020	
		6. Send to print the "Allergy Alert" sign	6. Nutrition Manager Vendor	6. 3/09/2020	
		7. Distribute the "Allergy Alert" sign at provider sites.	7. Nutrition Manager Family Advocates Technical Assistance Specialists	7. 4/03/2020	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		HEALTH			
DATE OF PLAN:	1/7/20	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
1302.42(c)(1) A program must help parents continue to follow recommended schedules of well-child and oral health care.	To minimize challenges that prevent parents from staying up to date with EPSDT.	<u>Identify challenges:</u> 1. Identify parents who are past due on their child's well-baby check.  2. Develop an online questionnaire for gathering reasons that parents are behind on their child's well-baby check.  3. Analyze data gathered from the questionnaire.  4. Put measures in place to overcome challenges.  <u>Develop partnerships:</u> 1. Identify partners in the community that can support the program in helping parents meet their EPSDT recommendations.	<u>Identify challenges:</u> 1. Health Manager  2. Health Manager  3. Health Manager  4. Health Manager  <u>Develop partnerships:</u> 1. Health Manager	<u>Identify challenges:</u> 1. 2/28/2020  2. 3/31/2020  3. 4/30/2020  4. 6/30/2020  <u>Develop partnerships:</u> 1. Ongoing	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		<b>VICE PRESIDENT, DIRECTORS, AND MANAGERS</b>			
AREA(S) OF CONCENTRATION:		<b>HEALTH</b>			
DATE OF PLAN:	<b>1/7/20</b>	DATE PLAN WAS UPDATED/REVISED:			
<b>IMPACTED REGULATION</b>	<b>GOALS (EXPECTED OUTCOMES)</b>	<b>ACTION STEPS</b>	<b>STAFF RESPONSIBLE</b>	<b>TARGETED COMPLETION DATE</b>	<b>STATUS</b>
		<ul style="list-style-type: none"> <li>2. Formalize the partnership through a Memorandum of Understanding (MOU) by creating a Scope of Work (SOW).</li> <li>3. Send SOW draft to contracts.</li> <li>4. Review and approve the MOU</li> <li>5. Send approved MOU to partner.</li> </ul>	<ul style="list-style-type: none"> <li>2. Health Manager</li> <li>3. Health Manager</li> <li>4. Contract Manager</li> <li>5. Contract Manager</li> </ul>	<ul style="list-style-type: none"> <li>2. Three weeks after identifying the partner</li> <li>3. One week after creating a SOW</li> <li>4. One month after receiving</li> <li>5. Within three days of receiving approval</li> </ul>	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		EDUCATION			
DATE OF PLAN:	1/7/20	DATE PLAN WAS UPDATED/REVISED			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
1302.91(a) Purpose. A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards	Improve timely reporting of staff changes to maintain up-to-date information and ensure new staff receive proper training to perform duties.	<ol style="list-style-type: none"> <li>1. Update Program Information Report (PIR) form to include specific instructions and a reminder to submit with an updated Staffing Plan</li> <li>2. Update the Staffing Plan form to include specific instructions and a reminder to submit a PIR form anytime a new staff is added.</li> <li>3. Provide owners and directors with a training that includes: <ol style="list-style-type: none"> <li>a) The purpose of each form and why timely submission is important.</li> <li>b) How to accurately complete and submit both forms.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Director of Child Development and Education Services Education Specialist</li> <li>2. Director of Child Development and Education Services Education Specialist</li> <li>3. Director of Child Development and Education Services Education Specialist</li> </ol>	<ol style="list-style-type: none"> <li>1. 4/30/2020</li> <li>2. 4/30/2020</li> <li>3. 6/30/2020</li> </ol>	



STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		EDUCATION			
DATE OF PLAN:	1/7/20	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
1302.33(b)(1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child’s developmental level and progress in outcomes aligned to the goals described in the Head Start Early Learning Child Outcomes Framework: Ages Birth to Five. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.	To increase the number of children with finalized checkpoint data during the ongoing child assessment.	<ol style="list-style-type: none"> <li>1. Meet with Katherine Schram from Teaching Strategies for an overview of how to add global messages to the MyTeachingStrategies online platform</li> <li>2. Add global message on the first week of the last month in each checkpoint period to remind staff to finalize preliminary levels.</li> <li>3. Analyze documentation entries to determine which objectives have limited entries and provide intensive coaching and training on those areas to ensure understanding of those areas.</li> <li>4. Provide mandatory MyTeachingStrategies training for owners and directors.</li> </ol>	<ol style="list-style-type: none"> <li>1. Director of Child Development and Education Services Jones</li> <li>2. Director of Child Development and Education Services Jones</li> <li>3. Technical Assistance Specialists and Education Specialist</li> <li>4. Technical Assistance Specialists and Education Specialist</li> </ol>	<ol style="list-style-type: none"> <li>1. 3/31/2020</li> <li>2. 6/5/2020</li> <li>3. 4/30/2020</li> <li>4. 10/31/2020</li> </ol>	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		ERSEA			
DATE OF PLAN:	1/7/20	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
ACF-IM-HS-15-03 The EHS-CCP program represents a unique opportunity to leverage and maximize resources utilizing multiple funding sources to enhance the early care and education capacity of child care partners and improve outcomes for infants and toddlers far beyond the scope of those enrolled in the program. Grantees will utilize EHS-CCP funds to partner with local child care centers and family child care homes. Partnership funds will enhance existing budgets	Increase the number of children with dual enrollment.	<u>Create a Fact Sheet:</u> 1. Meet with staff to obtain information to include on fact sheet of the benefits of enrolling in School Readiness (SR).  2. Create the preliminary fact sheet  3. Review fact sheet with EHS Leadership team  4. Make revisions to the fact sheet  5. Send the fact sheet to Communications Department to create a card stock flyer  6. Create a live letter on ChildPlus with the fact sheets' information to distribute during the enrollment interview.  <u>Collaboration with SR</u> 1. Meet with SR management to discuss collaboration	<u>Fact sheet</u> 1. Director of Family and Community Engagement  2. Family Engagement Supervisors  3. Director of Family and Community Engagement  4. Family Engagement Supervisors  5. Director of Family and Community Engagement  6. Director of Family and Community Engagement  <u>Collaboration with SR</u> 1. Director of Family and Community Engagement	<u>Create a Fact Sheet</u> 1. 3/1/2020  2. 3/15/2020  3. 3/31/2020  4. 4/1/2020  5. 4/10/2020  6. 4/17/2020  <u>Collaboration with SR</u> 1. 4/20/2020	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		ERSEA			
DATE OF PLAN:	1/7/20	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
		<ul style="list-style-type: none"> <li>2. Coordinate a calendar for SR staff to share information during parent orientation and parent meetings</li> <li>3. Create an agenda for SR staff on what to discuss with parents.</li> <li>4. Monitor the progress of SR waitlist.</li> </ul>	<ul style="list-style-type: none"> <li>2. Family Engagement Supervisors</li> <li>3. Family Advocates</li> <li>4. School Readiness Staff EHS Staff</li> </ul>	<ul style="list-style-type: none"> <li>2. 5/15/2020</li> <li>3. 6/1/2020</li> <li>4. 7/31/2020 and ongoing</li> </ul>	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		FISCAL			
DATE OF PLAN:	1/7/20	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
1303.4 In accordance with section 640(b) of the Act, federal financial assistance to a grantee will not exceed 80 percent of the approved total program costs. A grantee must contribute 20 percent as non-federal match each budget period. The responsible HHS official may approve a waiver of all or a portion of the non-federal match requirement on the basis of the grantee's written application submitted for the budget period and any supporting evidence the responsible HHS official requires. In deciding whether to grant a waiver, the responsible HHS official will consider the circumstances specified at section 640(b) of the Act and whether the grantee has made a reasonable effort to comply with the non-federal match requirement.	Continue to attain 100% non-federal share year after year from a variety of funding sources throughout the community.	<ol style="list-style-type: none"> <li>1. Discuss with providers the challenges of meeting the non-federal share.</li> <li>2. Assist providers in developing a plan of action for acquiring non-federal share.</li> <li>3. Create a resource book for guiding vendors on how to acquired non-federal share.</li> <li>4. Develop possible contract sanctions for vendors who are not meeting the non-federal share.</li> <li>5. Present the ELC Leadership the possible contract sanction.</li> <li>6. Increase accountability and urgency by reporting the status of non-federal share during monthly leadership, policy council, and provider meetings.</li> <li>7. Conduct training for vendors on non-federal share and how to obtain it.</li> </ol>	<ol style="list-style-type: none"> <li>1. EHS Contract Specialist Finance Manager VP for EHS</li> <li>2. Finance Manager</li> <li>3. Finance Manager EHS Accounting Clerk</li> <li>4. EHS Contract Specialist Finance Manager VP for EHS</li> <li>5. Chief Operating Officer Chief Financial Officer</li> <li>6. Finance Manager</li> <li>7. Finance Manager EHS Accounting Clerk</li> </ol>	<ol style="list-style-type: none"> <li>1. 7/31/2020</li> <li>2. 11/30/2020</li> <li>3. 7/31/2020</li> <li>4. 3/31/2020</li> <li>5. 4/30/2020</li> <li>6. Effective immediately (February 1, 2020) and ongoing</li> <li>7. 5/31/2020 for upcoming program year.</li> </ol>	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		FISCAL			
DATE OF PLAN:	1/7/20	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
		<p>8. Connect with local businesses to inquire about possible partnerships to further program goals and objectives.</p> <p>9. Consider applying to other non-federal grants for non-federal share.</p> <p>10. Implement Monthly National Initiative Plan focusing on volunteer efforts to increase non-federal share.</p>	<p>8. Finance Staff and EHS Staff</p> <p>9. EHS Leadership Staff</p> <p>10. Finance staff, Administrative Coordinator, Family Advocates, Education Staff</p>	<p>8. 5/31/2020 and ongoing</p> <p>9. Ongoing</p> <p>10. 5/31/2020 and ongoing monthly</p>	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS				
AREA(S) OF CONCENTRATION:		FISCAL				
DATE OF PLAN:	1/07/20	DATE PLAN WAS UPDATED/REVISED:				
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS	
<p>§75.302 Financial management and standards for financial management systems and</p> <p>§75.303 Internal controls (1) Identification, in its accounts, of all Federal awards received and expended and the Federal programs under which they were received. Federal program and Federal award identification must include, as applicable, the CFDA title and number, Federal award identification number and year, name of the HHS awarding agency, and name of the pass-through entity, if any. (2) Accurate, current, and complete disclosure of the financial results of each Federal award or program in accordance with the reporting requirements set forth in §§75.341 and 75.342. If an HHS awarding agency requires reporting on an accrual basis from a recipient</p>	Operate the program with a balanced budget.	1. Develop reports in MIP accounting system that aligns with the EHS Budget for easier tracking.	1. Finance Manager	1. 1/30/2020		
		2. Review budget and expenses on a monthly basis with the EHS team to ensure all expenses are counted for and coded properly.	2. Finance Manager	2. 1/30/2020		
		3. Participate in organization's monthly spending plan meeting	3. EHS Leadership Team	3. 2/26/2020		
		4. Monitor and report changes on a monthly basis prior to running provider payment reports.	4. Finance Staff, School Readiness Eligibility Staff, Director of Family and Community Engagement	4. 4/1/2020		
		5. Re-evaluate layered funding methods for upcoming program year.	5. ELC Leadership	5. 3/31/2020		
		6. Implement new method of layered funding	6. EHS Contract Specialist Finance Staff	6. 2/1/2020		

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS			
AREA(S) OF CONCENTRATION:		FISCAL			
DATE OF PLAN:	1/07/20	DATE PLAN WAS UPDATED/REVISED:			
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED COMPLETION DATE	STATUS
that maintains its records on other than an accrual basis, the recipient must not be required to establish an accrual accounting system. This recipient may develop accrual data for its reports on the basis of an analysis of the documentation on hand. Similarly, a pass-through entity must not require a subrecipient to establish an accrual accounting system and must allow the subrecipient to develop accrual data for its reports on the basis of an analysis of the documentation on hand. (3) Records that identify adequately the source and application of funds for federally-funded activities. These records must contain information pertaining to Federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by		7. Re-evaluate cost allocation plan	7. Chief Financial Officer Finance Staff	7. 9/30/2019	

STAFF PERSON(S) RESPONSIBLE FOR THE IMPLEMENTATION OF PLAN:		VICE PRESIDENT, DIRECTORS, AND MANAGERS				
AREA(S) OF CONCENTRATION:		FISCAL				
DATE OF PLAN:	1/07/20	DATE PLAN WAS UPDATED/REVISED:				
IMPACTED REGULATION	GOALS (EXPECTED OUTCOMES)	ACTION STEPS	STAFF RESPONSIBLE	TARGETED DATE	COMPLETION	STATUS
source documentation. (4) Effective control over, and accountability for, all funds, property, and other assets. The non-Federal entity must adequately safeguard all assets and assure that they are used solely for authorized purposes. See §75.303. (5) Comparison of expenditures with budget amounts for each Federal award. (6) Written procedures to implement the requirements of §75.305.						



2020-2021  
Recruitment and  
Selection Plan



## Purpose

This Recruitment and Selection Plan is a framework intended to increase community awareness about the program, encourage families to apply for services, and select and enroll the neediest and most at-risk families in the community. The plan ensures that outreach is conducted to actively recruit and engage families identified in the targeted population. The purpose (goal) of recruitment is to ensure 100% enrollment on day one of services and throughout the program year. Careful planning and well thought out recruitment efforts will assure the neediest families in the community are knowledgeable about the program, apply for services, and are selected using a point system that aligns with the family's current living situation.

## Timeframe

Proposing: This plan will be used to recruit eligible families throughout the year but has been organized into two recruitment periods, August 2020 to December 2020 and January 2021 to July 2021.

What was there: This plan covers two periods of recruitment August 2020 to December 2020 and January 2021 to July 2021.

## Target Population

- Homeless
- Foster/kinship care
- Families with prior DCF history
- TANF
- SSI
- Low income families
- Domestic violence/Incarcerated Parents/At-Risk/Substance Abuse
- Children with IFSP or diagnosed disabilities
- Teenaged parents
- Families impacted by Gun Violence
- Children with subsidized Care

## Outreach and Recruitment

Enrollment in the program is a year-round process that begins with outreach and recruitment. Outreach consists of the program's efforts to partner with agencies in the community to spread the word about the services offered to families. Outreach is a collaborative effort that addresses community needs and opens the door for recruitment opportunities.

Recruitment is the systematic process of informing families about the program and inviting them to apply for the program. Recruitment is a collaborative process that relies heavily on the partnerships created during outreach efforts. This collaboration commences with a meeting between the Director of Family and Community Engagement, program staff, and community organizations. The Director of Family and

Community Engagement and the Family Advocate Supervisors meet with partnering organizations to coordinate enrollment drives at their (community organization) locations on a recurring schedule. During the enrollment drive, Family Advocates are assigned to visit certain locations to complete part 1 of the application with families. During the recruitment process, Family Advocates will continue to conduct outreach efforts in order to identify additional locations in the catchment areas to recruit eligible children. The program relies on Inquiry Logs (see appendix A) to ensure that all interested families are given an opportunity to apply. The Inquiry Logs record contact information of interested families. Family Advocates follow-up with families to share information about the program, answer parents' questions, and explain the application process. At the provider level, Inquiry Logs (see appendix A) will be available for interested participants while Family Advocates are offsite. This log is also be available at partnering organizations.

### **Outreach Strategies**

Outreach strategies will be conducted in each of the targeted areas. Outreach strategies will include but are not limited to:

- Attending community fairs to increase the community's general awareness of our program's mission, goals, and services.
- Ensuring staff understand and build a relationship with community organizations in their respective areas, so as to increase our pool of resources and better serve the community.
- Maintaining partnerships in a way that is mutually beneficial to the program and its community partners by creating memorandums of understandings (MOU), offering reciprocal training for staff, and combining efforts to organize events that will benefit the community.

### **Recruitment Strategies**

Multiple times per month, the program will engage in recruitment activities held by organizations that serve the target population. Recruitment activities are an opportunity to inform families of the comprehensive services offered by the program and to encourage them to apply. Recruitment includes but is not limited to:

#### Early Head Start Center and Local School Recruitment

- Announce open enrollment in school newsletters
- Provide brochures, flyers and applications in partnering childcare centers and other establishments
- Attend community/health fairs
- Obtain video testimonials from parents
- Attend family events at Miami-Dade County Public Library System
- Canvass low-income housing projects and apartments in the area for applicants
- Canvass local grocery stores, churches, laundromats, convenience stores, and restaurants
- Partner with community organizations that provide services to low income families.
- Send flyers or brochures home with children
- Post announcements on reader boards
- Conduct presentations about the program at PTA and school staff meetings
- Post flyers in the office of student affairs
- Provide registration information to college advisors
- Post flyers in local trade school registration offices

#### ELCMDM Strategies

- Add open enrollment event to the email signatures
- Blast program information to eligible families that apply for school readiness via text message

- Add to the Early Head Start web page
- Increase Early Head Start social media presence
- Include outreach strategies when executing MOU's with partner agencies.

The following media will be used continually to recruit eligible children: posters, flyers, brochures, newsletters, banners, signs, public service announcements, billboards, news releases, and/or door-to-door canvassing. The Early Head Start Director of Family and Community Engagement will submit all media to the Early Learning Coalition's Communications Department for approval prior to broadcast, posting, or distribution.

## Selection

Selection is the process by which a program uses a fair and objective point system to select applicants who would benefit most from services. The program developed selection criteria that prioritizes eligible family and child risk factors. Selection criteria is developed each year taking into account the community's needs and family welfare. Families with the highest number of priority points are given preference for enrollment into the program.

## Selection Criteria

Criteria	Points
<b>A. Income</b>	
Low Income 0 – 25% of the Poverty Guidelines	100
Low Income 26% – 50% of the Poverty Guidelines	95
Low Income 51% –75% of the Poverty Guidelines	85
Low Income 76% – 100% of the Poverty Guidelines	75
<b>B. Age</b>	
0 - 11 months	150
12 months – 2 years old	100
2 years and 1 month – 3 years old	80
<b>C. Disability</b>	
Diagnosed Disability with IFSP	375
Condition Diagnosed by a Professional	230
Identified as having concerns through a screener completed by a qualified professional	50
Parental Concern	50

Criteria	Points
<b>D. School Readiness</b>	
BG-8	250
BG-5	230
BG-3	200
BG-1	175
Waitlisted applicants	100
<b>E. Parental Status</b>	
Foster Parent	100
Legal Guardian	95
One Parent Family	90
Two Parent Family	60
<b>F. Other Factors</b>	
Documented Homeless	230
Documented Incarcerated Parents	150
Documented SSI/TANF Recipients	150
Families with prior DCF history	100
Documented Disaster Evacuee	100
Documented Impacted by Gun Violence	100
Documented Domestic Violence	90
Undocumented Domestic Violence referred by partnering agency	50
Referral from partnering agency	50
Documented Substance Abuse	50
Documented Working Parent	80
Documented Teen Parent	75
Documented Sibling of Returning Student	75
Documented Migrant Seasonal Farm Worker	75
Documented Public Housing Resident	75
Documented Infant Mortality	50
Documented Pregnant Woman	50
Postpartum Depression	50
Enrolled in Current Center	50

## Timeline

August through December 2020		
Event	Month	Responsible Party
<ul style="list-style-type: none"> <li>Parent Orientation</li> </ul>	August	All staff
<ul style="list-style-type: none"> <li>Start of new program year</li> <li>Identify and contact no-shows</li> </ul>	August	Family Advocates
<ul style="list-style-type: none"> <li>Participate in Annual Breastfeeding Awareness Walk</li> </ul>	August	Family Advocates
<ul style="list-style-type: none"> <li>Attend The Children’s Trust Annual Family Expo</li> </ul>	September	All staff invited
<ul style="list-style-type: none"> <li>Participate in public housing canvassing</li> <li>Conduct internal monitoring</li> </ul>	September	Family Advocates
<ul style="list-style-type: none"> <li>Start of Fall Open Enrollment</li> </ul>	September	
<ul style="list-style-type: none"> <li>Review &amp; Revise Recruitment and Selection Plan</li> </ul>	October	Director of Family and Community Engagement, and Family Advocate Supervisors
<ul style="list-style-type: none"> <li>Assign EHS staff to recruitment activities</li> <li>Distribute Recruitment materials to partnering agencies</li> <li>Advertise open enrollment in “signature lines” on ELC emails</li> <li>End of open enrollment and last day for transfer request to be submitted</li> <li>Review database to ensure accuracy of New Status</li> </ul>	October	Family Advocates & Director of Family and Community Engagement, and Family Advocate Supervisors
<ul style="list-style-type: none"> <li>Participate in Annual MCI Thanksgiving Turkey Bowl</li> </ul>	November	Family Advocates & Director of Family and Community Engagement, and Family Advocate Supervisors
<ul style="list-style-type: none"> <li>Participate in Annual Miami Book fair</li> </ul>	November	Family Advocates & Director of Family and Community Engagement, and Family Advocate Supervisors
<ul style="list-style-type: none"> <li>Attend Annual Holiday Homestead/Florida City Health &amp; Resource Fair</li> </ul>	November	Family Advocates & Director of Family and Community Engagement, and Family Advocate Supervisors
<ul style="list-style-type: none"> <li><b>November 4 to November 15, 2019</b> - Run prioritization and conduct selection</li> <li><b>November 4 to December 16, 2019</b> - Contact families for Enrollment Interviews</li> </ul>	November	Family Advocates & Director of Family and Community Engagement, and Family Advocate Supervisors/ Technical assistant Specialist
<ul style="list-style-type: none"> <li><b>December 16, 2019</b> - Complete Enrollment Interviews</li> </ul>	December	Family Advocates
<ul style="list-style-type: none"> <li>Refer expectant mothers and siblings, ages birth to two years, to Early Head Start</li> </ul>	Ongoing	Providers
<ul style="list-style-type: none"> <li>Attend meetings and/or make presentations at:                             <ul style="list-style-type: none"> <li>WIC</li> <li>Relief Nursery</li> </ul> </li> </ul>	Ongoing	All EHS Staff

<ul style="list-style-type: none"> <li>• Early Steps</li> <li>• Social Service/Community Action Programs</li> <li>• Other meetings as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Housing Authorities</li> <li>• DCF Agencies</li> </ul>		
<b>January through July 2021</b>			
<b>Event</b>	<b>Month</b>	<b>Responsible Party</b>	
<ul style="list-style-type: none"> <li>• Develop 2021-2022 Recruitment Plan to present to Policy Council and ELCMDM Board</li> </ul>	January	Director of Family and Community Engagement, Family Advocate Supervisors, ELC Communication Department, Board Members, Policy Council	
<ul style="list-style-type: none"> <li>• <b>January 17, 2021</b> - Enrollment Interviews reviewed</li> </ul>	January	Director of Family and Community Engagement and Family Advocate Supervisors	
<ul style="list-style-type: none"> <li>• <b>January 24, 2021</b> - Finalize and distribute classroom rosters to sites</li> </ul>	January	Family Advocates, Technical Assistance Specialist & Director of Family and Community Engagement, and Family Advocate Supervisors	
<ul style="list-style-type: none"> <li>• Transitioning children prepare to leave</li> <li>• Confirm acceptance with selected families</li> <li>• New families enrolled in place of transitioning children</li> </ul>	January	Family Advocates, Director of Family and Community Engagement, and Family Advocate Supervisor	
<ul style="list-style-type: none"> <li>• Present Recruitment and Selection Plan to ELCMDM Board and Policy Council for approval</li> <li>• <b>February 3, 2021</b> - Start of Spring Open Enrollment for transitioning slots on July 31, 2021</li> <li>• <b>February 7, 2021</b> - Review Waitlist to remove aged-out children.</li> </ul>	February	VP of EHS, Director of Family and Community Engagement, and Family Advocate Supervisors	
<ul style="list-style-type: none"> <li>• Revise and print application and forms for distribution February 14, 2021</li> </ul>	February	EHS Leadership and Family Advocates	
<ul style="list-style-type: none"> <li>• <b>February 17, 2021</b> - Contact families on waitlist via email, text, and phone to confirm their interest in the program and provide updated income.</li> </ul>	February	Family Advocates and ERSEA Clerk	
<ul style="list-style-type: none"> <li>• Distribute recruitment information to targeted areas of low enrollment/ low waiting lists numbers via: <ul style="list-style-type: none"> <li>• School newsletters / calendars</li> <li>• meetings</li> <li>• Community locations</li> <li>• Door-to-door canvassing</li> </ul> </li> </ul>	March	All EHS staff	
<ul style="list-style-type: none"> <li>• <b>Week of March 11, 2021</b> - Conduct Transition Fair for families leaving on July 31, 2021.</li> </ul>	March	Family Advocates, Director of Family and Community Engagement, and Family Advocate Supervisors	
<ul style="list-style-type: none"> <li>• Assign EHS staff to recruitment activities</li> <li>• Distribute recruitment materials to partnering agencies</li> <li>• Advertise open enrollment in “signature lines” on ELC emails</li> <li>• <b>April 24, 2021</b> - End of open enrollment, last day for transfer request to be submitted, last day for waitlist families to submit updated applications and income.</li> </ul>	April	Family Advocates, Director of Family and Community Engagement, Family Advocate Supervisors, and Technical assistant Specialist	

<ul style="list-style-type: none"> <li>• <b>April 27 to May 1, 2020</b> - Review database to ensure accuracy of New and Waitlist Status</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>May 4 to May 15, 2020</b> - Run prioritization and conduct selection</li> <li>• <b>May 4 to June 15, 2020</b> - Contact families for enrollment interviews</li> </ul>	May	Family Advocates, Director of Family and Community Engagement, and Family Advocate Supervisors
<ul style="list-style-type: none"> <li>• <b>June 15, 2020</b> - Complete Enrollment Interview</li> </ul>	June	Family Advocates, Director of Family and Community Engagement, and Family Advocate Supervisors
<ul style="list-style-type: none"> <li>• <b>July 20, 2020</b> - Enrollment Interviews reviewed</li> </ul>	July	Director of Family and Community Engagement, and Family Advocate Supervisor or designee
<ul style="list-style-type: none"> <li>• Attend Annual Overtown Music Festival</li> </ul>	July	Family Advocates
<ul style="list-style-type: none"> <li>• Finalize and distribute classroom rosters to sites</li> <li>• Parents given accepted letters</li> <li>• Distribute waitlist letters</li> </ul>	July	Family Advocates, Technical assistance specialist, Director of Family and Community Engagement, and Family Advocate Supervisors
<ul style="list-style-type: none"> <li>• Refer expectant mothers and siblings birth to two to Early Head Start</li> </ul>	Ongoing	Providers
<ul style="list-style-type: none"> <li>• Address agencies, community services;</li> <li>• provide Early Head Start staff to attend meetings and/or make presentations at: <ul style="list-style-type: none"> <li>• WIC</li> <li>• Early Steps</li> <li>• Social Service/Community Action Programs</li> <li>• Other meetings as appropriate</li> </ul> </li> <li>• Relief Nursery</li> <li>• Housing Authorities</li> <li>• DCF Agencies</li> </ul>	Ongoing	All EHS Staff



## Canvassing

Canvassing Resources	Service Area	Location
Florida City WIC and City Hall Office	Homestead	Social Service
Sedano's 831 NE 8th St, Homestead, FL 33030	Homestead	Grocery Store
Sedano's 1263 West Flagler St. Miami, FL 33135	Central	Grocery Store
Florida City Walmart 33501 S Dixie Hwy, Florida City, FL 33034	North	Grocery Store
Walmart Supercenter 3200 NW 79th St, Miami, FL 33147	North	Grocery Store
Price Choice 4500 NW 183rd St, Miami gardens 33055	Miami Gardens	Grocery Store
Presidente Supermarket: 1895 SW 8th St, Miami, FL 33135	Central	Grocery Store
Walmart Neighborhood Market 3791 NW 167th St	Miami Garden	Grocery Store
Winn-Dixie 1150 NW 54th St, Miami, FL 33127	Liberty City	Grocery Store
Dr. Pierre Blemur, MD 18373 NW 27th Ave	Miami Gardens	Doctor's Office
CHI Homestead	Homestead	Doctor's Office
Pediatric Associates 3084 NE 41st Terrace, Homestead, FL 33033	Homestead	Doctor's Office
Borinquen Health Care 3601 Federal Highway Miami, FL 33137	Liberty City	Doctor's Office
Zambrano Pediatrics 1555 N Krome Ave, Homestead, FL 33030	Homestead	Doctor's Office
Pediatrics Associate 1193 W. 49th Street, Hialeah, FL 33012	Central	Doctor's Office
Doctors medical center 4888 NW 183rd St suite 101, Miami Gardens FL 33055	Miami Gardens	Doctor's Office
Pediatric associates Skylakes 1610 NE Miami gardens dr	Miami Gardens	Doctor's Office
University Of Miami Pediatrics 1120 NW 14th St, Miami, FL 33136	North	Doctor's Office
Fredrica Wilson and Juanita Mann Health center 2520 NW 75 ST	Liberty City	Doctor's Office
Carol City WIC office 4737 NW 183rd St, Opa-locka	North	WIC Office
Florida City WIC Office	Florida City	WIC Office
WIC Homestead 753 W Palm Dr, Florida City, FL 33034	Homestead	WIC Office
WIC/Miami Dade Health 1350 N.W. 14 St. Miami, FL 33125	Central	WIC Office
Joe Diamago 1005 Joe DiMaggio Drive Hollywood, FL 33021	North	Hospital
Homestead Hospital 975 Baptist Way, Homestead, FL 33033	Homestead	Hospital
Nicklaus Children's Hospital 3100 S.W. 62 Ave. Miami, FL 33155	Central	Hospital

<b>Canvassing Resources</b>	<b>Service Area</b>	<b>Location</b>
Child Enrichment Center 1825 NW 167th St. Miami gardens	Miami Gardens	DCF Agency
Accion Community Action Center 970 S.W. 1 St. Miami, FL 33130	Central	Social Service Agency
Florida DCF Community group, 1490 NW 27th Ave, Miami, FL 33125	Miami Gardens	DCF Agency
Florida Department of Children and Families 1490 NW 27th Ave	Miami Gardens	DCF Agency
Florida City Dental 786 S Homestead Blvd, Homestead, FL 33030	Homestead	Dental Office
La Casita Dental 127 N.W. 12 Ave. Miami, FL 33128	Central	Dental Office
UF Health Dental Center 750 E 25th St, Hialeah, FL 33013	Hialeah	Dental Office
AC Pediatric Dentistry & Orthodontics, 2950 SW 8th St, Miami, FL 33135	Central	Dental Office
Jessie Trice Community Health Center 2520 NW 75th St, Miami, FL 33147	Liberty City	WIC Office
Florida City Dental 786 S Homestead Blvd, Homestead, FL 33030	Florida City	Dental Office
La Casita Dental 127 N.W. 12 Ave. Miami, FL 33128	Liberty City	Dental Office
West Homestead Elementary 1550 SW 6th St, Homestead, FL 33030	Homestead	School
Ada Merritt K-8 Center 660 S.W. 3 Ave. Miami, FL 33130	Central	School
Miami-Dade Public Libraries	Miami Dade County	Library
Maya Angelou Elementary School 1850 NW 32nd St, Miami, FL 33142	Miami Gardens	School
Citrus Grove Elementary School	Miami Gardens	School
Charles Drew Elementary School	Liberty City	School
Lidsey Hopkins 750 NW 20th st	Liberty City	Church
City Church 1700 N Krome Ave, Homestead, FL 33030	Homestead	Church
St. Barbara Catholic Church 1156 S.W. 6 St. Miami, FL 33130	Central	Church
Agape Family Ministries 9715 SW 161st St, Miami, FL 33157	Homestead	Church
Iglesia San Juan Bosco 1371 W Flagler St, Miami, FL 33125	Central	Church
St. John Bosco Catholic Church, 1349 W Flagler St, Miami, FL 33135	Central	Church
Liberty City Church of Christ 1263 NW 67th St, Miami, FL 33147	Liberty City	Church
Perrine Community Action Center 17801 Homestead Ave, Miami, FL 33157	Homestead	Social Service Agency
Miami Bridge Community Center 2810 N. River Dr. Miami, FL 33125	Homestead	Foster/ Group home Facility
Lutheran Services 16201 SW 95th Ave, Miami, FL 33157	Homestead	Social Service Agency

<b>Canvassing Resources</b>	<b>Service Area</b>	<b>Location</b>
His House Children's Home 20000 NW 47th, Opa Locka, FL 33055	Miami Gardens	DCF Agency
Abriendo Puertas INC. 1401 SW 1st St, Miami, FL 33135	Central	Social Service Agency
Liberty City Community Action Agency 6100 NW 7th Ave A, FL 33127	Central	Misc.
Viernes Cultural Little Havana (ongoing)	Central	Misc.
Livin2travel 176 NW 28th St, Miami, FL 33127	Central	Misc.
Children's Trust Family Expo	North	Misc.
MCI back to school drive	North	Misc.
Livin2travel 176 NW 28th St, Miami, FL 33127	Central	Misc.
Family Fun Day 101 W Flagler St, Miami, FL 33130	Central	Misc.
Centro Mater Health Fair	Central	Misc.
Miami-Dade County Book Fair	North	Misc.
Campbell Arms Low Income Housing (800 NE 12th Avenue, Homestead, FL)	Homestead	Housing Authorities
U.S. Department of Housing & Urban Affairs 1401 N.W. 7 St. Miami, FL 33136	Central	Housing Authorities
Community Partnership Homeless 28205 SW 124th Ct, Homestead, FL 33033	Homestead	Housing Authorities
MDC Public Housing & Community Development 701 NW 1st, Ct, Miami, FL 33136	North	Housing Authorities
Miami Dade Housing Agency- 5125 NW 22nd Ave Miami, FL	Miami Gardens	Housing Authorities
Neighborhood Housing Services, 300 NW 12th Ave, Miami, FL 33128	Liberty City	Housing Authorities
Miami Dade Housing Agency 5125 NW 22nd Ave	Miami Gardens	Housing Authorities
Little Haiti Housing Ass 181 NE 82nd ST #2	Liberty City	Housing Authorities
Farm Shares	All Regions	Social Service
MCI events	North	Social Service

# Office of Strategic Initiatives and Program Development

**Anabel Espinosa, Ph.D., Director**

## Strategic Plan Priority Initiative:

- **Neediest Children**
- **Youngest Children**
- **Providers**
- **Funding**



# Evidence Guided Practices- An Overview



# Evidence Informed Practices

## Been there, done that: A Status Update

Program/Tool/Practice	Evidence Informed (Y/N)	Limitations	Outcome
Classroom Assessment Scoring System (CLASS)	Yes	Large scale implementation and buy in	ELC Implementation began October 1, 2019; Quality Improvement Plans begin July 1 ,2019
Ages and Stages Questionnaire, 3 <sup>rd</sup> Ed. (ASQ-3)	Yes	Fidelity: Administration has limited parent involvement	Revisions to Statewide Practice: July 1, 2019-July 1, 2020
Teaching Strategies GOLD	Yes	Fidelity: Should be adequately supported to ensure appropriate use	Invitation to design Child Assessment Plan in line with best practice

# Evidence Guided Practices

## More to Come!

Program/Tool/Practice	Evidence Informed (Y/N)	Limitations	Outcome
Teenage Parent Assistance Program (TAPP): The Incredible Years			April 2020
Data Based Language and Data Reporting			May 2020
Best Practices in Inclusive Early Childhood Education (BPIECE)			June 2020
Systems Change and Equity: Ensuring Success for All Communities			July 2020