

Measuring What Matters

ANNUAL REPORT 2018-2019



From Soldiering to Civilians

I first entered the United Way program for childcare in 2016 with my daughter Adarrya L. Slaton as the primary recipient. At the end of her tenure August 2018, I was in transition from moving from one household to another. In addition, I had recently separated from Adarrya's father who was my primary source of support. Meanwhile, I had just delivered baby Keturah and had we fallen on hard times.

Having served in in the military, I have the skills to survive, but adapting was becoming so difficult. One day, I decided to communicate to my Family Engagement Specialist, Ana. I needed assistance of any kind expeditiously. Coincidentally, the Cupboard was taking place at ANWA 1 that next day. I was able to use the Cupboard six times since then.

The cupboard is a huge benefit to my family and me since I have had trouble attaining a suitable job for my family and me. I greatly appreciate the opportunity to be a recipient of the Community Cupboard.

By Liderraya Willis
EHS-CCP Parent/Military Veteran

The Role of the Cupboard

The Community Cupboard has been a blessing to our organization. Twice a month A New World Academy has the honor of allowing each family and community members in need to come into the cupboard and select the food and items they need for their household. On a regular basis, we receive text messages, phone calls and emails from families expressing their gratitude for the cupboard.

We have heard on many occasions that the family would not have had a meal if it were not for the Community Cupboard. We have experienced tears of joy and laughter each day we open the Cupboard.

Feeding South Florida as well as United Way of Miami-Dade, EHS-CCP has donated food such as fruits, vegetables, baby food, and items such as shampoo, paper towel, toilet paper and so much more. We had the enjoyment of being a part of such a great positive experience in making a major difference in the lives of many.

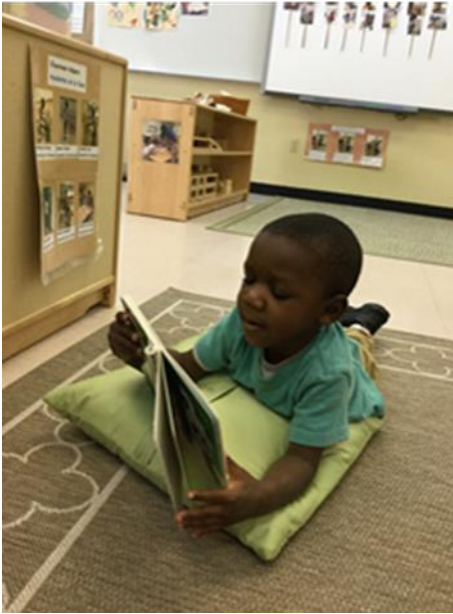
By Malory Rogers
A New World Academy Owner

Our mission is to elevate the quality of early care and education in Miami-Dade and beyond.

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This reports contains information about
United Way Early Head Start-Child Care Partnership
Grants: 04HP008 also identified as CCP-1.
Grant: 04HP000081 also identified as CCP-2.



Program Goals

PROGRAM GOAL 1. Building capacity for center based, FCCH, provider leaders, and teachers participating in high quality well-implemented programs serving families and children from 0-36.

PROGRAM GOAL 2. Program staff, leaders in the partnership and practitioners will utilize data to inform all decisions related to families and children.

PROGRAM GOAL 3. Capacity building opportunities provided by the grant will be based on the principles of embedded professional development.

PROGRAM GOAL 4. Increase effective engagement of families.

PROGRAM GOAL 5. Engage child development across 5 domains by providing quality, culturally and linguistically relevant comprehensive services (Mental Health, Health, Dental and Nutrition).

School Readiness Goals

SR Goal 1: Children will demonstrate the ability to be flexible in actions and behavior. (Goal IT ATL5- p. 13)

Domain: Approaches to learning

SR Goal 2: Children will develop a sense of belonging through relationships with others. (Goal IT-SE13 p. 28)

Domain: Social Emotional Development

SR Goal 3: Children will use reasoning and planning to solve problems. (Goal IT C7- p. 54)

Domain: Cognition and General Knowledge

SR Goal 4: Children will use perceptual information to understand objects, experiences, and interactions. (Goal IT-PMP1 p. 68)

Domain: Perceptual, Motor, and Physical Development

SR Goal 5: Children will use non-verbal communication and language to engage others in interaction (Goal IT-LC4 p. 37)

Domain: Language and Communication

“Readiness is when
they do it”

“Trust your baby’s
competence. She
wants to do things
herself, and she can
do things for
herself.”

-Magda Gerber
(Caring for Infants with
Respect)

“To put it simply, school readiness means
creating in this country a public love of children”

– Ernest Boyer



How we serve the community

The program maintained fifteen formal agreements with childcare providers. Five out of the fifteen agreements are with Family Child Care Providers. One out of the fifteen agreements is with Miami Dade County Public Schools (MDCPS). Agreements with MDCPS facilitate for smooth transitions to Head Start programs and kindergarten located on-site.



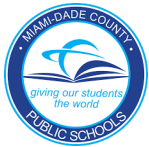
9 Center-based Child Care Providers
5 Family Child Care Homes



272 Infant and Toddlers



34 classrooms



1 Agreements with Miami-Dade County Public Schools (United Way Managed)

48 Infant and Toddlers

6 classrooms

EHS-CCP Providers Grant 04HP0008

A New World Academy I
A New World Academy II
A New World Academy III
Bright Steps Academy
Clements Family Child Care Home
Disciples ABC Learning Inc.
Easter Seals South Florida (Civic)
Ethel Beckford Primary Learning Center
Las Americas Learning Center
Osman Family Child Care Center
Sasame Street Child Care Center
St. Albans Coconut Grove
Theresa Brooks Family Child Care Home
Tiny Kingdom
Williams LFCCH

320 Children served through (CCP-1)

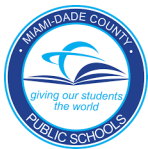
How we serve the community

The program maintained nine formal agreements with childcare providers. One out of the nine agreements is with a shelter that services women and children that are experiencing homelessness. Three out of the nine agreements is with Miami Dade County Public Schools (MDCPS). Agreements with MDCPS facilitate for smooth transitions to Head Start programs and kindergarten located on-site.



5 Center-based
Child Care
Providers

1 Agreement
with a homeless
shelter Lotus
Village (United
Way Managed)



3 Agreements
with
Miami-Dade
County Public
Schools (United
Way Managed)



80 Infant and
Toddlers

48 Infant and
Toddlers

72 Infant and
Toddlers



16 classrooms

9 classrooms

Highlights

On January 2019, the Bipartisan Policy Center published a report as a part of the Early Childhood Initiative: “Early Head Start-Child Care Partnerships: Spotlighting Early Successes Across America”. The report shares the successes of the EHS-CCP programs in 18 states. United Way, Early Head Start-Child Care Partnership was highlighted in the state of Florida.

The intention of the report is to share data on the effectiveness of the partnerships and the ripple effect it brings to our community.

“One of the most important takeaways for United Way is that the EHS-CCP enables providers to raise the quality of services and infuse funding into small community-based programs that will otherwise never have had access to those resources”- Gladys Montes vice president of the Center for Excellence.

EHS-CCP Providers
Grant 04HP00081

A New World Academy III
Bright Steps Academy
Carol City Elementary School
Easterseals South Florida (Ophelia Brown)
Ethel Beckford Primary Learning Center
Lillie C. Evans Elementary School
Lotus Village
St. Albans South Miami
Tiny Kingdom Learning Center

200 Children served through (CCP-2)

Highlights

Increasing knowledge to better serve families

Twelve Family Engagement Specialists and Two Family Engagement Supervisors obtained a National Family Development Credential through the National Family Development Credential Program from the Center for the Study of Culture, Health, and Human Development at the University of Connecticut.

The Credential increases understanding on how to coach families to set and reach goals for healthy self-reliance.

Funded Enrollment

The CCP-1 program is funded to serve 320 infant and toddlers in Miami-Dade. However, as families come and go out of the program we are able to serve others.

The total number of children served in 2018-2019 —→ **380**

BY INCOME OR OTHER TYPE ELIGIBILITY

Type of Eligibility	Number	Percentage
Income below 100%	301	79%
Public Assistance	50	13%
Foster Child	1	0.26%
Homeless	15	3.9%
Over income	5	1.3%
100-130%	8	2.10%
Total	380	100%

Source: 2018-2019 PIR Report

Average Monthly Enrollment

Site	Average Monthly	
	Enrollment	Attendance
A New World Academy	99.30%	79.70%
A New World Academy II	98.30%	86.30%
A New World Academy III	98.40%	82.40%
Bright Steps Academy	100%	91.80%
Clements Family Child Care Home	95.8%	87.40%
Disciples ABC Learning Inc.	87.5%	87.20%
Easter Seals South Florida (Civic)	88.80%	82.40%
Ethel Beckford Primary Learning Center	99.80%	89.30%
Las Americas Learning Center	91.10%	88.10%
Mitchell LFCCH	88.80%	82.00%
Osman Family Child Care Home	100%	78.50%
Saseme Street Child Care Center	96.30%	88.00%
St. Albans Coconut Grove	98.90%	86.80%
Theresa Brooks Family Child Care Home	96.40%	89.40%
Tiny Kingdom Learning Center	99.20%	89.90%
Williams LFCCH	100%	84.50%

Source: Child Plus Report 2301

Funded Enrollment

The CCP-2 program is funded to serve 200 infant and toddlers in Miami-Dade. However, as families come and go out of the program we are able to serve others.

The total number of children served in 2018-2019 → **268**

BY INCOME OR OTHER TYPE ELIGIBILITY

Type of Eligibility	Number	Percentage
Income below 100%	147	54.85%
Public Assistance	30	11.19%
Foster Child	1	0.37%
Homeless	75	27.98%
Over income	6	2.23%
100-130%	9	3.35%
Total	268	100%

Source: 2018-2019 PIR Report

Average Monthly Enrollment

Site	Average Monthly	
	Enrollment	Attendance
A New World Academy	98.90%	86.70%
Bright Steps Academy	100%	88.00%
Carol City Elementary School	99.2%	82.40%
Easterseals Ophelia Brown	93.60%	85.60%
Ethel Beckford Primary Learning Center	98.60%	88.10%
Lillie C. Evans Primary School	98.20%	85.10%
Lotus Village	92.10%	79.40%
St. Albans South Miami	100%	87.80%
Tiny Kingdom Learning Center	100%	89.20%

Source: Child Plus Report 2301



Music Wall



Sensory Wall



Ball Drop and Planters



Water Wall



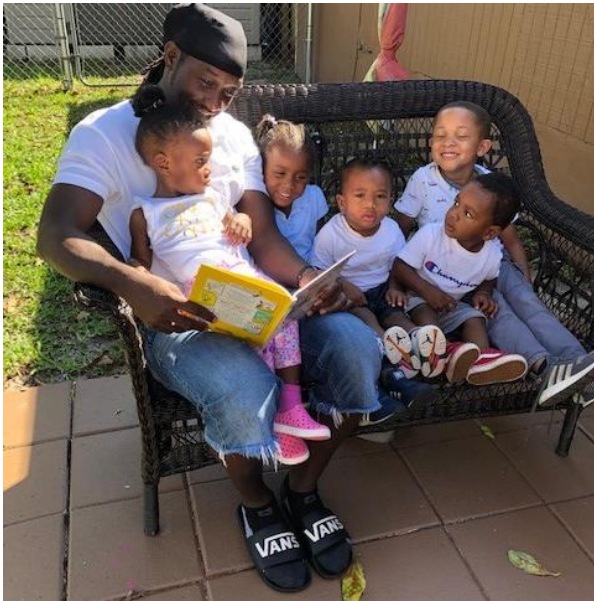
Chalk Wall

Lotus Village Playground Enhancements

Early Childhood Education Students from Barry University donated time and resources to enhance the playground at Lotus Village.

The project extended for a couple of weeks and focus on nurturing exploration, creating spaces to promote math and science.

Infant and toddlers are now enjoying a space that has been transformed to fit their inquisitive personalities.



Promoting Male Engagement



Parents, Providers and EHS-CCP staff participating in Shared Governance Training



Policy Council Members participating in an Oral health presentation



Facilitator Dr. Rosa Martin, D.M.D. Florida Department of Health

Highlights

“With play central to the way in which infants construct knowledge about the world around them, an important aspect of curriculum planning is how teachers thoughtfully and purposefully develop play spaces”

-Mary Jane Maguire-Fong
(Teaching and Learning with
Infant and Toddlers)

The children in these photos were engaged in concept development. The teachers carefully observed and captured evidence of the learning made visible to the adult.



These photos also won the “Best Photo Competition of 2018-2019”
We congratulate our dedicated teachers!

Maria Millan
Ethel Beckford Elementary School
Monica Alvarado
A New World Academy II
Yenireina Quejia
Tiny kingdom Learning Center
Dulce Harris Samaroo
Ethel Beckford Elementary School
Carmen Zamora
Ethel Beckford Elementary School



Professional Development



Highlights

460 Hours of Professional development was offered to teachers, providers and EHS-CCP staff during the program year.

Training	Primary Audience	Date	EHS- CCP Teachers	Staff	Directors	FCCH
Baby Doll Circle Time	Teachers	Wednesday, March 27, 2019	97	2	3	
CDA		November 2018 - June 2019	33		1	
CPR		Saturday, February 23, 2019	8			1
CPR English		Saturday, January 19, 2019	10	1	1	
CPR Spanish		Saturday, January 19, 2019	14		1	
EHS 101		Monday, August 6, 2018	102			
Learning Environments		Friday, August 10, 2018	94			2
Lesson Planning		Monday, August 6, 2018	102			
Children's Observation & Documentation		Tuesday, August 7, 2018	108			
Family Engagement Intro		Thursday, August 9, 2018	102			
Team Building		Monday, March 25, 2019	25			
Personal Inventory		Monday, March 25, 2019	25			
Nutrition		Tuesday, March 26, 2019	28			
Trauma Informed Care II		Tuesday, March 26, 2019	28			
Observation & Lesson Planning		Thursday, March 28, 2019	27			
QNAP		Thursday, March 28, 2019	27			
Active Shooter training		Wednesday, September 19, 2018	49	2	1	
Trauma Informed Care		Wednesday, September 19, 2018	47	1	1	
Trauma Informed Care		Friday, October 26, 2018	66		1	2
Stress Management		Wednesday, November 21, 2018	96			
Child Development		Wednesday, November 21, 2018	96			
Intro to GOLD		Friday, January 18, 2019	119		2	3
ELOF		Friday, January 18, 2019	114			1
The Art of Story Telling		Friday, June 7, 2019	108		5	
Music & Movement		Saturday, June 29, 2019	90			2
Nothing Counts as much as Attributes		Saturday, June 29, 2019	90			2
Math Begins at the Very Beginning		Saturday, June 29, 2019	90			2
Science in Early Education		Saturday, June 29, 2019	90			2
MMCI		Tuesday, January 8, 2019	20	7		

Training	Primary Audience	Date	EHS- CCP Teachers	Staff	Directors	FCCH	Families
Creative Curriculum	FCCH	Tuesday, January 22, 2019		2		5	
Trauma Informed Care		Tuesday, March 19, 2019				5	
Budgeting and Recordkeeping for Family Child Care Home Owners		Tuesday, May 21, 2019		1		3	
The Business of Child Care		Tuesday, November 13, 2018		4		5	
CLASS	Staff	Friday, December 7, 2018	1	6	3		
Making the Most of Classroom Interactions		Tuesday, April 23, 2019		11	1		
Reflective Supervision		Monday, March 18, 2019		11			
Reflective Supervision for Supervisors		Friday, February 22, 2019		4			
VIPP		Wednesday, July 10, 2019					
Financial Empowerment	Directors	Friday, April 26, 2019		6	8	1	
The Business of Child Care		Thursday, October 25, 2018			7		
Caring for the Well-being of Early Childhood and Education Professionals		Friday, June 28, 2019		21	11	5	
Trauma and Building Resilience	Families						
Governance		Thursday, November 1, 2018					15
ERSEA		Wednesday, January 23, 2019		16	2	3	6

Highlights

Kimika and Theresa- From Teachers to Family Child Care Home Providers

Both Kimika and Theresa started their journey in Early Childhood Education working with infant and toddlers at Ethel Beckford Primary Learning Center. During this school year they became a part of the United Way's Early Head Start Child Care Partnership providers.

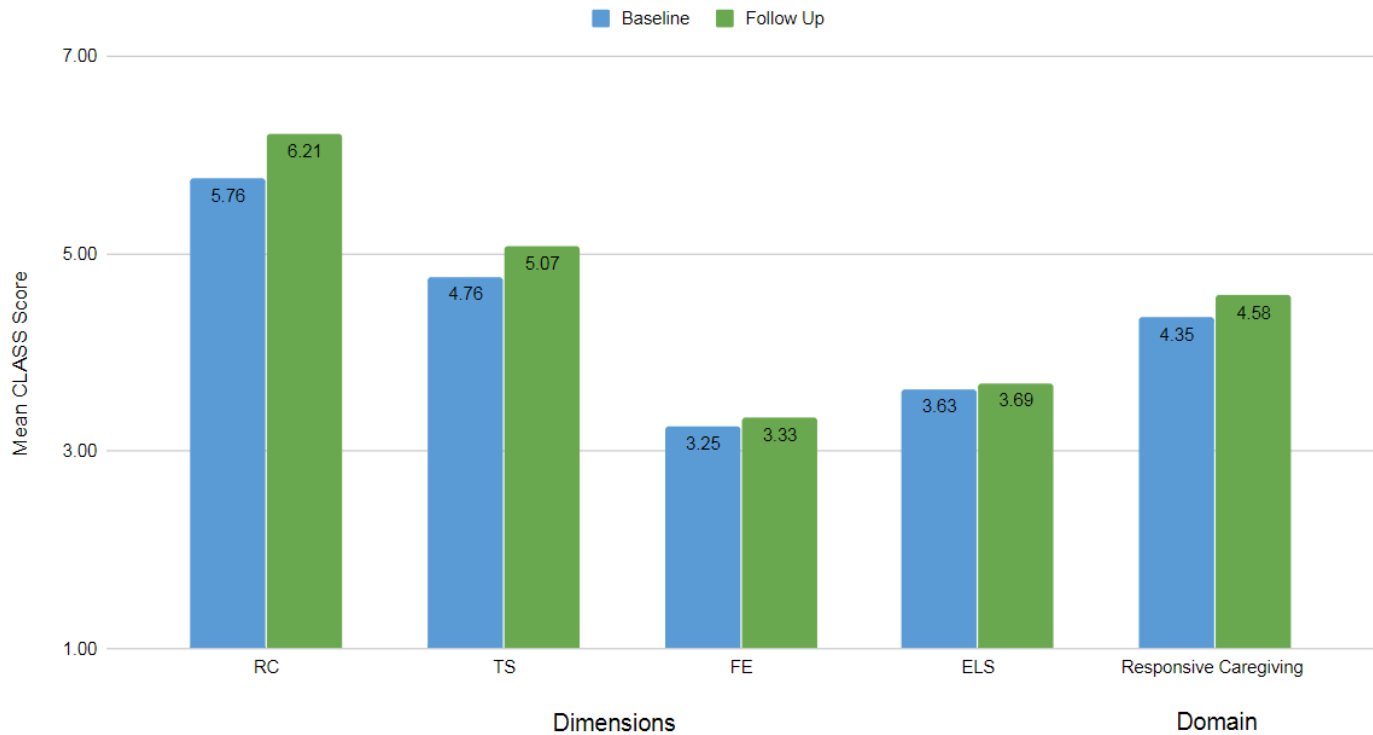
“I was just really inspired by what we were going to be learning and doing for the community. I knew that the work that I was doing really meant something” – Kimika

We congratulate Kim and Theresa on the opening of their own Family Child Care Homes where they continue their journey on serving the community.

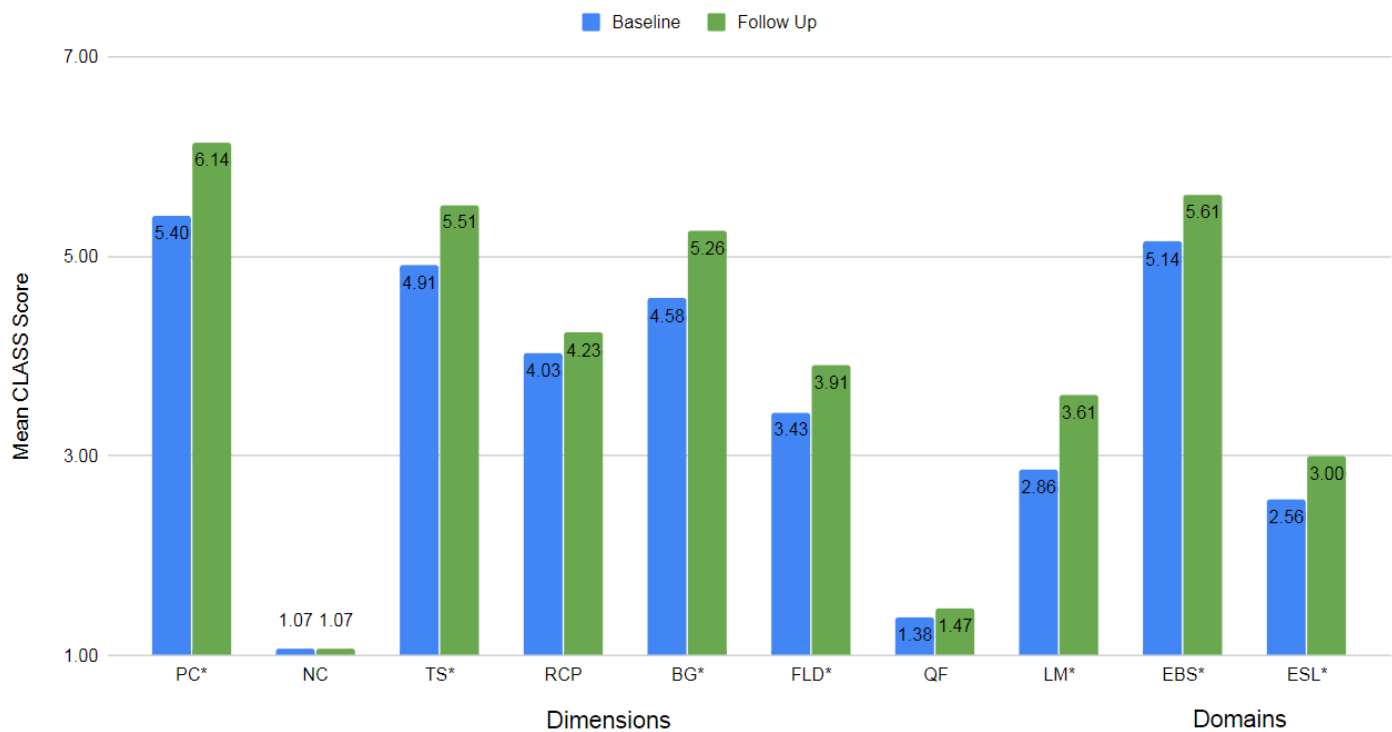


Education: Program Measurements

Infant CLASS Results: Baseline & Follow up



Toddler CLASS Results: Baseline & Follow up



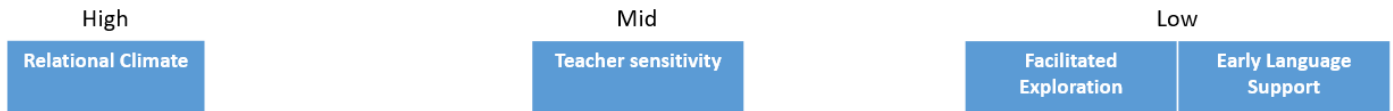
N= 47

*The difference in score from Baseline to Follow Up was statistically significant ($p < .01$).

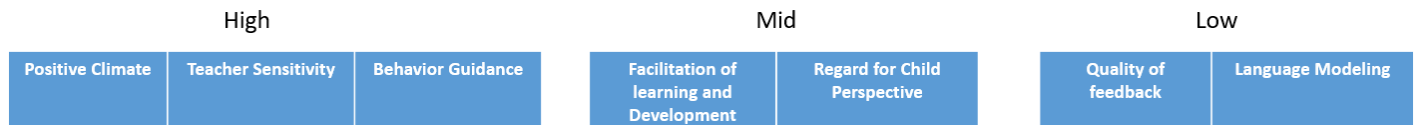
*Tool was administered to teachers who had been in the program for a minimum of two years. This data includes CCP-1 & CCP-2

Education: Data Discovery

Infant CLASS results show the following:



Toddler CLASS results show the following:



Services for Children with a Diagnosed Disability

Disability numbers for 2018–2019

CCP1	CCP2
10 % was maintained over the course of 10 months	10% was maintained over the course of 11 months
Highest % of children with a diagnosed disability was 13.4%	Highest % of children with a diagnosed disability was 20 %
97 % of children received intervention services within 30 days of an identified concern.	100% of children received intervention services within 30 days of an identified concern.

Highlights

Partnering with community agencies for professional development opportunities

Health Specialists became certified car seat installers by participating in a 40-hour training with Healthy Start Coalition of Miami-Dade. The certification was obtained at no cost to the United Way.

This certification will allow health specialists to continue to educate families on the concept that car seats save lives.

Collaborating with community agencies to enrich comprehensive services and leverage funds

Community relationships have been expanded with organizations such as Jessie Trice Community Health System and Borinquen Medical Centers to expand oral health services and additional access to health care. Merely, the goal is assist families in keeping up with their child's health needs such as: well-baby checks and health follow-ups.

Health Services

MEDICAL AND DENTAL CARE CCP-1

Children with up-to-date Immunizations	86%
Children with medical home	99%
Children with dental exams/screenings	99%
Children who are up-to-date on schedule Of age-appropriate preventive and primary Oral health care according to the relevant state's EPSDT schedule	82%

MEDICAL AND DENTAL CARE CCP-2

Children with up-to-date Immunizations	97%
Children with medical home	100%
Children with dental exams/screenings	99%
Children who are up-to-date on schedule Of age-appropriate preventive and primary Oral health care according to the relevant state's EPSDT schedule.	92%

Source: 2018-2019 PIR Report CCP-1 & CCP-2 data.



Family Services

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	325	338
b. Housing assistance such as subsidies, utilities, repairs, etc.	18	14
c. Mental health services	42	47
d. English as a Second Language (ESL) training	8	4
e. Adult education such as GED programs and college selection	20	21
f. Job training	20	23
g. Substance abuse prevention	0	0
h. Substance abuse treatment	0	0
i. Child abuse and neglect services	4	4
j. Domestic violence services	13	13
k. Child support assistance	5	5
l. Health education	160	165
m. Assistance to families of incarcerated individuals	9	8
n. Parenting education	168	179
o. Relationship/marriage education	0	0
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	147	158
C.51 Of these, the number of families who were counted in at least one of the services listed above	330	339

Source: 2018-2019 PIR Report- CCP1 Data

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	208	225
b. Housing assistance such as subsidies, utilities, repairs, etc.	14	11
c. Mental health services	27	44
d. English as a Second Language (ESL) training	11	15
e. Adult education such as GED programs and college selection	19	23
f. Job training	36	46
g. Substance abuse prevention	1	1
h. Substance abuse treatment	0	0
i. Child abuse and neglect services	0	0
j. Domestic violence services	3	3
k. Child support assistance	3	3
l. Health education	63	67
m. Assistance to families of incarcerated individuals	0	2
n. Parenting education	191	197
o. Relationship/marriage education	0	0
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	68	77
C.51 Of these, the number of families who were counted in at least one of the services listed above	226	233

Source: 2018-2019 PIR Report- CCP2 Data



“

This program changed my life and the lives of my children. Besides providing my children with excellent early care and education, we are so grateful for the food pantry that the United Way placed at the program. Every other week, we are given the privilege of shopping for food, toiletries, and other critical items for our home. There are times when funds are tight and we are short of basic needs-and then comes pantry day where we have the ability to receive things we need to make it another few weeks. I am always amazed at the patience and kindness of the staff and volunteers

”

– Parent, A New World Academy



Measure What Matters

EARLY HEAD START CHILD CARE PARTNERSHIP
GRANT 04HP0008 & 04HP00081
2018-2019



United Way
Center for Excellence
in Early Education



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. Carlos Migoya

United Way of Miami-Dade, Inc.

3250 SW 3rd Avenue

Miami, FL 33129 - 2712

From: Responsible HHS Official

Date: 03/18/2019

Dr. Deborah Bergeron

Director, Office of Head Start

From February 11, 2019 to February 15, 2019, the Administration for Children and Families conducted a Focus Area 1 (FA1) monitoring review of the United Way of Miami-Dade, Inc. Early Head Start program. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures and the assessment criteria used to understand grantee progress for each performance measure. You can use this report to identify where your program was able to describe progress toward implementing program services that promote quality outcomes for children and families. Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Ms. Frances Majestic, Regional Program Manager

Ms. Maria C. Alonso, Chief Executive Officer/Executive Director

Ms. Gladys Montes, Early Head Start Director

Glossary of Terms

Area of Concern	An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none">(i) a threat to the health, safety, or civil rights of children or staff;(ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations;(iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;(iv) the misuse of funds received under this subchapter;(v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or(vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>



Program Design and Management

Program Design

Does the grantee's program design and structure take into account community strengths and needs?

Monitoring Results:

- The grantee described how the program took into account various characteristics such as ethnicity, language, disabilities, mental health, children in foster care, homelessness, and working families when designing the program. 1302.11(b)(1)
- The grantee described how the program selected option(s) and a location to meet the needs of children and families. 1302.20(a)(1)

Program Management

Does the grantee have an approach for providing effective management and oversight of all program areas and fiduciary responsibilities?

Monitoring Results:

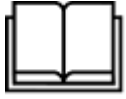
- The grantee discussed how the program, in collaboration with the governing body and the policy council, develops goals for the provision of program services. 1302.102(a)
- The grantee described the process for monitoring program performance and using program data to evaluate progress and risk, and to inform continuous improvement in all program service areas. 1302.102(b)
- The grantee discussed how the program plans to supervise staff and provide feedback to inform professional development opportunities and continuous program improvement. 1302.101(a)(2)
- The grantee described the process for using child-level assessment data and other program data to direct ongoing program improvement. 1302.102(c)(2)(ii)
- The grantee discussed how program leadership communicates progress to the program staff, policy council, and governing body. 1302.102(d)
- The grantee discussed how the program ensures budget and staffing patterns support provision of a full range of services. 1302.101(a)(3)

Program Governance

Does the grantee maintain a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees?

Monitoring Results:

- The grantee described the composition of the governing body and policy council and the grantee's strategy for leveraging their expertise. 1301.2(a)-(b); 1301.3(c)
- The grantee described how the governing body and policy council are equipped to meet their roles and responsibilities and to provide effective oversight. 1301.5



Designing Quality Education and Child Development Program Services

Alignment with School Readiness

Does the grantee's approach to school readiness align with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and State early learning standards?

Monitoring Results:

- The grantee described how the program plans to align with the expectations of receiving schools, the HSELOF, and the State early learning standards. 1302.102(a)(3)
- The grantee described how the program plans to support successful transitions for children and their families moving out of Early Head Start. 1302.70(a)
- The grantee described why the program chose its curriculum, how it is responsive to the needs of the children, and how the curriculum will help the program meet school readiness goals. 642(f)(3)
- The grantee described how the program supports parents as their children's lifelong educators. 1302.34(a)

Effective and Intentional Approach to Teaching Practices

Does the grantee have strategies to ensure teaching practices promote progress toward school readiness?

Monitoring Results:

- The grantee described the program's strategies for ensuring teaching practices are responsive to and build on the developmental progressions of children. 1302.31(b)(1)(ii)
- The grantee discussed the program's strategies for providing nurturing and responsive environments for children including ensuring environments are communication and language-rich, promote critical thinking and problem solving, and encourage children's engagement. 1302.31(b)(1)(i)
- The grantee described the program's strategies to ensure the full inclusion of children with disabilities. 1302.61(a)
- For dual language learners, the grantee discussed its strategies to support bilingualism and biliteracy. 1302.31(b)(2)

Supporting Teachers in Promoting School Readiness

Does the grantee have an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness?

Monitoring Results:

- The grantee described the qualifications required for managers and staff, and how staff currently meet those requirements. 1302.91(a)
- The grantee described how the program assists education staff in using data to individualize learning experiences to improve outcomes for all children. 1302.92(b)(5)
- The grantee described how the program identifies strengths and areas of needed support, and determines which staff would benefit from intensive coaching for all education staff. 1302.92(c)(1)

Home-based Program Services

Not Applicable.



Designing Quality Health Program Services

Child Health Status and Care

Does the grantee have an approach for ensuring the delivery of high-quality health services?

Monitoring Results:

- The grantee described the program's strategy for effectively monitoring and maintaining timely information on children's health status and care, including ongoing sources of health care, preventive care, and follow-up. 1302.42(a); 1302.42(b)(1)(i); 1302.42(c)-(d)
- The grantee described how the program leverages the expertise of the Health Services Advisory Committee (HSAC), including Head Start parents, health professionals, and community members to learn about and support each child's physical and mental health needs. 1302.40(b)
- The grantee described how the program secured a mental health consultant to implement strategies to support children with mental health and social and emotional concerns. 1302.45(b)(1)

Health and Safety Practices

Does the grantee implement a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks?

Monitoring Results:

- The grantee described the program's approach for ensuring routine safety in the learning environment (indoor and outdoor facilities, equipment, and materials). 1302.47(b)(1)(ix); 1302.47(b)(2)(v)
- The grantee described the program's strategy for training staff on safety practices and procedures. 1302.47(b)(4)
- The grantee described how the program plans to ensure all staff abide by the program's standard of conduct. 1302.90(c)
- The grantee described the program's process for ensuring all staff have background checks, including the timeliness of the background checks. 648A(g)(3)



Designing Quality Family and Community Engagement Program Services

Family Well-being

Does the grantee have an approach for collaborating with families to support family well-being?

Monitoring Results:

- The grantee described the approach for supporting family goal setting and tracking family strengths, needs, and progress toward goals. 1302.52(c)(3)
- The grantee described the strategies for obtaining resources that support family well-being, either within the program or through community partnerships. 1302.53(a)(1)

Strengthening Parenting and Parent-Child Supports

Does the grantee have an approach for providing services that strengthen parenting skills?

Monitoring Results:

- The grantee described how the program plans to support parents in strengthening parenting skills and if they plan to use a parenting curriculum. 1302.51(a)



Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

ERSEA

Does the grantee have strategies to identify and enroll children and families in the community most in need of services?

Monitoring Results:

- The grantee described how the program's recruitment strategy reflects the grantee's understanding of the characteristics and needs of the community's eligible children and families. 1302.13
- The grantee described how the program designed the selection criteria to identify and meet the needs of families most in need and described the program's plan for maintaining full enrollment. 1302.14(a)(1); 1302.12(i); 1302.15(a)

Fiscal Infrastructure, Capacity, and Responsiveness

Do the grantee's fiscal officer and the fiscal member or the advisor to the governing body have the qualifications needed to provide grant oversight?

Monitoring Results:

- The grantee described the qualifications (experience and education) of the fiscal officer primarily responsible for the grant award(s). 1302.91(c)
- The grantee identified the member or the advisor to the governing body with a background and expertise in fiscal management or accounting and how the program uses his or her expertise. 642(c)(1)(B)

Does the grantee have a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives?

Monitoring Results:

- The grantee described the budget development process. 642(c)(1)(E)(iv)(VII)(aa)-(bb); 642(c)(2)(D)(iii)-(iv); 75.308



Program Highlights

Program highlights include information about your program's unique or innovative service delivery.

Effective and Intentional Approach to Teaching Practices

The grantee partnered with The University of Miami and The Center for Autism and Related Disorders (CARD) to participate in a research study titled, Improving Early Detection of Autism Spectrum Disorder (ASD). The goal of the research study was to create community services systems to improve family engagement in screening and early identification of ASD besides linking family to Early Intervention Services. The research operates under the name, First Words Project. The primary goal is to identify early signs of developmental language disorders, autism spectrum disorder, and other communication delays in children from 9 to 24 months of age. Through this collaboration, the Family Engagement Specialist completed a course to learn about the early signs of developmental language disorders, autism spectrum disorders, and other communication delays. Staff also received access to the portal of the First Words Project website used to invite families to complete the online screening for their children. Last, the grantee equipped the specialist with iPads as a tool to facilitate the process of screening with families either at the center or their home during home visits. Through the research findings and resources provided on the First Words Project website, the researchers aimed to improve screening tools and early detection of communication problems by maximizing the role of the family, helping families support their child's development, and accessing intervention services sooner. As of December 31, 2018, the program screened 87 children. Nine children tested positive for autism; two children have been scheduled for evaluations or have already been evaluated. They schedule children for screenings around 18 months of age.

Program Design

United Way of Miami-Dade, Inc. recognized a need for high-quality child care services for children and families in the community. When writing for both Early Head Start-Child Care Partnership grants, the grantee intentionally selected child care partners to ensure the chosen partners would share the vision of a commitment to improving the lives of children and families in the communities. The program completed an open call to all providers. Over 30 showed initial interest, but only half pursued the application process with some dropping out after hearing the roles and responsibilities. The program worked with each partner to provide enhancements in health and safety renovations, age-developmental materials, such as books, manipulatives, and ongoing staff training. The two grants have impacted many and proven invaluable to those directly affected by the services and those who live in the communities. The program impacted 20 child care partners, 4 child-care homes, and 16 center-based partners. Seven communities and over 520 children have been positively impacted from United Way of Miami-Dade, high-quality, comprehensive services receiving these two grants annually. Before the partnership, none of the partners used a curriculum, provided medical, dental, mental health services, and their playgrounds were not of high-quality or any quality. Now all partners use a research-based curriculum, all children receive medical, dental and mental health services and all partners renovated their playgrounds to improve children's outdoor learning experience and ensure their health and safety. The program has empowered 155 parents, staff, and Directors to further education by obtaining their Child Development Associate credential (CDA) and some continuing with their associates or bachelors and seven parents currently enrolled to receive their CDA.

Effective and Intentional Approach to Teaching Practices

United Way of Miami-Dade, Inc. Early Head Start-Child Care Partnership provided all of their partners' several resources to help them plan daily activities for the children while in their care. One of them is Baby Sparks, a software platform and mobile application, that helps caregivers and parents support their children's early development. The three main components of the software, include supporting development by providing activities, tracking development through milestones, and assessing development through progress reports. The app automatically measures the child's progress and gives the staff valuable information about the child's achievement of those milestones, or if there are any red flags, so they obtain this information as early as possible. They share the information with the parents during monthly parent conferences and home visits. This also allows staff to modify individual lesson plans for the children to work on activities the child has not reached yet. The Baby Sparks app gives staff instant data on developmental progress instead of waiting for checkpoints within the Teaching Strategies Gold assessment data. Working with both assessments gives the teachers and parents solid information where their child is developmental. The grantee is investing in the application software for parents next year to allow them the opportunities to monitor their child's development by selecting activities and engaging with their child's developmental progress year-round. The grantee believes the impact will be valuable in the areas of parent engagement and child development towards reaching school readiness goals with having instant data points to review.

Supporting Teachers in Promoting School Readiness, Family Well-being

The grantee saw a need to build the community members through enhancing the qualifications of the partners and the staff employed within those sites. They understood that many of the staff had only a high school diploma or GED, and many never thought to pursue higher education. The program developed various ways for the participants to engage in Child Development Associate (CDA) classes and to obtain their CDA credential in English or Spanish. The program developed the United Way Demonstration School in 2015 to use as a training sit and offer participants a way to connect with a program as an example of best practices in infant and toddler care. During their one-year onboarding, new staff members completed an internship. The lead teachers and master teachers supervised them at the Demonstration School. Staff received the same support at their partnering sites where they are employed at by Infant Toddler Specialist throughout their CDA process.

Families interested in the early education field or who enjoy working with infant and toddlers can join the CDA program. The

Family Engagement Specialist recruits interested parents and guides them through the application process. Once families are part of the program, the United Way of Miami-Dade, Inc. facilitates opportunities for them to complete the required classroom hours at one of the managed sites. This opportunity provides parents with an additional tool to approach the early childhood workforce and also educates them on best practices for infants and toddlers.

Community members and national leaders expressed the apparent impact of this innovative practice. The program paid for 155 teachers to earn their CDA credential, including 4 Directors at partnership sites. Seven parents enrolled in the program, and some employed teachers were parents when they started the CDA process. The program paid for all materials, filing fees, and support the participants needed to earn their CDA. Once the staff completed their CDA, the program continued to provide help in continuing their education to obtain their associates or bachelors.

Strengthening Parenting and Parent-Child Supports

The grantee saw a need to enhance parenting skills by providing not only the parenting curriculum, Parenting Journey, but also training the sizeable Hispanic community they served. The program piloted in a parenting education program called Padres Activos at one location, helped encourage Hispanic fathers and mothers engage in physical activity, food shopping, and meal preparation with their children; they also learned to take on an active role in the family's well-being. By moving through the learning modules, the parents gained the skills and knowledge they needed to make healthier decisions for themselves and their families. They discussed four main topics in the modules: nutrition, physical activity, food purchasing and preparation, and general well-being. Enrollment in Padres Activos equipped parents with the tools needed and provided them with an environment to discuss the challenges associated with a healthy lifestyle with other fathers and mothers. Padres Activos specifically addressed Hispanic perceptions on food and health and incorporated an experiential learning experience to each of its learning modules. They conducted evaluations in tandem with the delivery of the intervention to gauge the effectiveness of Padres Activos; they learned about other factors and perceptions that influence overweight or obesity in Hispanic families. Findings from this program will fuel future program development to improve the health of the Hispanic community. The program saw the participation of this program but understood the need to educate Hispanic fathers on parenting matters mentioned above. The program partners with the Fatherhood Taskforce, who visit centers and provide resources and educational materials for fathers. The program continues Padres Activos at one site this year; later this year, they will begin their 12-week program at three additional locations. The goal is to offer the program at all sites and to educate fathers on the importance of their child's health.