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 COMMITTEE MEETING**  
**November 23rd, 3:30 p.m.**  
**ELC Board Room**

<table>
<thead>
<tr>
<th>I. Welcome &amp; Introductions</th>
<th>Dr. Judy Schaechter</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Approval of Minutes</td>
<td>Dr. Judy Schaechter</td>
</tr>
<tr>
<td>III. ASQ Compliance</td>
<td>Dr. Anabel Espinosa</td>
</tr>
<tr>
<td>IV. Early Head Start</td>
<td>Belkis Torres</td>
</tr>
<tr>
<td>V. Professional Development Institute</td>
<td>Lidia Clark</td>
</tr>
<tr>
<td>VI. Quality Counts</td>
<td>Fiorella Altare</td>
</tr>
<tr>
<td>VII. OEL Accountability Monitoring Report</td>
<td>Michelle Meilan</td>
</tr>
<tr>
<td>VIII. Sunbeatables</td>
<td>Pam Hollingsworth</td>
</tr>
<tr>
<td>IX. Public Comments</td>
<td>Dr. Judy Schaechter</td>
</tr>
<tr>
<td>X. Adjourn</td>
<td>Dr. Judy Schaechter</td>
</tr>
</tbody>
</table>
Programs, Policy and Provider Services Committee Meeting
October 28th, 2015; 3:30 PM
Conference Call

Committee Attendees: Dr. Judy Schaechter and Imran Ali

Staff Attendees: Evelio Torres, Sandra Gonzalez, Anabel Espinosa, Kerry Allen, Fiorella Altare, Jackye Russell, Lisa Sanabria

I. Welcome and Introductions

Dr. Judy Schaechter

II. ASQ’s

Dr. Anabel Espinosa

- The topic of discussion was in reference to Compliance with ASQ-3 and the ongoing challenge, to date, there have been no consequences for providers who are non-compliant. As per Section 1002.88, Florida Statutes, Office of Early Learning; power and duties.

- (2) If a school readiness program provider fails or refuses to comply with this part or any contractual obligation of the statewide provider contract under s. 1002.82(2)(m), the coalition may revoke the provider’s eligibility to deliver the school readiness program or receive state or federal funds under this chapter for a period of 5 years.

- The committee was asked if the Coalition may begin withholding payments on providers that are in non-compliance.
  - Payments for all children in attendance would be processed
  - Payments for child(ren) with past due ASQ-3 would be withheld
  - Past due ASQ-3 = up to 105 days past the DUE DATE
  - Payment for all children will be issued when Provider completes overdue ASQ-3(s).

There was no quorum at the committee meeting so motion to approve recommendations will be taken to board.

III. EHS Update

Kerry Allen

- EHS has enrolled 455 to date and will enroll 32 more on November 2nd. Position in EHS that are still available are; Part-time nutritionist and family advocates.

IV. Adjourn

Dr. Judy Schaechter
Programs

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

- ASQ-3 Compliance
- Inclusion: Front End Referral Loop
- Inclusion: Back End Referral Loop
Past Due Providers (FY 2015-2016)
Past Due Providers (FY 2015-2016)

![Bar chart showing children with past due ASQ-3 from August to November.]

- August: 1203
- September: 1463
- October: 746
- November: 642
Inclusion Work Group Tasks: Improved Documentation and Data Tracking

- Addition of Custom Columns in EFS Child Profile (STATUS: DONE)
  - Documented Disability (DDD)
  - Parent Concern (PC)
- Revision of Eligibility Packet Needs Assessment (STATUS: IN PROGRESS)
- Professional Development (STATUS: PENDING)
  - ALL ELC-MDM Eligibility Staff
  - Obtaining and Entering Information in Custom Columns
Inclusion Work Group Tasks: Improved Referral and Follow Up

- Front End

  STATUS (IN PROGRESS)*
  - Eligibility refers to Warm-Line if Needs Assessment is positive for Documented Disability (DDD) or Parent Concern (PC)
  - Warm Line
    - SR = Citrus Flag
    - Private Pay= Inclusion Team
    - Not in care= Help Me Grow

*Eligibility sharing current Needs Assessment with Warm-Line
Inclusion Work Group Tasks:
Improved Referral and Follow Up

• Back End

STATUS (IN PROGRESS)*

□ Citrus refers to Warm Line
  • Children who are eligible for services Early Steps/FDLRS and parent accepts
  • Children who are eligible for services Early Steps/FDLRS and parent declines

□ Warm Line
  • Follow up
    • Edit status in EFS
    • Offer supports if child remains SR

* Citrus has been asked to share the names of these children. Waiting on referral list.
Programs Committee Meeting

Early Head Start
Enrollment

• The funded enrollment for the Neighborhood Place Early Head Start Program is 750 of which 624 are currently available.

• Of the 529, there 174 children dually enrolled in EHS and School Readiness and 355 enrolled only in EHS.

• Twenty-three (23) providers are currently serving 624 of the 750 slots.

• Additional providers are being identified to serve the remaining 124 slots.
  • Providers in the target and adjacent zip codes received letters inviting them to consider becoming EHS partners.
  • Of the 20 providers that showed interest in serving EHS children, 7 were in the target zip codes and 9 were in neighboring zip codes.
Jackson Memorial Health System Referrals

- 285 referrals were made to Jackson Memorial Health System
- Of the 285 referrals, 175 referrals are for EHS children
- Of the 285 referrals, 110 referrals were for children and other family members
An interim Policy Council will be formed to vote on pertinent information.

- Interim group is expected to meet the first week of December.
- Composition of the Policy Council will be finalized by the end of December.
- Center Parent Committee meetings will begin January 2015.
- Policy Council elections will take place January 2015.
EHS Baseline Results

- Grantee Name: Early Learning Coalition Miami-Dade/Monroe County
- Baseline ID: 15SFL201
- Interview Date: August 26, 2015 (Fiscal/ERSEA) | September 2, 2015 (EnvHS)
- The Office of Head Start (the OHS) and the Office of Child Care (OCC) want to thank you for participating in the Early Head Start-Child Care Partnership (EHS-CCP) baseline events. These baselines are part of the work that the OHS is doing in partnership with the OCC to understand EHS-CCP grantees' and partners' current capacity and identify technical assistance or other supports needed.
- The documents provided contain information gathered during your EnvHS and/or FIS/ERSEA baseline events. This information is provided to support your continuous program improvement. If you have questions about this information, please contact your ACF Regional Office representative.
### Fiscal Baseline Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many partners did you identify in your application?</td>
<td>30</td>
</tr>
<tr>
<td>How many signed-and-dated Partnership Agreements do you currently have in place?</td>
<td>25</td>
</tr>
<tr>
<td>For those Partnership Agreements, have you identified each of the partners as either a sub-recipient or contractor?</td>
<td>Yes</td>
</tr>
<tr>
<td>How will you ensure that childcare subsidy funds and EHS-CCP funds are not used to pay the same expenses for enrolled children?</td>
<td>Subsidy funds are used to cover the core expenses of the childcare providers. Partnership funding covers the additional costs incurred to elevate the programs to EHS standards.</td>
</tr>
<tr>
<td>Describe the system you have in place to ensure receipt, approval, review, and payment of bills or invoices from current partners.</td>
<td>The grantee is the gateway point for State subsidies for Miami-Dade and Monroe Counties. The grantee uses its internet portal to allow partners to establish documentation of the required payments to the providers under the Counties’ subsidy programs. It has also established individual rates to cover the additional costs incurred by each provider in meeting increased EHS standards.</td>
</tr>
<tr>
<td>Do you have a cost allocation plan that establishes a basis for charging shared expenses between other awards and the partnership grant? (Not applicable for single grant awardees.)</td>
<td>Yes</td>
</tr>
<tr>
<td>Do you include administrative costs in the cost allocation plan?</td>
<td>Yes</td>
</tr>
<tr>
<td>If you do not include administrative costs in the plan, do you have a negotiated indirect cost rate, or have you adopted the de minimis rate of 10 percent?</td>
<td>N/A</td>
</tr>
<tr>
<td>Are you tracking and reporting, on a monthly basis, administrative costs and the accumulation of non-Federal share?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do you have waivers for administrative costs or non-Federal share?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who has responsibility for determining eligibility for the program?</td>
<td>The grantee</td>
</tr>
<tr>
<td>Describe the process for identifying and tracking children receiving subsidies.</td>
<td>Children are identified as eligible to receive subsidies during enrollment. If families are not already receiving subsidies, they are assisted in applying for them. Once a child is identified as eligible, the grantee is notified, and the relevant data are entered into ChildPlus for tracking.</td>
</tr>
<tr>
<td>Is there a process for identifying and tracking children receiving subsidies?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do the selection criteria include high priority for children needing full-day, full-year services due to parent(s) working or in school and priority for children meeting eligibility who are occupying existing partner slots?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are parents informed at the time of application that, once enrolled, they are eligible to remain in the program until the child ages out?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the grantee have systems in place to understand the reasons children are absent, how absences are followed up on, and methods to support parents in overcoming barriers to regular attendance?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
**EHS Baseline Results**

<table>
<thead>
<tr>
<th>Center or FCC Name</th>
<th>Classroom</th>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge Academy and Camp Learning</td>
<td>-</td>
<td>Safety Hazards</td>
<td>The following was observed on the playground: garbage and hazardous material (e.g., glass, needles, animal feces).</td>
</tr>
<tr>
<td>Cambridge Academy and Camp Learning</td>
<td>Infants</td>
<td>Proper Handling of Breast Milk</td>
<td>Formula is not stored in the original container and labeled with the child's full name and date opened.</td>
</tr>
<tr>
<td>Cambridge Academy and Camp Learning</td>
<td>Infants</td>
<td>Medication Management</td>
<td>Prescribed medications are not in original containers with original prescription labels.</td>
</tr>
<tr>
<td>Cambridge Academy and Camp Learning</td>
<td>Infants</td>
<td>Medication Management</td>
<td>Medications are not given as prescribed.</td>
</tr>
<tr>
<td>Liberty Academy Daycare and Preschool</td>
<td>Infant Classroom</td>
<td>Proper Handling of Breast Milk</td>
<td>Formula is not stored in the original container and labeled with the child's full name and date opened.</td>
</tr>
<tr>
<td>Our Little House of Love</td>
<td>Infants</td>
<td>Proper Handling of Breast Milk</td>
<td>The following was observed on the playground: inappropriate height and accessibility of equipment.</td>
</tr>
<tr>
<td>Sheyes Of Miami Learning Center</td>
<td>-</td>
<td>Age- Appropriateness and Accessibility; Facility Maintenance and Repair</td>
<td>No shock-absorbing surfaces under equipment.</td>
</tr>
<tr>
<td>Sheyes Of Miami Learning Center</td>
<td>Two-year-olds</td>
<td>Facility Maintenance and Repair</td>
<td>Windows and glass doors are not constructed, secured, and adjusted to prevent children's injury and escape.</td>
</tr>
<tr>
<td>Sheyes of Miami #1</td>
<td>Classroom B/1-year-olds</td>
<td>Handwashing</td>
<td>Handwashing did not include the following: Staff and/or children did not wash hands with soap and water.</td>
</tr>
<tr>
<td>Sheyes of Miami #1</td>
<td>Classroom B/1-year-olds</td>
<td>Diapering</td>
<td>Staff did not do the following when changing diapers:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Before bringing the child to the diaper changing area, wash hands and bring supplies to the diaper changing area</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Wash the child's hands and return child to a supervised area</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Clean and disinfect the diaper-changing surface</td>
</tr>
</tbody>
</table>

**FY 2015 Environmental Health and Safety EHS-CCP Baseline**

| Early Learning Coalition Miami-Dade/Monroe County | Are there any new staff who do not have a CRC who were hired through the Child Care Partnership? | No |

**Completion of Criminal Record Checks**

<table>
<thead>
<tr>
<th>Early Learning Coalition Miami-Dade/Monroe County</th>
<th>9/2/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Record Checks</td>
<td>9/2/2015</td>
</tr>
</tbody>
</table>
Provider Training

Parent Education

Equity
VPK PROVIDER INSTRUCTOR-LED TRAINING

- 583 provider contacts July 29- September 4
- Standards for Four Year Olds
- How to Administer the Florida VPK Assessment (180 participants)
- VPK Assessment Instructional Implications (168 participants)
- Integrating the Standards- Phonological Awareness (201 participants)
COLLABORATIONS

- Creative Curriculum Infant Toddler Two’s in Monroe and Miami-Dade
- First 1000 Days Conference- Look who’s Talking workshop with EHS
- MMCI Training in collaboration with OEL, Teachstone and QC
- Early Learning Florida - with UF Lastinger, OEL, and QC
- Early Childhood Business Leadership Institute
- Miami-Dade County Public Library System- Art and Science of Storytelling
Internal Capacity Building

- Weekly Provider Orientations
- A Motivational Approach to Family Engagement - for EHS
- Childcare Administration Regulation & Enforcement System (CARES) Training for Contracts
- Eligibility On-boarding (BG1/3/5) - designated Training Specialist
- Outcome Driven Train the Trainer
- Community of Practice Train the Trainer
- Teaching Strategies GOLD Train the Trainer
- Learning Language and Loving It Train the Trainer
Florida law requires all private and public VPK providers to administer pre- and post-assessments to all children attending a VPK program (Section 1002.67(3), Florida Statutes). The requirements for 2015-16 are new and include the use of VPK Assessment and Teaching Strategies GOLD®. All VPK providers are responsible for complying with administration and reporting results by specified deadlines. There are two rules that pertain to VPK pre- and post-assessments:

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

- Registered
- Attended
- No Shows
HIPPY Monroe/Collier Update

Educating Children; Engaging Families; Enriching Communities
ELCMDM exclusive provider of services in Monroe and Collier
Funding agreement received from HIPPY Florida/OEL- October 1, 2015- $130,000

- Staff recruitment/training
  - 3 qualified staff have been identified for Monroe and offers are pending
  - MOU with ELCSWF executed and positions posted

- Identify eligible children
  - 50 children in Monroe (TANF and/or School Readiness required)
  - 40 children in Collier (TANF eligible)

- Build Infrastructure
  - Engage local partners/develop advisory committee
  - Select office and develop marketing materials
EQUITY INSTITUTE

- Miami-Dade College Poverty Simulation
- It’s More than Lunch Café
  - Hispanic Heritage
  - Native American Culture and History
- School Reform Initiative Conference
Participants: Who is part of QC?

420 early care and education programs as of October 31, 2015

<table>
<thead>
<tr>
<th>Programs</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centers</td>
<td>86% (361)</td>
</tr>
<tr>
<td>Family Homes</td>
<td>11% (47)</td>
</tr>
<tr>
<td>Head Start</td>
<td>1% (6)</td>
</tr>
<tr>
<td>RCMA</td>
<td>1% (6)</td>
</tr>
</tbody>
</table>
Priority Programs: Who are we serving?

n = 420 as of October 31, 2015

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

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

- Centers: 61%
- Family Homes: 49%
- Head Start: 100%
- RCMA: 100%

Gold Seal Accredited
QC Waitlist

(TCT Year 9: July 2015 – June 2016)

Programs on the waitlist for QC as of November 20, 2015: 6
QC Assessment Levels

Distribution of Learning Environment Levels
n=341 as of October 31, 2015

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

Distribution of Staff Qualifications Levels
n=341 as of October 31, 2015

*79 programs are in some stage of their Self-Study process and will be assessed between Nov 2015-Feb 2016
Provider Accreditation Recognition

• Programs that received 1st time accreditation between July 2014-June 2015
  • 43 programs have been invited to the ELC Board Meeting on Dec. 7th to be recognized.
  • These programs represent 4 different accreditation bodies
    • APPLE (24)
    • NAEYC (6)
    • NAFCC (10)
    • SACS (3)
Updates

➢ 35 programs were selected and 29 remain active as of November:
   • 25 Tier I
     ▪ 2 in Monroe
     ▪ 23 in Miami-Dade
   • 4 Tier II
     ▪ 4 in Miami-Dade

➢ Reasons for programs opting out:
   • Rigorous requirements
   • Not having the prerequisites
   • Practitioners are not ready to take on more work
Tier I & II Elements

➢ Tier I
  • Classroom Assessment Scoring System (CLASS) pre & post-assessments
  • 2 hour online intro to CLASS training
  • 20 hour Making the Most of Classroom Interactions (MMCI) training

➢ Tier II
  • Classroom Assessment Scoring System (CLASS) pre & post assessments
  • Technical Assistance visits
  • Assessment tool training
  • Child assessments
  • Early Learning Florida training
Updates

• All programs completed the 1\textsuperscript{st} of 4 benchmarks
• Next benchmark is due Dec. 31\textsuperscript{st}
• University of Florida is conducting CLASS pre-assessments in all active classrooms
• Making the Most of Classroom Interactions trainings are being conducted by ELC to all tier 1 programs
• Early Learning Florida online courses have been provided to tier 2 programs
• Technical assistance will begin in December for tier 2 programs
Performance FUNDING Pilot – Year Two

Benchmarks for Tier I

**1st due Oct. 31st**
- Execute contract
- Schedule Classroom Assessment Scoring System (CLASS) Pre-Observation
- Complete Introduction to the CLASS Online Training Module
- Purchase Making the Most of Classroom Interactions (MMCI) Participant Kits

**2nd due Dec. 31st**
- Update the List of Participating Instructors/Directors
- Participate in CLASS Pre-Observation Conducted by University of Florida
- Sign Up and Complete at Least Four (4) Hours of MMCI Training
- Complete the Quality Expenditures Report

**3rd due Mar. 31st**
- Update the List of Participating Instructors/Directors
- Sign up and Complete at Least Ten (10) Additional Hours of MMCI Training
- Complete the Quality Expenditures Report

**4th due Jun. 30th**
- Update the List of Participating Instructors/Directors
- Sign Up and Complete Up to Six (6) Additional Hours of MMCI Training
- Participate in CLASS Post-Observation Conducted by University of Florida
- Complete the Quality Expenditures Report
Benchmarks for Tier II

- **1st due Oct. 31st**
  - Executed Contract
  - Verify Previous MMCI and Introduction to the CLASS Training
  - Schedule CLASS Pre-Observation with the ELC
  - Verification of Assessment Tool Online Subscription
  - Complete Assessment Tool Professional Development
  - Complete Reliability Test on Chosen Assessment Tool
  - Schedule TA Visit from the Early Learning Coalition

- **2nd due Dec. 31st**
  - Update the List of Participating Instructors/Directors
  - Register Instructors/Directors for Early Learning Florida (ELFL) Training
  - Participate in CLASS Pre-Observation
  - Participate in Two (2) TA Visits from ELC
  - Initial Child Assessment
  - Submit a Quality Expenditures Report

- **3rd due Mar. 31st**
  - Update the List of Participating Instructors/Directors Complete Ten Hour ELFL Course
  - Register Instructors/Directors for Early Learning Florida (ELFL) Course Two
  - Participate in Two TA Visits from ELC
  - Complete the Quality Expenditures Report

- **4th due Jun. 30th**
  - Update the List of Participating Instructors/Directors
  - Complete a Ten Hour ELFL course
  - Complete Reliability Test on Chosen Assessment Tool
  - Final Child Assessment
  - Participate in CLASS Post-Observation
  - Complete the Quality Expenditures Report
ACCOUNTABILITY MONITORING REPORT FOR THE EARLY LEARNING COALITION OF MIAMI-DADE AND MONROE

REPORT AS14-15.25
October 2015
Review Scope

- School Readiness Eligibility
- School Readiness Payment Validation
- Voluntary Prekindergarten Child Eligibility
- Voluntary Prekindergarten Payment Validation
- Voluntary Prekindergarten Provider
- Data Accuracy
Review Scope

• Services delivered for SR eligibility from January through March 2015
• For VPK during the 2014-2015 program year.
• Coalition’s operations from July 1, 2013, through June 30, 2015
OEL Team

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

• OEL requires the coalition to submit a corrective action plan (CAP) for all compliance issues within 30 days from receiving this accountability review report.

• The response should demonstrate the coalition’s steps to address each compliance issue and the numbered findings on the monitoring spreadsheets.

• **For all uncorrected findings**, a corrective action plan should identify the initial finding’s cause and the coalition’s plan for continued compliance.
Outcome of Review

• 100% of children being served found to be eligible for services

• *No findings*
  ▫ 54 elements (70%)

• *Findings - No pending items (CAP accepted)*
  ▫ 23 elements (30%)
Outcome of Review

School Readiness Eligibility (SR) [p. 5]
Findings: 10
• Findings - No pending items (CAP accepted)

School Readiness Payment Validation (SRPV) [p.14]
Findings: 2
• Findings - No pending items (CAP accepted)

VPK Child Eligibility (VPKC) [p.16]
Findings: 0
• The coalition had no findings in this review area
Outcome of Review

VPK Payment Validation (VPKPV) [p.19]
Findings: 3
• Findings - No pending items (CAP accepted)

VPK Provider Eligibility (VPKP) [p.21]
Findings: 5
• Findings - No pending items (CAP accepted)

Data Accuracy (DA) [p.27]
Findings: 3
• Findings - No pending items (CAP accepted)
Key Opportunities for Improvement

**SR and VPK Payment Validation**
- Providers must maintain accurate sign-in/sign-out sheets.
- Corrective action- providers with findings trained. Ongoing provider and staff trainings conducted.

**VPK Provider Files**
- Professional development requirements must be met by teachers and all documents in contract file must be current.
- Corrective action- staff received training, an updated process was developed and providers are receiving ongoing training.
‘Helping preschoolers deploy 'superpowers' against sunburn’
Why is sun protection important?

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

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

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

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

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

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

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

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

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

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