

An Assessment of the Parent Engagement and Skills-building System in Miami-Dade

June 4, 2008



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Introduction

Our project started in late 2007 at the request of Ana Sejeck of The Early Childhood Initiative Foundation. The Early Childhood Initiative Foundation is a core partner in Ready Schools Miami, a W.K. Kellogg Foundation-funded project to make every elementary school in the Miami-Dade County Public Schools a “ready school”- that is, one that is connected to teachers, parents¹, and community so that children’s learning and development is supported throughout their earliest years. Over the following months, DCA, Inc. and The Institute for Educational Leadership (IEL) (through the generous support of the W.K. Kellogg Foundation), in partnership with The Early Childhood Initiative Foundation, The Children’s Trust, The Miami-Dade County Public Schools (M-DCPS), The United Way of Miami-Dade, and The University of Florida’s Lastinger Center for Learning, conducted numerous interviews and focus groups to gain an understanding of the challenges faced by parents of children aged zero to eight in Miami-Dade and how they would be best supported in being their child’s “first teacher.” This is a particularly complex project in light of the diversity of Miami-Dade. The Children’s Trust 2007 survey of parents found, of Miami-Dade’s children, roughly:

- Fifty-four percent are Hispanic;
- Twenty-four percent are black, non-Hispanic;
- Fifteen percent were born outside the US;
- Seventy-one percent have a parent born outside the US;
- Sixteen percent do not speak English well; and
- Seventeen percent of children are in families below the poverty level.²

This report begins with a description of the current parent support and engagement system that emerged in our conversations for parents of children age zero to eight. It continues with the insights we gleaned on potential opportunities for significant change in the system.

¹ Here and throughout this report we refer to parents. However, our definition of “parent” includes grandparents and others who are the primary caregivers for young children.

² The Children’s Trust (2008). *Child Health and Well-Being in Miami-Dade County: 2007 Parent Survey Results*. Miami, FL: The Children’s Trust. p. iv.

Methodology

Our project used three primary methods to gather information about parent support and engagement in Miami-Dade. First, we **talked to leaders working to support parents throughout Miami-Dade** including those in- the M-DCPS (including elementary school teachers and principals), health, community based organizations, early education and care, and the judicial system (a full list of interviewees appears in Appendix A). Second, we **held 10 focus groups attended by 121 parents** to get their first-hand perspective (Appendix B has a list of the focus group locations). Third, we **analyzed the provider network** by examining the 211 The Children’s Trust Helpline database of service providers. Furthermore, we held interviews with key referral organizations cited by The Children’s Trust, The Early Childhood Initiative Foundation, The United Way of Miami-Dade, and the M-DCPS (the full list is in Appendix C), to understand their network of referrals, barriers and gaps in the system to support parents, and opportunities to strengthen the network.

Overview of the current parent support and engagement system

Everyone we spoke to, including parents of young children (i.e., ages zero to eight), early and elementary educators, principals, community leaders, wanted Miami-Dade’s children to achieve educational success and be physically, mentally, and emotionally healthy. Almost everyone stated that parents are a core element to achieving this aspiration and that parents need support, more than ever, in navigating the system; overcoming cultural, linguistic, and socio-economic barriers; and receiving information on dealing with practical parenting challenges.

“As a parent you want 100% for your child . . . you are always looking for a better life [for your family]. You wish you could spend more time with your child.”
 - Miami-Dade parent in a focus group

Parents can turn to a number of services to help support them. However, the current parent support and engagement system in Miami-Dade is a loose confederation rather than a highly networked interlocking system.

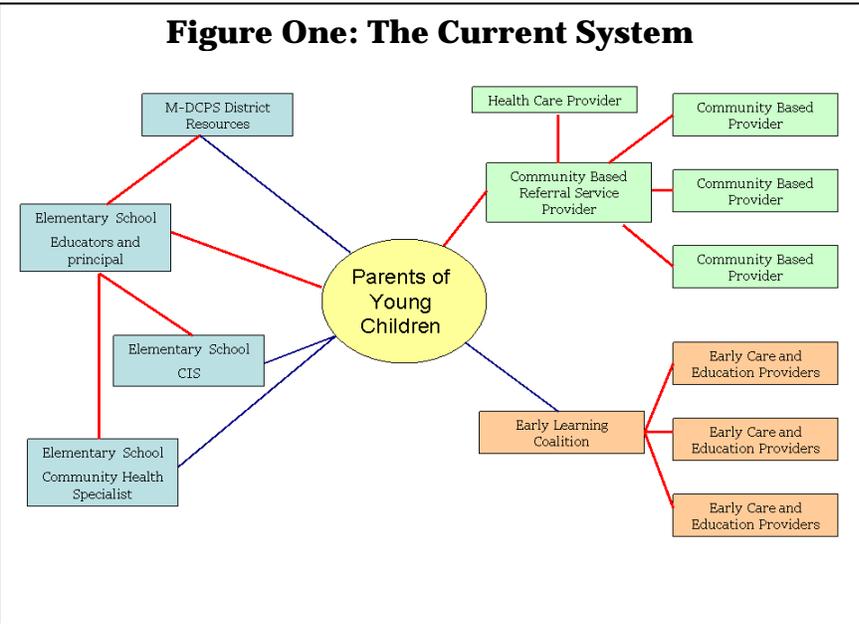


Figure one illustrates the system at the elementary school level. In the figure, red connections denote stronger, more formal links while blue points to less formal links that may be inconsistent at the school level. The relationships for parents, elementary schools, community based organizations (CBOs), and early care and education is detailed in the following sections.

Parents' entrée into the system: The essential role of "CBO hubs-and-spokes"

We learned that parents are primarily entering the parent support system via:

- Word of mouth about services, primarily from friends and family;
- Educators (both early and elementary school); and
- Court order from the family court system (which can only refer to court-certified programs).

Demand for services is strong. For example, when community-based services providers launch new programs, many have found they can get the critical mass needed for sustained word of mouth marketing by distributing flyers via early care and education centers and elementary schools, even for a short time. The results can be very powerful. For example, Family Central's Home Instruction for Parents of Preschool Youngsters (HIPPY) program has such strong word of mouth referrals that they no longer need to actively market the program.

"Don't forget, it all depends on where the service is being provided. If you put the service in [the City of] Miami and we live in Homestead and we don't have transportation, how do you expect us to get the service? We would never go.

- Miami-Dade parent in a focus group

When parents seek services, they tend to develop relationships with community-based organizations (CBOs) that have locations in their communities or that provide specialized county-level support. (For example, Parent to Parent of Miami draws parents of special needs children from across Miami-Dade). The predisposition towards CBOs with locations in the parent's community is due, in part, to limited transportation options relative to the large geographic size of the county. Additionally, local CBOs are often familiar with the parent's culture and language, enabling trust to be developed more rapidly.

We found some patterns within these systems of CBOs. Though there are many potential entry points to the system, parents are typically entering through a limited number of agencies. Once in the system, providers usually limit their referrals to only a few agencies that are trusted, based on previous referral experiences, and are local to the parent's community.

To reflect this pattern, we refer to the agencies where larger numbers of parents enter the system as "CBO hubs" and the organizations providing services based on hub referrals as "CBO spokes." Appendix D has figures of CBO hubs and their spokes based on a list of organizations identified by The Children's Trust, The Early Childhood

Initiative Foundation, The United Way of Miami-Dade, and The Miami-Dade County Public Schools as being key entry points into the system for parents.

The figure in Appendix D for Hands in Action (HIA) can provide an illustration of the hub-and-spoke concept. Most parents served by HIA are assigned through the court system because they are the only court-certified parenting program in Hialeah. HIA's 14-16 week program teaches parents about development, discipline, and focuses on preventing child abuse and supporting development. Most of HIA's clients need assistance beyond the scope of their court-referred parenting work, so they commonly refer to four spokes:

- **Citrus Mental Health** - for health and developmental assessments easily accessed through multiple locations in Miami-Dade;
- **Parent to Parent of Miami** - for specialized supports for parents of children with special needs;
- **HealthConnect In Our Community** - to help parents access healthcare for themselves or their children; and
- **211 The Children's Trust Helpline** - for all other issues.

The role of elementary schools and the school district

Elementary school teachers and principals are concerned with their student's development – educationally, emotionally, and physically. Some educators perceived parent engagement and skills-building as being important to students' progress in all three areas; others wanted more data linking effective parent engagement and skills-building with positive educational outcomes, especially on high stakes tests. When educators do recognize the importance of parents in supporting their young children's education, teachers' schedules are often too overwhelmed for them to identify, plan and implement appropriate programs.

About two-thirds of Miami-Dade's elementary schools are considered Title I schools. That is, they receive additional funding from the federal government and state because of the concentration of children living in or near the poverty line. The Title I schools have an additional resource, the Community Involvement Specialist (CIS), charged with community and parent outreach. However, in recent years the intent and definition of the CIS has become unclear in some schools. As a result, while some CISs are actively reaching out on behalf of their schools, others have less significant roles, including acting as supplemental administrative staff.

The school district also has two significant district-wide resources: The Parent Academy and the Division of Adult and Career Technical Education. The Parent Academy offers school-based parent support programs and classes as well as community engagement events for thousands of parents each year. Their programs are highly regarded by principals, educators and community leaders. The Division of Adult and Career Technical Education offers classes for parents on a variety of personal and vocational development subjects at their own centers, schools, and on-line. Though the Division coordinates with some internal school programs, it appears to primarily work with the schools at the specific request of individual principals.

Parent Teacher Associations (PTAs) are in about 80% to 85% of Miami-Dade's schools³. Where they are active, they tend to be a positive force in connecting parents and the schools. Active elementary school PTAs not only fundraise and serve as school boosters but also:

- organize parents to volunteer in the classroom (not only to provide support for teachers, but also to foster active involvement in their child's education);
- help the principal to secure community support for school-level polices and budgets; and
- hold events to support and engage other parents.

However, in some schools the PTAs are almost inactive and the few parents involved are often unclear about how to mobilize other parents.

The role of early care and education providers

Early care and education providers connect with parents, directly as well as through the Early Learning Coalition of Miami-Dade/Monroe, and are a key source of information on services for parents. However, while these providers tend to be knowledgeable about parent support and engagement resources in their communities, they appear to be disconnected from many of those resources. For example, organizations that provide parent support tend not to play an active role in guiding parents to the Early Learning Coalition for assistance in seeking quality, affordable child care. Many of the early care and education leaders we spoke with would welcome the opportunity to partner with these services but lack the time to foster the connections. Accordingly, what connections that exist are the handful of programs initiated and managed by CBO hubs and spokes.

³ The estimate, provided by the Dade County Council of the Florida PTAs, based on the number of PTAs currently paying dues.

The result of these less formal connections was heard clearly in our focus groups where parents in our focus groups were able to differentiate between quality child care and “babysitting,” but cited the frustration of not being able to afford higher end services nor did they report connecting with child care subsidies that could help make quality care affordable.

Observations on the current system

In our conversations, a number of key observations emerged about the current system. These “headlines” are provided below, followed by an explanation of the observation and its importance.

Parents reported their most significant barriers to getting support are cultural, linguistic, and economic

Miami-Dade County is incredibly diverse. For example, The Children’s Trust 2007 parent survey found 71% of children have a parent born outside the US and sixteen percent of Miami-Dade’s parents “did not speak English well⁴.” As a result, many of the parents in Miami-Dade lack an understanding of how to navigate the system of services to find what their children need. Additionally, their immigration status can preclude eligibility for services or, out of fear, discourage seeking services.

Even when parents can identify and access needed services, they don’t necessarily find services in their native language. This is particularly true among the Haitian Creole population (see the additional comments below). Even when language-appropriate services are available (or parents are fluent in English), a lack of cultural understanding and understanding can be another barrier. Some CBO hubs and spokes have found that using local community residents who are not only “in” the community, but “of” the community, can help gain parents’ trust and ensure cultural relevance. For example, Family Central’s HIPPO program uses parent educators who live in the community. Generally, community based organizations repeatedly expressed the desire to not only expand their language capacity, but also provide regular staff development training on cultural sensitivity to ensure trust is maintained throughout a parent’s experience with a given agency.

Throughout our conversations, we heard that Miami-Dade’s increasing cost of living is resulting in tighter household budgets and greater numbers of households with parents holding multiple jobs (in single and dual-parent households). The familial stress is compounded by a greater sense of financial insecurity. For example, the 2007 parent survey by The Children’s Trust found 17% of Miami-Dade families had trouble paying

“The biggest barrier for parents is time - they have so little time to spend with their children.”

- Miami-Dade elementary school teacher

⁴ The Children’s Trust (2008). *Child Health and Well-Being in Miami-Dade County: 2007 Parent Survey Results*. Miami, FL: The Children’s Trust. p. 5

their rent or mortgage⁵. This number was significantly higher among Hispanic and black, non-Hispanic families and those making under \$25,000 annually. The result - parents have less time to spend with their children in play, support of their education, and meeting with service providers.

Creole-speaking parents may have greater linguistic barriers

As outlined previously, we conducted focus groups with Haitian parents in both central Miami and Florida City. Miami-Dade has a significant Haitian population (for example, there are over 12,000 Haitian children aged zero to five)⁶. In reviewing the input from the focus groups we conclude that further insight into the needs of Haitian parents is required to support them as active partners in their children's development. These families seem to be more disconnected from key services as compared to families in other focus groups.

We believe this disconnect may be a function of two issues:

- **Language and Culture** – there were concerns expressed in the focus groups about the availability of parent support and engagement services in Creole. To be clear, this was not focused on key support agencies that have parent support services such as FAMN and Sant La, but rather other human service providers. In conversations with Creole Trans, a prominent translation service, it was noted that there is a possible lack of language brokers that have the necessary fluency for assisting families. It was cited that it is not unusual for a person with limited fluency to be placed in a key translation role when in fact that person does not have the skills needed to capture the nuances of the language. This could have a particular impact on new immigrant families' ability to connection with services. Another emerging concern is the rate of English-acquisition of children relative to their parents. This raises the question of the availability of English as a second language services particularly for Creole-speaking families.
- **Literacy** – Focus group members also cited that literacy rates for the Creole-speaking immigrant community lag behind those for Hispanic immigrant communities – this is traceable to the rate of literacy development in origin countries. As an example, Haiti's adult literacy rate was listed at 54.8 percent vs. 87 percent for the Dominican Republic⁷ (its neighboring country). As the more

⁵ The Children's Trust (2008). *Child Health and Well-Being in Miami-Dade County: 2007 Parent Survey Results*. Miami, FL: The Children's Trust. p. 75

⁶ The Children's Trust (2008). *Child Health and Well-Being in Miami-Dade County: 2007 Parent Survey Results*. Miami, FL: The Children's Trust. p. 7

⁷ 2007/08 Annual Report – United Nations Development Programme.

recent Haitian immigrant families come from rural locations, they are more likely to have lower literacy rates, making them very dependent on alternative forms of communication (such as radio and word of mouth). If this is indeed the case, properly designed family literacy approaches could have impact here.

All parents have the capability to help their children

Numerous barriers for parents being able to support their children’s development and education came up in our conversations.

Invariably though, parents in our focus groups and leaders interviewed would cite that every parent (regardless of race, culture, education level, and/or socio-economic status) can play an active role in their child’s early education.

“Some parents’ barriers are self-made. They feel like they can’t be their child’s teacher.”

- Miami-Dade human services provider

Suggested activities include:

- Talking with your child for at least fifteen minutes each day;
- Asking them to tell about one thing they learned in school;
- Knowing the names of their teachers;
- Providing age-appropriate chores;
- Taking your child to a park or community event;
- Visiting their care center or school monthly; and
- Showing affection for your child daily.

“You can turn off the TV and only allow [your children] to watch it on weekends.”

- Miami-Dade parent in a focus group

“You can play with the child. For instance, if you know how to ride a bike, you can bike with them.”

- Miami-Dade parent in a focus group

Most Miami-Dade communities have CBO hubs

CBO hubs are relatively accessible to most Miami-Dade residents, except in Florida City, a rural section of Miami-Dade that is geographically isolated. In recent years, budget cuts have reduced the number of government and CBO offices located in Florida City, thereby making it difficult for parents to find CBO hubs through which to enter the system of services. Instead, residents in this area rely almost exclusively on word of mouth from other parents and the suggestions of early and elementary educators.

Parents want and need practical guidance on parenting from experts as well as from other parents

Parents noted their desire for research-based, practical guidance on parenting, especially dealing with critical issues faced daily such as: disciplining their children, fostering strong study habits, and developing early literacy.

The majority of parents in our focus groups currently look to their own parents for parenting guidance (regardless of whether their parents are in Miami-Dade or another part of the US or world). Parents recognize this may not be the best source of advice, but are unsure where else to seek help. This is often even more difficult when parents are international or domestic immigrants who are unfamiliar with local resources and institutions and lack an indigenous support network. However, we noted that parents were uncomfortable with relying solely on their own parents for advice.

Parents are interested in getting practical advice from peers as well as experts. CBO hubs and elementary school teachers also pointed to peer-support, seeing opportunities for parents to network and solve problems as being an important and inexpensive, but often

“When the parents get together they really can help each other. It doesn’t always have to be about having an expert tell them what to do.”
- Miami-Dade human services provider

neglected, component in the system. In our focus groups, we heard parents in the United Way of Miami-Dade’s Center for Excellence find that peer-groups of parents from different socioeconomic backgrounds can be particularly helpful since they have different levels of knowledge about community resources and perspectives on parenting.

M-DCPS and community-based parent support resources are not formally connected

Both the community and the M-DCPS have significant assets to support parents. For example, the M-DCPS’ Parent Academy is serving thousands of parents each year in schools or community events. However, the resources within the school district and those based outside the schools, in the community, are not formally connected with each other. The result is that the full capacity of the system is not being brought to bear in support of parents.

Educators want to have easy-to-use tools for engaging parents

Most educators, directors and principals recognize the importance of parent engagement and skills-building and how it can lead to positive educational outcomes, especially on high stakes tests. However, their packed schedule of classes and administrative requirements leaves them little time for developing and implementing parent outreach programs. Accordingly, they expressed enthusiasm for tools that would be easily adapted and implemented by educators and principals. In the least, the idea of having guidance on what programs are useful under given circumstances was well received. For example, one principal heard of the Parent Academy's success in helping parents support their child's education, but was unsure of which course would be the best first exposure for her parents.

Community Involvement Specialists (CIS) and the Health Aides funded by The Children's Trust through HealthConnect in Our Schools are significant outreach assets

Every one of Miami-Dade's Title I elementary schools has a CIS and a HealthConnect in Our Schools (HCIOS) Health Team that includes a Health Aide. These positions are paraprofessional, often filled by residents of the school's community who understand residents' language and culture. However, in the case of the CIS, the position lacks consistency in implementation, so that some are highly involved in connecting the school with parents while others are used for administrative support. Though the M-DCPS is working to provide better ongoing information to CIS staff on internal, school district assets, it appears there is no standardized training.

The HCIOS Health Aides' relationships with parents are growing stronger, so we see them as a potential trusted conduit for parental information.

Home visitation services are welcomed and seen as valuable for the most vulnerable families

Community based service providers reported that parents under the greatest stress, financial and otherwise, benefit significantly from in-home coaching services that model appropriate parenting. Providers find that home visitation models provide the intensity and duration of services needed to help the most challenged families. Providers report anecdotally that home visitation programs have a positive effect and lead to positive recommendations from parents to their peers.

Interestingly, CBO hubs and spokes as well as other human services leaders specifically and consistently referenced home visitation as one of two areas in need of increased capacity (for the second, see the observation on job training below). The call for capacity increases was for all parents who need intensive support, but also specifically for home visitation programs for the Haitian community and families involved in the criminal justice system. These specialized areas require basic levels of quality and training in appropriate delivery of such home visitation programs that can be a barrier to unsupported community based organizations offering these services.

We also heard there is no strong network among home visitation providers that would lead to greater collaboration. For example, one home visitation provider, serving parents of children up to age three, noted the need for some parents to continue with services beyond three. They were unaware that another provider specialized in home visitation for families with children aged three to five that would be an excellent point for referral.

In our conversations with community leaders, there was some debate as to the receptivity of parents for home-based services. In our focus groups, however, parents overwhelmingly expressed interest in receiving in-home services, including parent engagement and skills-building.

Most community-based providers focus on immediate needs of the family – most typically healthcare – and do not include referrals for child care

Through our research, we found a network of organizations that are serving tens of thousands of Miami-Dade’s parents facing the greatest challenges. The organizations we interviewed focus primarily on trying to meet the basic needs of the family, especially in the areas of healthcare and employment.

“How can Mom think about her children’s development if she doesn’t know how she’s going to feed them?”
- Miami-Dade human services provider

In the agencies interviewed, the majority of service requests they received from parents was for health insurance. This is due to parents’ concern for their children’s health, especially among parents with lower incomes. For example, The Children’s Trust 2007 parent survey found, in families with incomes below \$25,000 a year, only 69% of parents reported their children as being in excellent or good health (as compared to the

average response for Miami-Dade as a whole of 81%)⁸. At the same time, we heard about the significant need for health insurance for Miami-Dade's most vulnerable families - for example, one agency estimated that up to 70% of their clients lack insurance.

Healthcare is also a significant focus for agencies because many health and human services for children and parents are not available without insurance. Immigration status can be a key barrier to getting insurance coverage for families. Additionally, the paperwork involved, even to just enroll the family's children can be difficult for parents. Accordingly, some CBO hubs, like FANM for example, dedicate staff to helping parents navigate this critical system.

The focus on providing referrals for healthcare and other basic needs often precludes providing information on, and referrals for, child development and care services. When agencies do provide referrals for child care and early education they reported usually suggesting parents call the 211 The Children's Trust Helpline or they utilize their own internal lists of childcare providers rather than referring to central sources such as the Early Learning Coalition of Miami-Dade/Monroe.

This is particularly interesting in light of what we heard in the focus groups where many parents understood what quality child care is (by giving very specific descriptions), but cited frustration at not being able to afford higher quality services or connect with care subsidies. While parents want higher quality arrangements, they settle for informal, neighborhood-based providers that cost less.

Parent skills-building is well received, especially when “bundled” with other needed services

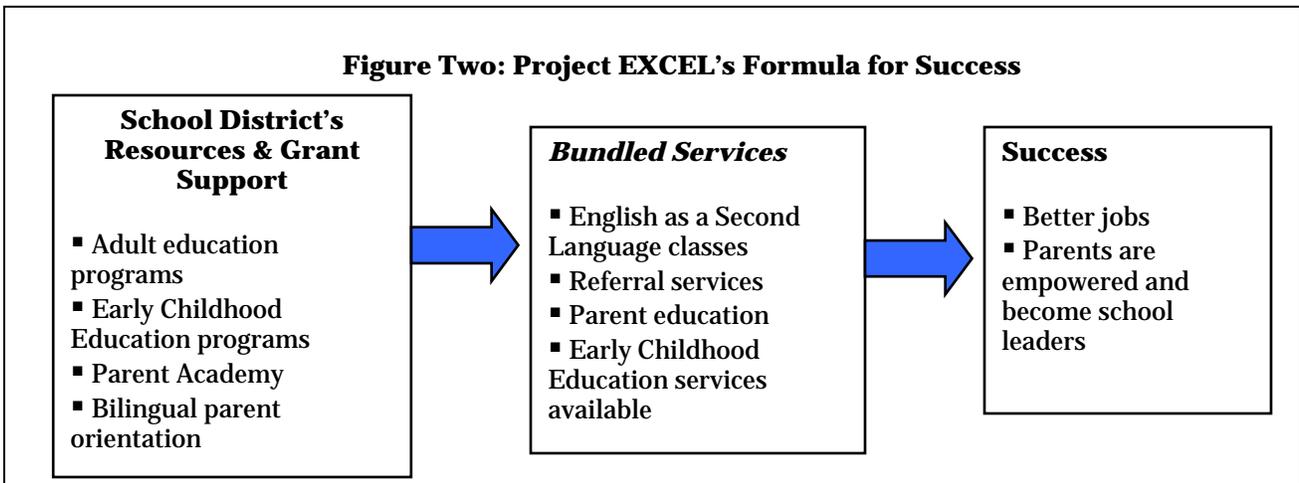
Providers with parenting workshops and programs reported large turnouts of parents. The programs that are most effective and well-attended appear to be those that “bundle” two elements into one program:

- **Parenting skill development** – preferably dealing with common issues such as child development or discipline.
- **Workforce skill development** – ranging from basic skills like literacy (as a native-speaker or English language learner) to more formal vocational skills

⁸ The Children's Trust (2008). *Child Health and Well-Being in Miami-Dade County: 2007 Parent Survey Results*. Miami, FL: The Children's Trust. p. 9

development. These skills are often the primary reason providers cited for parents attending “bundled” programs.

The M-DCPS have bundled their parent programs formally and informally. For example, the Parent Academy is launching a joint-program with Miami Dade College, pairing parenting education and vocational training. Project EXCEL, another M-DCPS program, provides child care, English literacy development and parent support in four elementary schools (figure two shows their “formula for success”). Less formally, a number of principals have “bundled” Parent Academy programs with adult education courses and work place relevance such as learning English as a second language and computer training. Finally, the Little Havana Community Partnership (LHCP) model, in which the Dade Community Foundation is both fiscal agent and community builder, focuses on providing an integrated service network focused on the well-being of children birth to 18 and their families in a specific geographic area within central Miami. LHCP’s services, which link to those of the M-DCPS, “package” includes literacy development, job training, quality child care and connection to physical and mental health services.



More job skills training is needed

The key stress for the majority of Miami-Dade families is the increased cost of living. In focus groups as well as conversations with CBO hubs, we heard about the need to connect parents with training (from English as a second language to vocational skills training) that will increase their prosperity.

However, CBO hubs noted a lack of programs that they knew of for job skills training. When CBO hubs were aware of programs, they often lacked key components that would overcome barriers for the most vulnerable parents, including on-site childcare, appropriate linguistic and cultural resources, and transportation.

Additionally, two key assets for job skills training, the M-DCPS Adult Education Department and the South Florida Workforce, are not formally connected with or integrated into community and school-based parenting programs.

CBO hubs can refer parents to multiple services, but often do not know if services are available

Our conversations with CBO hubs revealed a complex web of referrals. Parents enter the system with a trusted provider, usually at the suggestion of a peer parent or their children’s educators. If the CBO hub needs to refer the parent, they try to ensure the referred program has funding for additional parents. However, there is no central resource for knowing if programs still have openings. Parents often find that the agency to which they were referred is no longer taking additional clients, so they return to the CBO hub that referred them. In turn, the CBO hubs share this information internally via word of mouth, memorandum or email.

211 The Children’s Trust Helpline is a key resource

211 The Children’s Trust Helpline was reported as being a key referral tool for CBO hubs. The Switchboard of Miami’s database system (accessible through the web-site or by phone) is the first resource used to identify providers to meet parents’ needs, especially for needs that are uncommon or unusual. Providers also try to educate parents about 211 The Children’s Trust Helpline to help them better navigate Miami-Dade’s human services system. Unfortunately, the resource data is often out-of-date or inconsistent, undermining its usefulness for CBO hubs and parents.

“I’m a professional and I know what I’m looking for and I can’t always find it. Parents must have a really hard time”

- Miami-Dade human services provider

CBO hub-and-spoke agencies need staff development to use their resources more efficiently

CBO hub-and-spoke agencies rarely pointed to the need for more staff and services. Recognizing Miami-Dade’s constrained funding environment, managers pointed to the need for greater staff training. Specifically, they want staff to be cross-trained on different types of issues to enable them to help parents with a broader range of challenges. Cross-training would also

“I don’t always need more staff; I need staff that can do more”

- Miami-Dade human services provider

allow managers the flexibility to move personnel around their agency to where capacity is most needed.

Additionally managers seek advanced management training. Managers believe they know the basics of budgeting and personnel management, but yearn for skills that are more robust in planning, staff development, and finance that would support their organization's growth.

“We’ve all had managing 101, give me something to take it to the next level”
- Miami-Dade human services provider

Parent services providers want to increase their evaluation capacity

Currently, most parent services providers (in the schools and community) evaluate their effectiveness by looking at the number of clients serviced, rather than the outcomes for parents and families. The result is that programs have trouble differentiating themselves based on their impact. Even when they know a service has positive evaluation data nationally (like Parents as Teachers programs), funders still want to see its specific impact in Miami-Dade County. Though parent service providers are receptive to more stringent evaluation, they typically lack the financial and personnel resources to implement them.

Appendix A- List of parent support leader interviewees

Juanita Armbrister

Senior Director, School Readiness
Early Learning Coalition of Miami-Dade/Monroe

Dr. Daniel Armstrong

Associate Chair, Department of Pediatrics
Director, Mailman Center for Child Development
University of Miami

Marleine Bastien

Executive Director/CEO
Fanm Ayisyen Nan Miyami, Inc. (FANM/Haitian Women of Miami)

Dr. Charles Bleiker

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Program Coordinator of All-Aboard Educational Services
Institute for Child and Family Health, Inc.

Isabel Garcia

Executive Director
Parent-to-Parent of Miami

Manuel Fermin

CEO

Healthy Start Coalition of Miami-Dade, Inc.

Dr. Susan Gold

Associate Professor, Pediatrics and Education

University of Miami

Regina Giles

Director, Self-Help Program

Miami-Dade Community Action Agency

Dr. Henry Green

HIPPY Advisory Board Chair/Professor

University of Miami

Dr. Juan Gonzalez

Director

Children's Psychiatric Center, Inc.

Maria Hernandez

Program Manager

Healthy Families of Miami-Dade

Mario Jordan

President and CEO

Citrus Health Network Inc.

Honorable Cindy Lederman

Judge

Miami-Dade County Dependency Court

Dr. Lynn Katz

Director, Linda Ray Intervention Center

University of Miami

Dr. Steven E. Marcus

President and CEO

Health Foundation of South Florida

Gepsie Metellus

President

Sant La Haitian Neighborhood Center

Sandy Moise

Dean

Parent Academy at Miami-Dade County Public Schools

Gladys Montes

Director
Center for Excellence/United Way of Miami-Dade

Dr. Hilda Pantin

Director, Prevention Division
Center for Family Studies
University of Miami

Susan Fox Rosellini

Director, Development
Family Resource Center of South Florida, Inc.

Debra Rudnicki

Director, Parents as Teachers Program
Florida International University

Jackye Russell

Deputy District Administrator
Florida Department for Children and Families

Wendy Salomon, LMFT

Senior Vice President
Family and Clinical Services, Inc.

Wayne Salter

Director, Teen Parent Program
Early Learning Coalition of Miami-Dade/Monroe

Jacob Solomon

Executive Vice President
Greater Miami Jewish Federation

Dr. Judy Schaechter

Associate Professor of Pediatrics, University of Miami
Director, Injury Free Coalition for Kids of Miami

Anne Thompson

Director, Office of Parental Involvement
District Parent Resource Center

Dr. Oren Wunderman

Executive Director
Family Resource Center of South Florida, Inc.

Appendix B- Focus group locations

Focus groups were held at the following agencies:

- ARC (Florida City Office) – two groups
- Florida Diagnostic and Learning Resources System (FDLRS)
- Kidco II Head Start Center
- Little Havana Community Partnership/Dade Community Foundation
- Religious Conference Management Association (RCMA) Everglades I CDC
- Sant La – two groups
- United Way Center of Excellence – two groups
- University of Miami – Nova Southeastern University Center for Autism & Related Disabilities (UM-NSU CARD)

The focus groups were coordinated by Parent To Parent of Miami. Translation and transcription assistance was provided by Creole Trans through the funding of Ready Schools Miami.

Appendix C- Key parent and family referral organizations

Providers Interviewed

- Family Central, Inc.
- Family Counseling Services of Greater Miami
- Family Resource Center of South Florida, Inc.
- Fam Ayisyen Nan Miyami (FANM)
- Florida Diagnostic and Learning Resources System (FDLRS)
- Florida Immigrant Advocacy Center (FIAC)
- Hands in Action
- HealthConnect in the Early Years/Healthy Start Coalition of Miami-Dade
- Healthy Families Florida/Children's Home Society
- The Institute for Family and Child Health, Inc. (IFCH)
- Informed Families of Miami-Dade County
- James E. Scott Community Association, Inc. (JESCA)
- New Horizons CMHC, Inc.
- Parent to Parent of Miami, Inc.
- Peace Education Foundation

Providers Recommended, but Unable to Contact

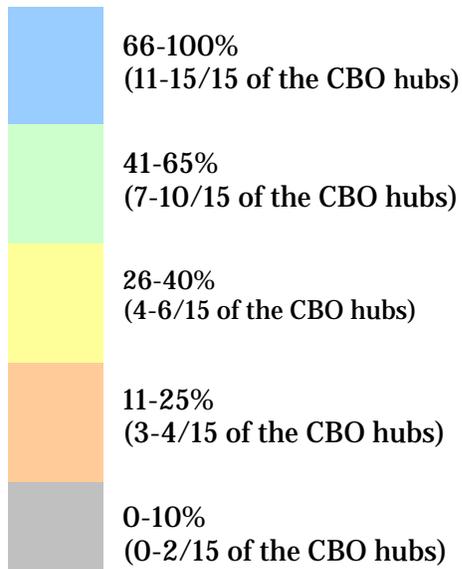
- American Therapeutic Corporation
- Belafonte Tacolcy Center (BTC)
- BTA Community Services
- Cathedral House
- Catholic Charities of the Archdiocese of Miami, Inc.
- Center for Family and Child Enrichment, Inc.
- Children Have All Rights: Legal, Educational and Emotional (CHARLEE)
- Court Options, Inc.
- enFamilia, Inc.
- Jackson Memorial Community Outreach Program
- Kids Hope United
- LUCHA: A Women's Legal Project
- Miami Dade College
- Perinatal CARE program at the University of Miami
- Rapha Family Services, Inc.
- Switchboard of Miami, Inc.
- Miami-Dade County Public School's Bilingual Parent Outreach Program
- The Miami Children's Museum
- Miami-Dade Cooperative Extension

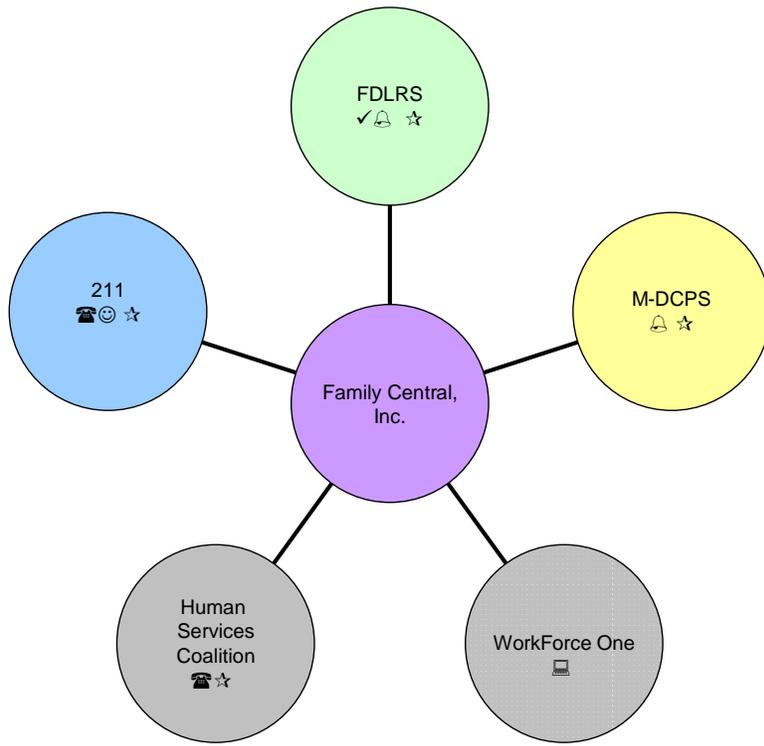
Appendix D- CBO hub-and-spoke figures

Symbols for the services CBO hubs are referring parents for:

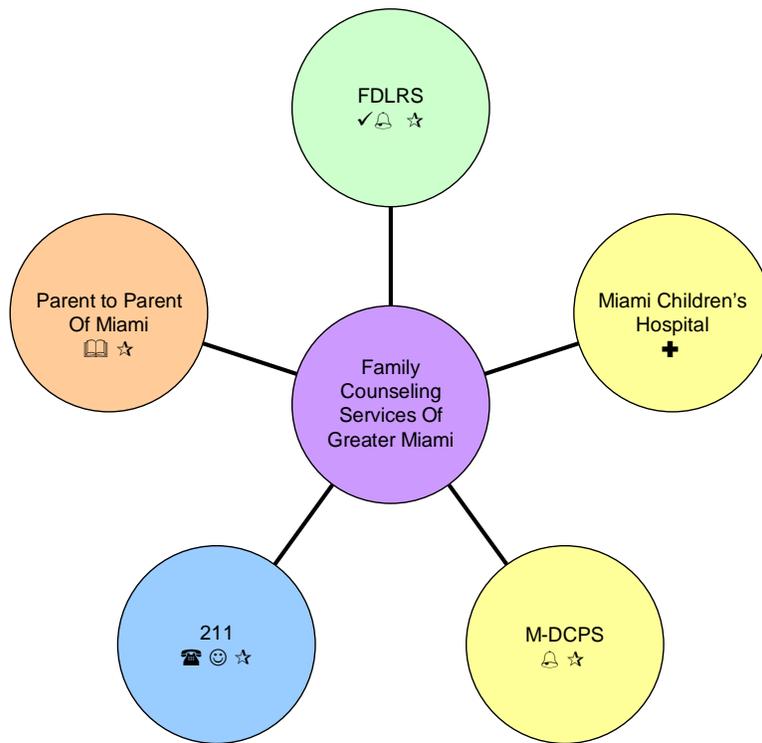
- ☺ - Early care and education services
- ✚ - health services
- ⚙️ - health insurance issues
- 🏠 - home visitation
- 🗳️ - immigration and legal issues
- 💻 - job/workforce skills
- 🔔 - M-DCPS programs
- ☎️ - other human services referrals
- 📖 - parent support and parenting classes
- ✓ - screenings for health or developmental issues
- ★ - special needs/special education programs

Percentage of CBO hubs that refer to the same CBO spoke:

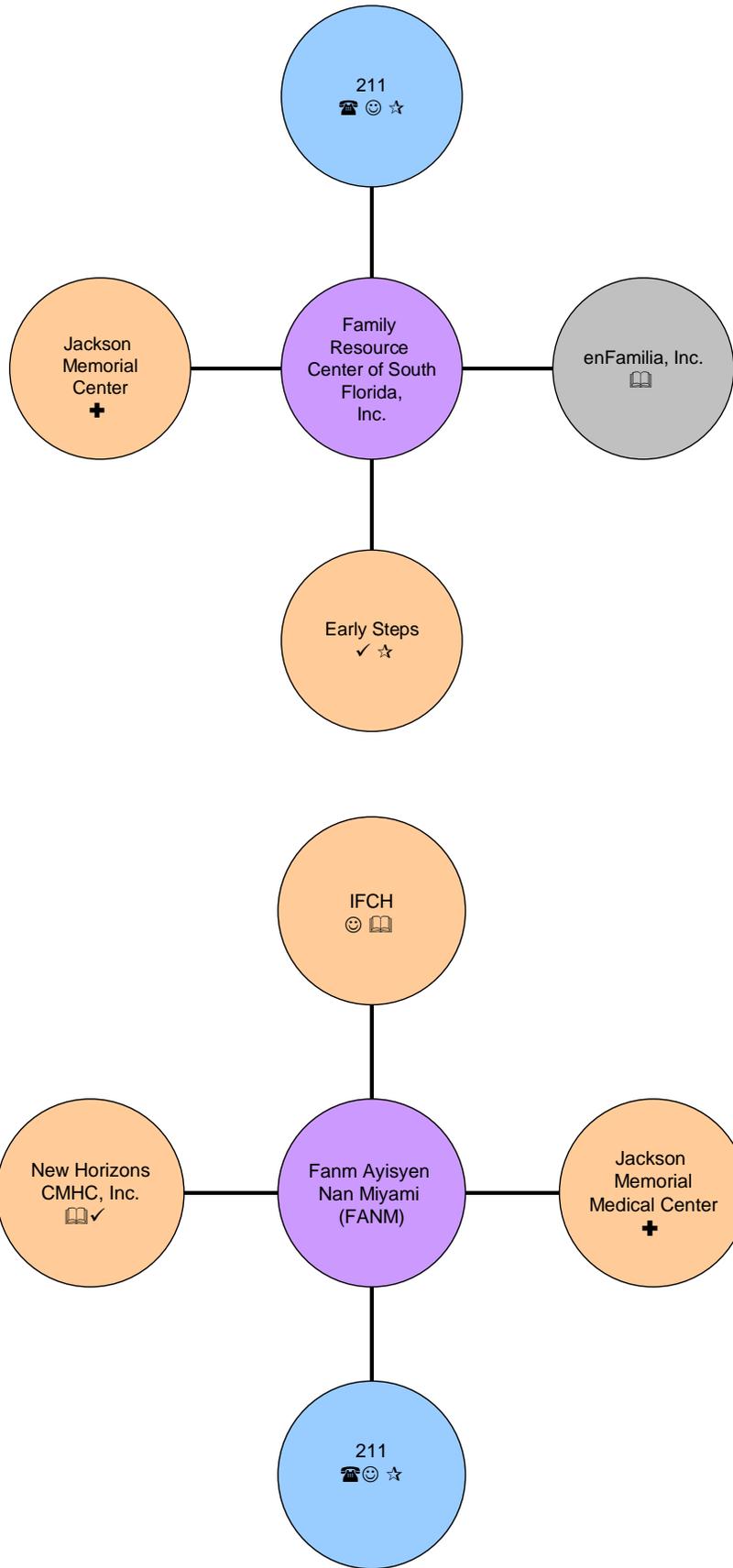


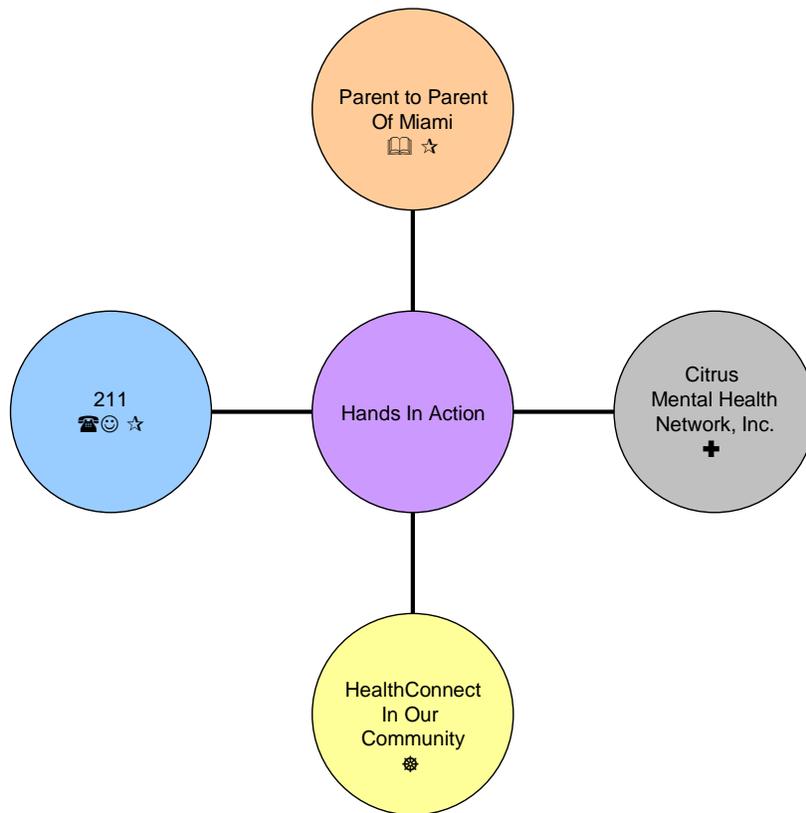
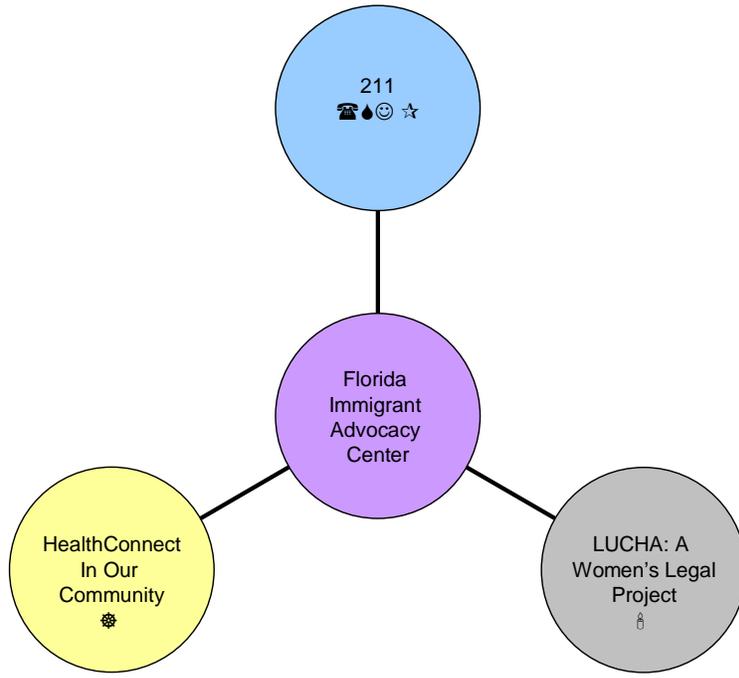


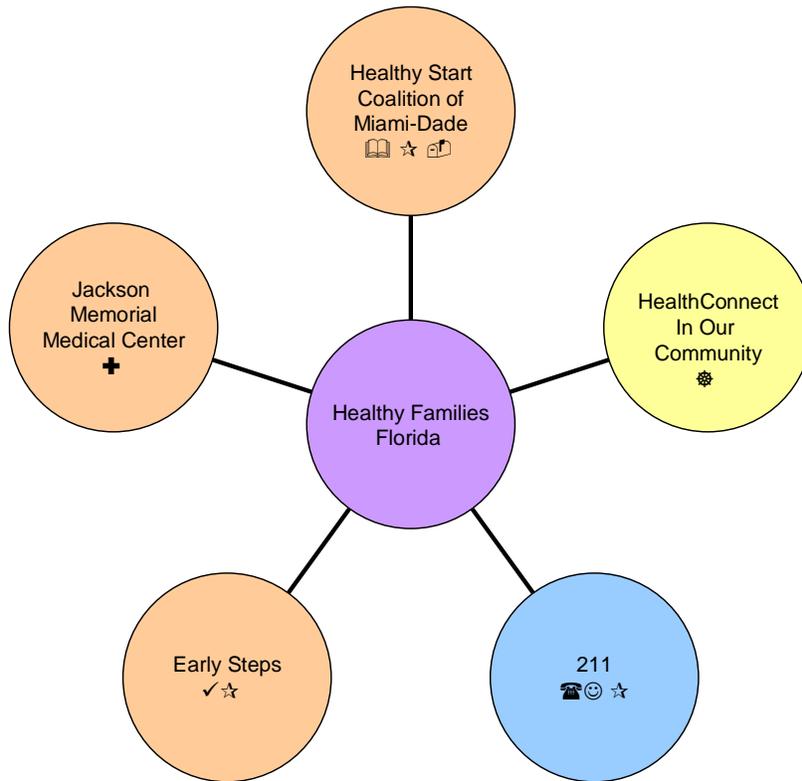
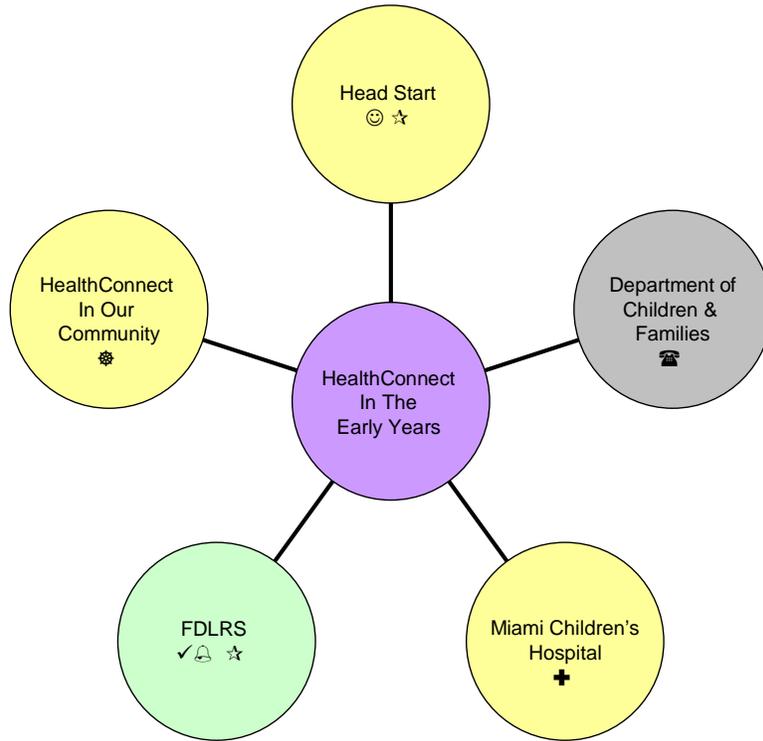
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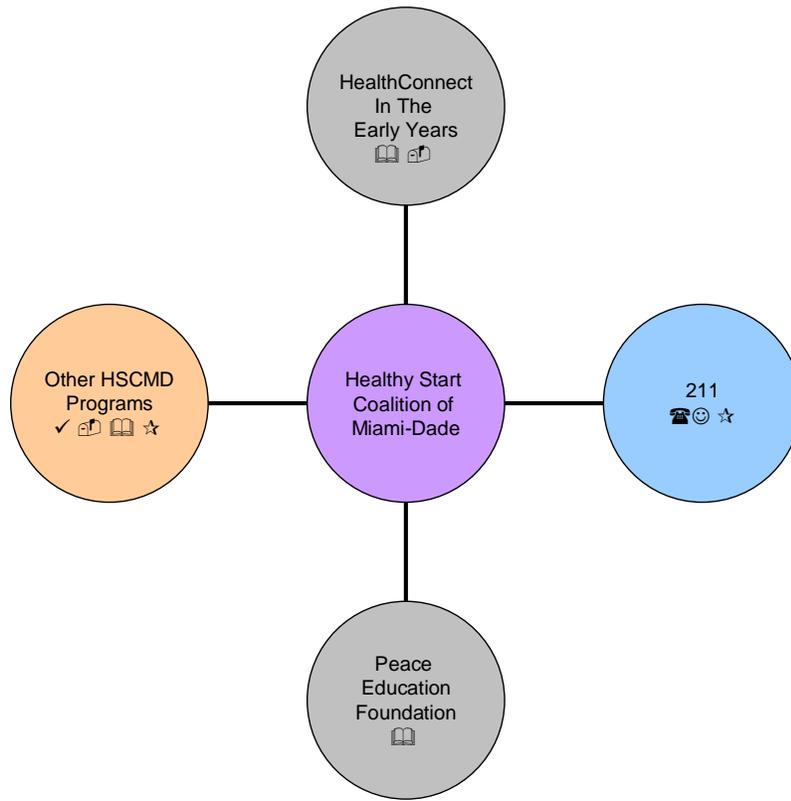


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