OUR MISSION
To promote high-quality inclusive 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 development of Miami-Dade and Monroe County children with a priority toward the ages birth through age 5.

OUR VISION
CHILDREN FIRST
To ensure a comprehensive and integrated early learning system for all families and their children, birth to 5 years, ensuring high-quality programs throughout Miami-Dade and Monroe Counties, so children enter school ready to learn and succeed in life.

PRIORITY INITIATIVES

NEEDIEST CHILDREN
Improve outcomes for children in our neediest communities, including children with developmental and other delays and disabilities, by improving the quality of early learning programs

Target neediest areas
Identify centers in distressed zip codes and those serving children with, or at risk for, developmental delays & disabilities

Increase the Number of Children
Receiving services who have physical, developmental, sensory, and social-emotional delays and disabilities

YOUNGEST CHILDREN
Provide a continuum of care throughout childhood, with a particular focus on infants and toddlers

Age-based Rates
Adjust reimbursement rates to offer incentives to serve the youngest children

PROVIDERS
Strengthen Coalition relationship with providers and support providers meeting higher quality performance requirements

Improve Provider Selection and Contracting Process
Establish local provisions that support parental choice and ensure providers serving children receiving subsidies meet contract and quality requirements

Teacher Education
Increase the number of teachers with child care credentials

Quality Providers
Drive incentives to higher performing providers

Technical Business Assistance
Provide business assistance to providers in distressed areas

Educate Providers
Provide program directors/staff with training and resources to provide high quality care to all children, including children with disabilities

EDUCATE ALL
Educate families and the community at large about the benefits of quality early learning.

Parental Choice
Develop innovative strategies to help parents choose care programs that ensure better outcomes for their children

Visibility
Achieve increased visibility of the importance of early learning throughout both counties by creating child care resources and providing information

CAPACITY BUILDING
Strengthen Board and Staff capacity to carry out strategic goals

Advocacy
Engage aggressively & systematically in advocacy to drive better outcomes for children

Early Child Care Education Systems Building
Establish regular meetings with partners to strengthen cross-sector investments and policies for children birth through age five

FUNDING
Increase public and private funding and reallocate funds to strategic goals

Public
Secure adequate resources to ensure high quality delivery to each child we serve

Monroe County
Establish a Permanent Funding Model for Social Services

FIVE YEAR STRATEGIC GOALS
Develop widely accepted state-wide bench marks of quality (e.g. Child assessments, accreditation, learning environment, etc.)

Change state policy to allow ELCs to contract only with childcare programs that meet state-wide quality bench marks

Establish the Performance Funding Program platform as the statewide quality, tiered reimbursement and pay for performance model

OUR VALUES
- CHILDREN - Children are at the heart of all we do. We believe that all children, regardless of circumstance, are capable of educational excellence and personal growth, and we are committed to ensuring school readiness and lifelong success for each one.
- COMMUNITY - We believe children are the future, and our community is an essential part of their road to success. By working together, we can promote high quality early education and support children as they become thriving, productive members of society.
- PARTNERSHIP - We value partnerships and are collaborative in all we do. We work closely with fellow service providers, families, corporations, elected officials, individuals, and the community at large to promote the importance of early learning and to secure educational opportunities for all children.
- ADVOCACY - We are a champion for children, promoting positive societal and community change. Our staff and community partners are committed to advancing early education throughout Miami-Dade and Monroe counties and are set apart by our collective passion, strength and dedication to children.
- EXCELLENCE - When it comes to early learning, quality matters. We are committed to excellence, providing quality programs and services that make a difference in our community. Designed to further the physical, social, emotional and intellectual needs of all children, our programs are innovative and offer each child an equal opportunity for a successful future.
- CUSTOMER SERVICES - We strive to meet the needs of our parents, families, providers and partners by providing comprehensive customer service in a professional, timely and courteous manner.
- EQUITY - In working with parents, families, providers, and partners, we are committed to the principle of equity and balance, so that all may benefit from the work we do, while keeping children first.
Neediest Children

Target Neediest Areas

Recommendations

• Request an additional 500 EHS slots when they are made available in order to serve more children ages birth to 3 years.
• Top 15 neediest communities* identified in the Community Needs Assessment are:

1. 33142 – Liberty City
2. 33033 – Homestead
3. 33012 – Hialeah
4. 33161 – North Miami
5. 33150 – Liberty City
6. 33127 – Liberty City
7. 33030 – Homestead
8. 33125 – Little Havana
9. 33147 – Liberty City
10. 33157 – West Perrine
11. 33054 – Opa Locka
12. 33032 – Homestead
13. 33162 – North Miami Beach
14. 33034 - Florida City
15. 33126 – Little Havana

*as of 2015 Census
Neediest Children

Target Neediest Areas

Recommendations

• Of the zip code listed above the Early Head Start Program requested to expand services to the following three zip codes where Early Head Start services is either not present or limited:
  ▪ 33012 - Hialeah
  ▪ 33161 - North Miami
  ▪ 33157 – West Perrine

• Explore extended program hours for children in high risk communities as a standing agenda item of the Program Committee
**Neediest Children**

**Increase the Number of Children**

**Recommendation** – Assign Program Committee to determine future actions to this priority

---

**South**

- Quarter 1 : 2019
  - 22 Programs
  - 709 SR Children

**Central**

- Quarter 2 (Projected)
  - 22 Programs
  - 709 SR Children

**North**

- Quarter 3 & 4 (Projected)
  - 44 Programs
  - 1418 SR Children

---

**Barriers to Inclusion**

- Teacher/Provider Sense of Efficacy
- Stigma Associated with Diagnosis
- Exclusionary Practices

**Target Measures**

- Number of children with identified delays/disabilities
- Number of providers accepting BPIECE Support Services
- Number of BPIECE goals met
- Number of children eligible for SPNR (payment)
Child Assessment Activities

Collaboration

Consumer Education

Training

Communities of Practice

Technical Assistance
Strengthening Parent Engagement: Screenings & Single Statewide System (EFS MOD)

- Option to Decline
- Defer to Provider
- Complete Screening
Collaborating to Ensure Compliance: Developmental Screening

- **Targeted Outreach**
  - 8 Team Members
  - 2 Departments

- **Providers**
  - 255 Providers with Past Due Developmental Screenings

- **Children**
  - 580 Children with Past Due Developmental Screenings
Revised Compliance Campaign: New Reports

Automated Email
- 1-Day Past Due=
  Automated Request for Corrective Action Plan and Past Due Screening

Automated Email
- 10-Days Past Due=
  Corrective Action Plan and Compliance Required NOW

Targeted Email
- 10 > Past Due=
  Withhold Payment until all documentation is received
# Program Information Report (PIR)

<table>
<thead>
<tr>
<th>Population</th>
<th>Demographics</th>
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</thead>
</table>
| Children   | Children Served: 992 (cumulative)  
             | Children in the 2\textsuperscript{nd} year of the program: 255  
             | Children in third year of the program: 200  
             | The majority of the children enrolled were black non-Hispanic (636) followed by white Hispanic (282)  
             | 719 children came from English speaking families and 218 came from Spanish speaking |
| Families   | 889 families were served; 214 were two-parent families and 675 were single-parent families  
             | The majority of the families (744) had a high school diploma or higher.  
             | One or both parents were working in 180 two-parent families  
             | In the single-parent families, 450 of the parents were working |
| Staff      | There were 182 (cumulative) teachers during the 2017-2018 school year.  
<pre><code>         | There were 26 teachers who did not meet the minimum qualification; 23 are enrolled in courses; and 18 need to enroll in a program |
</code></pre>
<table>
<thead>
<tr>
<th>Service Area</th>
<th>Direct Services</th>
</tr>
</thead>
</table>
| Health Services   | 990 have health insurance and 985 had a medical home                                                             
  925 were up to date on the immunizations; 8 had exemptions 
  544 had a dental home                                                
  459 of the 763 children who were 1 year of age or above received preventive dental services. 
  Of the 461 newly enrolled children, 340 completed the required screenings prior to the first 45 days of enrollment. |
| Family Services   | The top 5 services families received:                                                                                                                                  
  Health education (212)                                                
  Asset build services (211)                                            
  Parenting Education (131)                                             
  Emergency/crisis intervention (70)                                    
  Job training (61)                                                     |
| Mental Health Services | The program provided an average of 60 hours per month of mental health services. Teachers received consultation for 46 children 
  Parents received consultation for 37 children 
  23 children received individual mental health assessment             |
| Disability Services | 112 children had and Individualized Family Service Plan (IFSP)                                                 
  75 children were determined eligible for early intervention services prior to the school year starting 
  37 children were determined eligible for early intervention services during the school year starting |
EHS Updates

Federal Review

• The program received notification that Focus Area 1 federal review will be the week of November 18.
• Staff is reviewing the protocol questions
• Quality Assurance team is helping the program staff prepare for the interview questions.

Health and Safety Screener

• Indicators with the majority of findings:
• Staff trained in various health topics, such as sleep practices, infection diseases, sun safety, Shaken Baby Syndrome, etc.
• Procedures on confidentiality, including disclosure without parent consent.
• Hygiene practices
• Infectious disease policy and procedure.
2019 Enrollment

**JULY 2019**
- Enrolled: 746
- Vacant: 4

**AUGUST 2019**
- Enrolled: 699
- Vacant: 1
<table>
<thead>
<tr>
<th>Provider</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Snack</th>
</tr>
</thead>
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<td>% of Meals</td>
<td># of Meals</td>
<td>% of Meals</td>
</tr>
<tr>
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<tr>
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<tr>
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<td>464</td>
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<tr>
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<table>
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<th>Lunch</th>
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<td># of Meals</td>
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## August 2019 Meal

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<tr>
<td>America's Little Leaders</td>
<td>200</td>
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<td>100.0%</td>
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<td>100.0%</td>
<td>Wynwood Learning Center II</td>
</tr>
</tbody>
</table>
Teaching Strategies Gold

The chart below represents the ongoing assessment checkpoint data between April – June 2019. This chart represents the percentage of children who were below, meeting, or exceeding the widely held expectations for typically developing children in the following areas: Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics. This data is used by the teachers for individual lesson planning and by the program to support teachers through professional development.

<table>
<thead>
<tr>
<th>Area</th>
<th>Below</th>
<th>Meeting</th>
<th>Exceeding</th>
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</thead>
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<tr>
<td>Social-Emotional</td>
<td>25.61%</td>
<td>61.75%</td>
<td>12.64%</td>
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<tr>
<td>Physical</td>
<td>29.75%</td>
<td>60.5%</td>
<td>9.75%</td>
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<td>Language</td>
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<td>Cognitive</td>
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<tr>
<td>Literacy</td>
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<td>54.15%</td>
<td>13.62%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>27.95%</td>
<td>60.27%</td>
<td>11.78%</td>
</tr>
</tbody>
</table>
Neediest Children
Increase the Number of Children

Recommendations

• The Children’s Trust Scholarship Program supports additional families who don’t qualify for School Readiness
  ▪ Initial target of 400 children
• Continue to enroll youngest children from waitlist as funding becomes available
• In partnership with staff and administrators, the Inclusion team has identified specific barriers to inclusive practice and established goals for addressing these barriers.
The Children’s Trust Thrive By 5 (TB5) Child Scholarship

• TB5 Child Scholarship provides high quality early learning services to families considered to be over income and ineligible to receive School Readiness services.
• Early learning programs must be participating in the Thrive by 5 Early Learning Quality Improvement System (ELQIS) and performing at a Tier 4 or 5.
• There are 125 early learning programs contracted for the TCT TB5 scholarship in 2019-20 and they are spread across the county.
• There are 59 programs currently serving scholarship children.
• There are 311 children currently enrolled in the scholarship program as of 10/02/19.
• TCT TB5 Child Scholarship only funds child care scholarships for children 0-5, prior to entry into kindergarten (school-age).
Waitlist

• As of Sept. 27th, There are currently 2,993 children from ages 0-12. From these 2,139 children are ages 0-5.
• On average, the ELC receives 100-125 applications per day, Family Portal is accessible 24 hours, 7 days a week.
• Parents can visit the ELC website or visit the direct link from the Office of Early Learning to submit a school readiness application. Parents will be required to answer 4 prequalification questions to proceed. Once parent submits, the ELC has 20 days to review the application.
• When an application is ready for review, we will research and verify if child/parent had any prior services before proceeding and review the entire application with the uploaded documents.
Waitlist

- If documents are incorrect or illegible, the application will be rejected and parents will receive an email requesting for additional documentation for which the parent has 30 days to submit.
- If the documents uploaded are correct, we complete the pre-eligibility screening to determine if parent meets purpose of care (hours, school schedules or disability letters are current) and we calculate household income meets program eligibility requirements.
- Once full review is completed, the child is placed “Active”.
- Application is valid for 6 months
- 30 days prior to 6 months, the parent must validate their application (review application and report any changes to complete validation process). If they haven’t been selected, application will remain on the wait list. If they failed to renew they will receive an email letting them know their children have been removed from the waiting list.
School Readiness Redeterminations by Month

- An average of 22% did not submit a Redetermination application.
- An average of 90% of application submitted were approved.
- An average of 10% of applications submitted were Denied (terminated).

- JAN 2019: 1,142 (95%), 55 (5%)
- FEB 2019: 849 (95%), 49 (5%)
- MAR 2019: 936 (93%), 73 (7%)
- APR 2019: 667 (92%), 61 (8%)
- MAY 2019: 602 (87%), 90 (13%)
- JUN 2019: 706 (85%), 127 (15%)
- JUL 2019: 598 (88%), 84 (12%)
- AUG 2019: 690 (80%), 176 (20%)

Source: Early Learning Coalition
Redetermination/Managed Enrollment

• A total of 6,905 applications were submitted and processed from Jan-Aug.
• An average of 22% did not submit a Redetermination application. (2,216 out of 9,121 did not submit)
• An average of 6,190 (90%) of application submitted were approved (6190 out of 6,905)
• An average of 715 (10%) of applications submitted were Denied (terminated- 715 out of 6,905)

• We make numerous attempts to notify the parent of their Redetermination:
  ▪ parent/caretaker at time of eligibility is provided with last day of services via their portal account
  ▪ parent/caretaker is sent an email reminder to their email on the system, 45 days in advance.
    • if email reminder is rejected, phone call is made & history note included.
    • if phone call nor message viable, regular mail notice send to residence address & history note included.
New Enrollments

• Pulled 3 batches during last FY 18-19 for a total of 1,203 children (1,014 families)
• Total of 1,110 (92%) applications were returned and processed (out of 1203)
• 93 (8%) applications were not returned
• An average of 850 (77%) of application submitted were approved (850 out of 1,110)

• Timeframe to process:
  ▪ 10 days to review once the parent submits completed packet. Notice is available of requested missing documents.
  ▪ Once we review, if parents have documents pending then we send them a Notice Of Change with information and they have 10 days to get it back to us
  ▪ In response to provider’s request effective this contract year, any change on rede eligibility is notified to the provider via phone or email
MONROE COUNTY PRE-K/VPK INITIATIVE
2019-20 SCHOOL YEAR

• Goals:
  • Increase percentage of Monroe County’s 4 year olds enrolled in the VPK program
  • Every VPK program in Monroe County to receive a passing VPK Provider Kindergarten Readiness Rate
COMPONENT #1: CURRICULUM

• Each VPK provider's curriculum must be developmentally appropriate, designed to prepare a student for early literacy, enhance age-appropriate student progress in attaining state-adopted performance standards, and prepare students to be ready for kindergarten based on the statewide kindergarten screening as described in Section 1002.67(2)(b), Florida Statutes. **VPK providers may select or design the curriculum for their classrooms, unless they are on probation as a result of their kindergarten readiness rates falling below the minimum rate.**
COMPONENT #1: CURRICULUM

• The most widely used curriculum in Monroe County’s VPK Classrooms is *Creative Curriculum for Preschool*, it is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. Comprised of *The Foundation*; six knowledge-building volumes that help teachers set up a high-quality learning environment and build a thorough understanding of best practices, so they’re ready to support every child, every day, and the *Daily Resources*; which offer step-by-step guidance in the form of *Teaching Guides* and additional daily teaching tools that help teachers plan and manage their days so they’re always supporting children’s learning and development and promoting positive outcomes. Using exploration and discovery as a way of learning, *The Creative Curriculum® for Preschool* enables children to develop confidence, creativity, and lifelong critical thinking skills.
COMPONENT #1: CURRICULUM

The Creative Curriculum® for Preschool
• Is based on 38 objectives for development and learning, which now show the seamless progression of learning and development across the whole of the early childhood years, in every area that’s critical to children’s future success.
• Presents knowledge-building volumes and daily practice resources in tandem, giving every educator the “what,” “why” and “how” of early childhood education.
• Offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner.
• Addresses all the important areas of learning, from social-emotional and math to technology and the arts, and incorporates them throughout every part of every day.
• Offers daily, built-in opportunities for observation, helping teachers and administrators clearly see the strong relationship between curriculum and assessment.
• Offers complete support for working with English- and dual-language learners, including detailed guidance that helps to build teachers’ knowledge about best practices.
• Contains guidance for working with all learners, including advanced learners and children with disabilities.
• Available in English, in Spanish or as a Bilingual Curriculum.

• *The Creative Curriculum® for Preschool* is fully aligned with the *Head Start Child Development and Early Learning Framework* and state early learning standards.
COMPONENT #2: CLASSROOM ASSESSMENT

Why the CLASS™ Measure

• The Classroom Assessment Scoring System (CLASS™)—was developed as a way to continue measuring proximal aspects of teacher-child interactions to better understand what quality is and how it affects learning and growth.

What is CLASS™?

• CLASS™ focus has shifted from “the what” to “the how” of quality—how teachers interact with children, how they use time and materials to get the most out of every moment, and how they ensure that children are engaged and stimulated.

• CLASS™ was developed to make teacher-child interactions objective and measurable. The research that the CLASS™ is based on verifies that the interactions measured by the CLASS™ tool make a real difference in children’s learning and development.

Organization of the CLASS™ Tool

• The CLASS™ measure organizes effective classroom interactions into broad categories or domains, which are further subdivided into dimensions. CLASS™ domains and dimensions give us common definitions of effective teaching across grade levels and content areas.

• The organization of the CLASS™ tool gives observers the framework to objectively and accurately code teacher-child interactions in the moment. The organization of the tool also gives teachers and those that support them an idea of what areas of improvement teachers need to focus on.

CLASS™

• Provides programs, schools, and districts with reliable, valid data on teacher effectiveness.
• Creates a common language about effective teaching practices across subject areas and grade levels.
• Helps teachers better understand how their interactions in the classroom affect student learning.
• Documents improvements in the effectiveness of teachers’ interactions with students.
COMPONENT #3: CHILD OBSERVATIONAL ASSESSMENT

Teaching Strategies GOLD® is an observational assessment measure used by teachers and designed to assess the ongoing development and learning of children from birth through kindergarten. This research-backed assessment tool has 36 objectives organized within the areas of social–emotional, physical, language, cognitive, literacy, and mathematics.

With Teaching Strategies GOLD®, teachers can:
• Use a variety of online tools to gather and organize meaningful data quickly, including online portfolios where children’s work can be stored.
• Create a developmental profile of each child to answer the questions, “What does this child know? What is he or she able to do?”
• Understand how their observations relate to important objectives for development and learning and use that understanding to scaffold each child’s learning.
• Determine if a child is making progress and compare the child’s knowledge, skills, and behaviors to those of most children of his or her age or class/group.
• Recognize children who might benefit from special help, screening, or further evaluation.
• Generate comprehensive reports that can be customized easily and shared with family members and other stakeholders.
COMPONENT #4: PROFESSIONAL DEVELOPMENT

The Professional Development Institute
• The Professional Development Institute, a division of the Early Learning Coalition of Miami Dade/Monroe, promotes high quality educational opportunities to early childhood professionals, families and stakeholders thus creating an integrated community responsive and supportive of physical, social, emotional, and intellectual growth and development of young children birth through age 5 and their caregivers. Our goals are to identify professional development gaps, design and coordinate high quality training opportunities, and implement services that build capacity within the community through collaboration.
COMPONENT #4: PROFESSIONAL DEVELOPMENT

Curriculum Learning Communities/Communities of Practice
• Rapid, breakthrough change cannot happen in the field of early childhood unless people, organizations, and systems learn from each other’s successes and failures. This requires a platform for asking and answering questions such as: which interventions work for which populations and why. The Professional Development Institute will facilitate the development of learning communities that provide the means for early childhood educators to set goals, share results, and cultivate not only leaders, but also new ideas. Curriculum learning communities hold members accountable to a common agenda, metrics, and outcomes. These communities enable participants to share results and learn from each other, thereby improving their ability to achieve rapid yet significant progress.

CLASS Group Coaching/ Making the Most of Classroom Interactions
• This structured group coaching model immerses teachers in CLASS professional development that’s been proven to change teaching behaviors. By creating an in-house CLASS coach to deliver this face-to-face program to teachers, programs help teachers develop awareness and enact change in the classroom. This structured group-coaching model immerses teachers in Teachstone developed professional development that has been proven to change teaching behaviors.
• Teachers will:
  ▪ Teachers learn alongside their peers in small group coaching sessions
  ▪ Watch and reflect on real classroom videos of other teachers
  ▪ Learn to identify and describe effective interactions in the classroom
  ▪ Build skills, insights, and strategies to apply CLASS concepts to teaching
COMPONENT #4: PROFESSIONAL DEVELOPMENT

Data Driven/Classroom Focused Professional Development
• PDI will use CLASS assessment data to drive monthly professional development in targeted areas for each programs. Strategies will include:
  ▪ Virtual Coaching: Each center will gain access to two myTeachstone subscriptions so coaches, directors, teachers and trainers may share and reflect on over 1000 videos, white papers, and discussion topics that support the specific needs of each classroom
  ▪ Instructional Supports: In partnership with our Research and Evaluation team PDI supports teachers in developing inclusive classroom strategies. Arming programs with approaches for appropriate accommodations and resources will build self-efficacy and positive outcomes for children of all abilities

Peer Leadership- Leading from the Middle
▪ Tea Leadership is the “process of influencing people by providing purpose, direction and motivation to accomplish the mission and improve the organization.” With no positional power, peer leaders have the capacity to influence their peers in a way administrators cannot. PDI will develop small groups of peer leaders from diverse backgrounds to serve as chief influencers at their location. These peer leaders will have cross-cultural competence, trust, humility, and credibility, all-important characteristics in a peer leadership environment. Peer Leaders will assist in sustaining program quality and provide feedback on the impact of this initiative.
▪ Incentives: Each Peer Leader will earn PDI cash at each learning event, which may be used to “purchase” educational materials and incentives at two (Fall/Spring) provider appreciation events held in Monroe. Additionally each peer leader will be supported in free coursework leading to their Child Development Associate (CDA) in partnership with Quorum.

This structured group coaching model immerses teachers in CLASS professional development that’s been proven to change teaching behaviors. By creating an in-house CLASS coach to deliver this face-to-face program to teachers, programs help teachers develop awareness and enact change in the classroom.
The Early Learning Coalition of Miami-Dade/Monroe will identify performance goals and quality improvement strategies to help providers meet quality scores. Programs will be on a Quality Improvement Plan for 12 months and will be reassessed 30 days prior to the end of the plan.

**Strategy Descriptions:**

- **Making the Most of Classroom Interactions (MMCI)**
  - Face-to-face training
  - 24 hours for Infant/Toddler MMCI
  - 20 hours for PreK MMCI

- **Early Childhood Training System (ECTS) Courses**
  - 2 courses on-line

- **Certified Coaching Visits**
  - Minimum of 20 hours of coaching per classroom using a certified coach
  - Locally selected IACET approved training
  - Learning Language & Loving It
  - Face-to-face training
  - 20 hours
COMPONENT #6: ENROLLMENT DRIVE

Enrollment Drive
1. Set Goals
2. Understand Audience
3. Audit Past Efforts
4. Develop and Refine Key Messages
5. Select Spokespersons (Commissioner Carruthers has agreed to be spokesperson)
6. Select the Right Channels
7. Create Campaign
8. $100 incentive to all VPK Teachers that score a 3.0 or higher in the September CLASS Assessment
9. Identify Teachers for Peer-to-Peer Coaching
10. Identify Participation Rate Targets
11. Successful Completion Percentage of Providers
12. Measure and Report Results
**COMPONENT #6: ENROLLMENT DRIVE**

**MONROE VPK READINESS RATE DATA**
- Florida Kindergarten Readiness Screener (FLKRS)

<table>
<thead>
<tr>
<th></th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monroe</strong></td>
<td>54%</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Miami-Dade</strong></td>
<td>50%</td>
<td>55%</td>
</tr>
<tr>
<td><strong>Florida</strong></td>
<td>54%</td>
<td>53%</td>
</tr>
<tr>
<td>% Kindergarteners “Ready” Total Population</td>
<td>54%</td>
<td>55%</td>
</tr>
<tr>
<td>% Kindergarteners “Not Ready” Total Population</td>
<td>46%</td>
<td>45%</td>
</tr>
</tbody>
</table>

## VPK Readiness Rate Analysis

<table>
<thead>
<tr>
<th></th>
<th>Miami-Dade</th>
<th>Monroe</th>
<th>Statewide</th>
</tr>
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<tbody>
<tr>
<td><strong>Total Count of VPK Students Who Completed at Least 70% of the VPK Program with FLKRS Score</strong></td>
<td>16,310</td>
<td>346</td>
<td>120,579</td>
</tr>
<tr>
<td>% of VPK Completers Ready</td>
<td>61%</td>
<td>62%</td>
<td>63%</td>
</tr>
<tr>
<td>% of VPK Completers Not Ready</td>
<td>39%</td>
<td>38%</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Total Count of Children who Participated in the VPK Program</strong></td>
<td>19,630</td>
<td>410</td>
<td>149,302</td>
</tr>
<tr>
<td>% of VPK Participants Ready</td>
<td>58%</td>
<td>59%</td>
<td>60%</td>
</tr>
<tr>
<td>% of VPK Participants Not Ready</td>
<td>42%</td>
<td>41%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Public School FLKRS Number of Test Takers</strong></td>
<td>22,078</td>
<td>614</td>
<td>187,056</td>
</tr>
<tr>
<td>% “Ready for Kindergarten” (Scoring 500+ on STAR Early Literacy Assessment)</td>
<td>50%</td>
<td>54%</td>
<td>54%</td>
</tr>
<tr>
<td>% “Not Ready” for Kindergarten</td>
<td>50%</td>
<td>46%</td>
<td>46%</td>
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<tr>
<td><strong>2017-18</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miami-Dade</td>
<td>Monroe</td>
<td>Statewide</td>
<td></td>
</tr>
<tr>
<td>Total Count of VPK Students Who Completed at Least 70% of the VPK Program with FLKRS Score</td>
<td>16,072</td>
<td>350</td>
<td>122,860</td>
</tr>
<tr>
<td>% of VPK Completers Ready</td>
<td>63%</td>
<td>63%</td>
<td>62%</td>
</tr>
<tr>
<td>% of VPK Completers Not Ready</td>
<td>37%</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td>Total Count of Children who Participated in the VPK Program</td>
<td>18,889</td>
<td>436</td>
<td>150,053</td>
</tr>
<tr>
<td>% of VPK Participants Ready</td>
<td>61%</td>
<td>62%</td>
<td>59%</td>
</tr>
<tr>
<td>% of VPK Participants Not Ready</td>
<td>39%</td>
<td>38%</td>
<td>41%</td>
</tr>
<tr>
<td>Public School FLKRS Number of Test Takers</td>
<td>19,997</td>
<td>563</td>
<td>185,252</td>
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<tr>
<td>% “Ready for Kindergarten” (Scoring 500+ on STAR Early Literacy Assessment)</td>
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<td>55%</td>
<td>53%</td>
</tr>
<tr>
<td>% “Not Ready” for Kindergarten</td>
<td>45%</td>
<td>45%</td>
<td>47%</td>
</tr>
</tbody>
</table>

Source: OEL – VPK Readiness Rates Analysis – Revised 6-6-19
Youngest Children

Age-based Rate

Recommendations

• State law requires children to remain in care until age 13
  ▪ When funding is available, provider rate increases will be based on age with the highest percentage going to those who serve the youngest children
  ▪ Additional EHS zip codes and additional slots will target children birth to 3
  ▪ Our local priority for enrolling children will continue to be children from birth to the age of kindergarten entry
  ▪ More than 1100 additional children ages birth to 5 were enrolled last fiscal year
Providers

Improve Provider Selection & Contracting Process

**Recommendations**

- **HB 1091 requires Program Assessments**
  - Providers must achieve a Program Assessment composite score of 2.51 to receive a School Readiness Contract

- **Provider Services Committee**
  - 19 Providers appeared before the committee during FY 18-19
  - 8 Providers were placed on Corrective Action Plans
  - 11 Providers’ contracts were terminated
  - 0 Providers – No further action

- **Exploring Barriers to Entry**
Early Learning Performance Funding Project
Pre and Post Composite Scores

Aug. 1, 2018 to Jun. 30, 2019
How Many Improved Their Scores?

N=155

Category 1

100 / 65%

53 / 34%

2
Observations Conducted in Miami-Dade/Monroe

Target: 100% of all the Contracted FY 19-20 School Readiness Providers (1,283)

- Infant: 353 (Completed), 983 (Projected)
- Toddler: 646 (Completed), 702 (Projected)
- Pre-K: 789 (Completed), 1,123 (Projected)
- Total: 1,788 (Completed), 2,808 (Projected)

Oct 1, 2018 to Jun. 30, 2019
Programs with a School Readiness Program Assessments

Composite Score

N=676

- 1.00-2.50: 356 (53%)
- 2.51-2.99: 175 (26%)
- 3.00-3.99: 11 (1%)
- 4.00-4.99: 6 (0.07%)
- 5.00-5.99: 1 (0.01%)
- 6.00-7.00: 127 (19%)

Aug. 1, 2018 to Jun. 30, 2019
School Readiness Program Assessment
Composite Scores

Aug. 1, 2018 to Jun. 30, 2019 – Miami-Dade/Monroe
Aug. 1, 2018 to May 30, 2019 – Statewide

Statewide 4280
Miami-Dade/Monroe 521

1.00-2.50 2.51-2.99 3.00-3.99 4.00-4.99 5.00-5.99 6.00-7.00
Providers

Quality Providers

**Recommendations**

• Drive incentives to higher performing providers
  ▪ The Children’s Trust Scholarships fund providers who have scored a Tier 4 or higher on the Program Assessment
  ▪ Explore referral options for higher performing VPK Providers
All-Stars Event

The Children’s Trust and the Early Learning Coalition honored and recognized programs that participated in the local Performance Funding Project 2018-2019 on September 25th.

Programs received an extra end of the year payment that is expected to be reinvested in the program.

Eligibility criteria:
• completed the project and increased in composite score, increased in tier or maintained in tier 4 or 5.

<table>
<thead>
<tr>
<th>Number of programs</th>
<th>105</th>
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<tbody>
<tr>
<td>Total payments</td>
<td>$575,500</td>
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<tr>
<td>Centers</td>
<td>89</td>
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<tr>
<td>Family Homes</td>
<td>16</td>
</tr>
<tr>
<td>Range of payments</td>
<td>$1,000-$11,500</td>
</tr>
<tr>
<td>Average per program</td>
<td>$5,480</td>
</tr>
</tbody>
</table>
Eligibility Criteria

• Serve infants and toddlers

• Serve 30% or more young children (under age 6) receiving a School Readiness subsidy

• Located in a low-income census tract
  ▪ LICT is any census tract that has 29.5% or more young children (under 6) living in households below 150% of federal poverty level or at least 200 young children (under 6) living below 150% of federal poverty level, even if percentage is less than 29.5.
Who is Participating?

- Centers: 230
- Family Homes: 42
- Religious Exempt: 2

Serving an average of 17,288 children
Providers

Educate Providers

- Provide program directors/staff with training and resources to provide high quality care to all children, including children with disabilities
Professional Development Institute
A division of The Early Learning Coalition of Miami-Dade/Monroe

• Founded in 2014 with the belief that training is not a cost, but rather an investment.
• Invest in and Expand: The knowledge base of Miami-Dade/Monroe early education community and ELCMDM staff.
• Invest with: High quality training at no charge to the student or employee.
• ELCMDM well poised to meet community and internal training need as an anchor agency for early childhood.
• Access to and relationships with the diverse early learning community.
• Internal capacity, built over time, to deliver excellence in training.
• Partnerships with key organizations and agencies to expand training reach.
The Early Learning Coalition of Miami-Dade/Monroe has become part of an elite group of educators dedicated to quality in continuing education and training which are IACET Accredited Providers.
Our Team of Professionals

• **Our team of Educators** are at the top of their field.
• Cadre of full and part time Educators.
• High visibility in the community with a loyal following.

**Education profile:**
- Doctorate’s in Early Childhood Education and other fields
- Master’s of Science in Education, Social Work
- Bachelor’s in Education
- Health Service Administrators
- More than 100 years of combined experience
PDI Website: https://trainings.elcmdm.org

Number of External Active Users: 6,401

Number of ELC Employees: 264

Transcripts

Certificates

ID | Name | Exp. | Download
---|------|------|--------
260320 | Curriculo Creativo Para Bebes Y Ninos Pequenos: Implementando El Curriculo En Su Programa | | 🗄️
405333 | Implementing MyTeaching Strategies G5X, Today | | 🗄️
Monroe Professional Development

ONLINE TRAINING COMES TO MONROE COUNTY
T.E.A.C.H. Early Childhood® Scholarship Ambassador Program

October 2019

T.E.A.C.H. Outreach Team
teachoutreach@thechildrensforum.com
(877) FL-TEACH • (877) 358-3224
What is the T.E.A.C.H. Early Childhood® Scholarship Program?

The T.E.A.C.H. Program:

- Links training, compensation, and commitment to improving the quality of early care and education experiences for young children and their families

- Provides scholarships for early childhood teachers and facility/family home directors to work toward earning a Master’s, Bachelor’s, or Associate degree in early childhood education, a Florida Staff Credential or a Florida Director Credential (and renewals), and the National CDA Assessment (and renewal)

- Involves a partnership for the sharing of expenses by the Scholar, the Sponsor (child care center or family child care home), and the T.E.A.C.H. Early Childhood® Scholarship Program.
What kind of support does T.E.A.C.H. provide?

- The majority of the cost of tuition and books
- For most scholars, a *per semester* student access stipend
- A tiered-bonus structure for degree-seeking scholars who complete their contract
- Counseling and administrative support
- In most scholarship models, a reimbursement to the Center or Family Child Care home for the paid release time provided to scholars.
What are the T.E.A.C.H. Scholarship Goals?

- Increase knowledge base of participants
- Support continuing education
- Increase compensation
- Reduce staff turnover
- Provide professional development path
- Create partnerships
Who benefits from T.E.A.C.H.?

**Child care programs**
Staff members are more knowledgeable about quality early childhood practices. Programs will experience reduced turnover which increases the quality and marketability of the program.

**Participants**
Teachers, directors, owners, and family child care providers increase their knowledge and are better compensated through participation in the program. In turn, they experience increased professional status and job satisfaction.

**Children**
Children benefit by having consistent caregivers with a commitment to the field who are specialists in early childhood education.
Who is eligible for a scholarship?

Teachers working in child care centers/after school programs, directors, and family child care providers are eligible for a scholarship if they:

- Have a high school diploma or GED
- Work or volunteer a minimum of 20 hours per week in an early childhood center (licensed or license-exempt) or family child care home (licensed or registered)
- Have support of their sponsoring early childhood program.

*there is no income eligibility requirement*
What Scholarships Are Available from T.E.A.C.H. Florida?

- Florida Staff Credential/Renewal
- National CDA Assessment/National CDA Renewal
- Florida Director Credential/Renewal
- 3-6 Credit Hour Model (one semester)
- AS degree in Child Development (CHD) or Early Childhood Education (ECE)
- AS degree in Youth Development
- Bachelor’s degree in CHD or ECE
- Master’s degree in ECE Leadership (UNF)

- **Statewide**

<table>
<thead>
<tr>
<th>Statewide Scholarships</th>
<th>Scholarship Contract Status</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Active</td>
<td>Withdrawn</td>
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</tr>
<tr>
<td>Master's Degree</td>
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<tr>
<td>Bachelor's Degree</td>
<td>365</td>
<td>39</td>
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<td>Associate Degree</td>
<td>772</td>
<td>122</td>
<td>407</td>
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<tr>
<td>Director Credential</td>
<td>227</td>
<td>41</td>
<td>300</td>
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<tr>
<td>Staff Credential</td>
<td>1,421</td>
<td>240</td>
<td>465</td>
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<td>CDA National</td>
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<td>823</td>
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<td>Credential Renewal</td>
<td>165</td>
<td>23</td>
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<td><strong>Statewide Total</strong></td>
<td>3,461</td>
<td>527</td>
<td>1,777</td>
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### FY 2018-2019 T.E.A.C.H. Scholarships

**Miami-Dade/Monroe**

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<th>Miami-Dade Scholarships</th>
<th>Active</th>
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<td>Master’s Degree</td>
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<td>5</td>
<td>26</td>
<td>3</td>
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<td>4</td>
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<td>51</td>
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<td>CDA National</td>
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<td>8</td>
<td>88</td>
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<td>Credential Renewal</td>
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<td>Miami-Dade Total</td>
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<td>160</td>
<td>85</td>
<td>568</td>
<td>100.0%</td>
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<th>Monroe Scholarships</th>
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<td>5</td>
<td></td>
<td>1</td>
<td></td>
<td>6</td>
<td>28.6%</td>
</tr>
<tr>
<td>CDA National</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>4.8%</td>
</tr>
<tr>
<td>Credential Renewal</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>4.8%</td>
</tr>
<tr>
<td>Monroe Total</td>
<td>13</td>
<td>7</td>
<td>1</td>
<td></td>
<td>21</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Miami-Dade’s Workforce Study 2018
Scholarship Participation in Miami-Dade

- A total of 960 new educators entered the Miami-Dade Professional Development Registry during the annual reporting period.
- 1,202 educators applied for and received approval for a new scholarship

<table>
<thead>
<tr>
<th>Scholarship Type</th>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Courses</td>
<td>124</td>
<td>155</td>
<td>156</td>
<td>134</td>
</tr>
<tr>
<td>CEU Trainings</td>
<td>479</td>
<td>589</td>
<td>285</td>
<td>336</td>
</tr>
<tr>
<td>Conferences</td>
<td>249</td>
<td>207</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Document Translation</td>
<td>75</td>
<td>108</td>
<td>67</td>
<td>83</td>
</tr>
<tr>
<td>Other (test)</td>
<td>11</td>
<td>17</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Grand Total</td>
<td>938</td>
<td>1,076</td>
<td>574</td>
<td>561</td>
</tr>
</tbody>
</table>

Of those educators who have multiple data collection points at least 18 months apart and who did not previously hold a staff credential, 81% have earned a staff credential since entering the registry.
# WAGE$ Participation in Miami-Dade

## WAGE$ Participation - Individuals and Programs

<table>
<thead>
<tr>
<th>1,264 individuals</th>
<th>Total participants paid during this reporting period</th>
</tr>
</thead>
<tbody>
<tr>
<td>350 programs</td>
<td>With staff participating during this reporting period</td>
</tr>
</tbody>
</table>

## Turnover Information

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number: 77 WAGE$ participants who left their child care program employment during the contract year</td>
<td></td>
</tr>
<tr>
<td>Turnover rate: 6% Based on 1,264 participants paid during this reporting period</td>
<td></td>
</tr>
</tbody>
</table>

For PFP: 352 PFP individuals in 85 programs, 21 left program, 6% turnover rate.

From Professional Development Registry (this is for any teacher/director in Miami-Dade County):
78% of educators entering the PDR without a credential have since obtained one.
6% of educators have increased an education level since entering the PDR (obtained a GED or degree)

Reporting period: August 2018 - July 2019
Providers

Technical Business Assistance

• The ELCMDM continues to support the Business Leadership Institute (BLI), a program that offers high level, comprehensive administrative training to childcare and family home owners and directors.
  ▪ In FY 2019/2020, the ELCMDM has begun supporting the Business Leadership Academy a second tier training for BLI graduates which includes mentoring, and advice on obtaining micro-loans.
Educate All
Parental Choice

Recommendations

• Create “Quality Provider” Listings through Child Care Resource & Referral to include
  ▪ Listing of accredited providers (already utilized)
  ▪ Listing of VPK Providers’ with Readiness Rates (OEL Portal)
  ▪ Eventually Listing of Providers Program Assessment Scores
Child Care Resource & Referrals (CCR&R):

• CCR&R generates free customized childcare listings based on family needs and community resources to all families. There are five (5) dedicated CCR&R Specialists in Miami-Dade and three (3) blended staff in Monroe.

<table>
<thead>
<tr>
<th>JAN-AUG 2019</th>
<th># Referrals Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN 2019</td>
<td>1,398</td>
</tr>
<tr>
<td>FEB 2019</td>
<td>1,290</td>
</tr>
<tr>
<td>MAR 2019</td>
<td>1,428</td>
</tr>
<tr>
<td>APR 2019</td>
<td>1,856</td>
</tr>
<tr>
<td>MAY 2019</td>
<td>1,942</td>
</tr>
<tr>
<td>JUN 2019</td>
<td>1,837</td>
</tr>
<tr>
<td>JULY 2019</td>
<td>1,778</td>
</tr>
<tr>
<td>AUG 2019</td>
<td>1,701</td>
</tr>
<tr>
<td>Total</td>
<td>13,230</td>
</tr>
</tbody>
</table>
Educate All

Visibility

Recommendations

• Continue to achieve increased visibility of the importance of early learning throughout both counties by creating child care resources and providing information
Educate All

Visibility

Community Events with Community Partners
- Children’s Trust Family Expo
- Univision Health Fair
- Miami Book Fair
- Children’s Week (Miami Children’s Museum)

Social Media Outreach
- Facebook
- Twitter
- Instagram
- You Tube

Unplug & Connect Campaign

Metro Train Wrap

VPK Rally Monroe County
- Newspaper Ads
- Radio Ads
- Flyers & VPK cards
World’s Greatest Baby Shower (8/10/2019)
Kids Show (8/17/2019)

• The 23rd annual Kids Show was held on August 17 at Horace O’Bryant. Our activity was to scratch off animal masks and they were a huge hit. We gave out books, resources, and informational fliers.
Visit with the Department of Education and the Office of Early Learning (8/20/2019)

Dr. Eric Hall, Chancellor of Innovation and Elizabeth Moya, Legislative Director, from the Department of Education and Shan Goff, Director, Office of Early Learning visited with ELC Staff at the North Service Center
Visit to St. Alban's Child Enrichment Center (8/27/2019)
The Children’s Trust Family Expo (9/7/2019)
Opa Locka’s National Night Out Community Policing Event (10/1/2019)

• ELC Team Members join FL Senator Oscar Braynon and Representative James Bush at Opa Locka’s National Night Out Community Policing Event.
Gradebook podcast: Are Florida's 4-year-olds ready for school?

Early education advocate Lindsay Carson discusses what the state can do to improve youngsters' school readiness.

Lindsay Carson, center, talks with Florida lawmakers in September about the state's early education system and what can be done to improve it. Carson chairs the state Early Learning Council and runs the Pinellas County Early Learning Coalition. [The Florida Channel]
Florida voters approved a universal prekindergarten program back in 2002, after lawmakers refused to implement an early education system to help prepare young children for school. Since then, the program has grown in enrollment, but its funding has remained stagnant, and its success has been limited.

This year, state officials have called for improvements. With early learning on the front burner — it was the first topic of conversation for the House Education Committee as it heads to the 2020 legislative session — we turned to Pinellas County Early Learning Coalition CEO Lindsay Carson to discuss what needs to be done to fix the state’s prekindergarten and school readiness model. Carson also chairs the state’s Association of Early Learning Coalitions. She spoke with reporter Jeff Solochek.

Monroe Projects/Misc

• Launching the Monroe County Pre-K/VPK initiative for the year 2019-2020 with 2 primary goals established:
  ▪ To increase the percentage of Monroe County’s 4 year olds enrolled in the VPK program.
  ▪ Every VPK program in Monroe County to receive a passing VPK Program Provider Kindergarten Readiness Rate.

9 private centers and 7 school based sites (total of 30 classrooms) have signed a Memorandum of Understanding to take part in the VPK initiative. CLASS assessments will be scheduled starting in September with October 31, 2019 being the deadline for completion.
Monroe Collaborations

- Ongoing collaboration with the Monroe County school district, directors, teachers and community partners to identify the critical needs in Monroe County and ways we can work together to support children and families.

- Collaboration with United Way Florida to offer Dolly Parton’s Imagination Library funded through a grant from the Ocean Reef Community Foundation. There are 45 slots available for children under the age of 5 living the Uppers Keys area. Once a family sends in the application they will receive a book once a month until their child is 5 years old. In order to get the most benefit from this program, we are targeting children 2 and up.

- Working with the Provider Association to develop cards for teachers that would enable them to be eligible for discounts offered to teachers throughout the state. Continued collaboration with Save the Children to purchase and distribute additional Publix gift cards to income restricted families.
Capacity Building

Recommendations

**Advocacy**
- Engage aggressively & systematically in advocacy to drive better outcomes for children.
  - Keep Advocacy as a priority initiative and ensure that it is also woven throughout all of the other initiatives
- Expand VPK program hours
- CEO met with State Representative Erin Grall and Board Member Loreen Chant, July 18, regarding legislative session and early learning issues
- CEO met with State Representative Jennifer Sullivan, Chair, House Education Committee, September 18, to discuss early learning
- CEO will travel to Tallahassee October 21-25 to meet with legislators and participate in legislative committee meetings
- Funding Formula continues to be a priority issue and will be addressed through guidance and discussion from the Provider Services Committee
Funding
Monroe County

Recommendation – Remove from Strategic Plan

• Establish a Permanent Funding Model for Social Services
  ▪ Update from Commissioner Carruthers:
    The Human Services Permanent Funding model has not been revived. Hopefully, it will be considered again in the future.
2020-21 Legislative Budget Request
August 2019
Florida’s Early Learning Population

• 1.3 million children younger than 6

• 36% of those from low-income families
  • Of the 36%, 29% participated in School Readiness

• 75% of Florida’s 4-year-olds participated in VPK

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2Florida Demographic Database for FY 2017-2018.

Increase in VPK funding - $12.7M
- Workload increase - $4.5M
  • Projected student enrollment (FTE): 160,940
  • Increase of 1,876.34 FTE
- 2% Base student allocation (BSA) increase - $8.2M
  • School year: From $2,437 to $2,486 = $49/FTE
  • Summer: From $2,080 to $2,122 = $42/FTE
2020-21 Legislative Budget Request

Budget Highlights

Restore nonrecurring funding

- T.E.A.C.H. - $7M
- HIPPY - $2.5M
- Quality Performance - $2.9M
- School Readiness Teacher Training - $3M
- Fraud Restitution - $950,000
2020-21 Legislative Budget Request

Request by Funding Source

- **General Revenue**: 549,897,156 (45%)
- **Child Care and Development Block Grant Trust Fund**: 500,000 (0%)
- **Welfare Transition Trust Fund (Temporary Assistance for Needy Families)**: 225,000 (0%)
- **Federal Grants Trust Fund (Preschool Development Grant)**: 15,000,000 (1%)
- **Federal Grants Trust Fund (Head Start State Collaboration Office)**: 570,502,288 (46%)
- **Federal Grants Trust Fund (Social Services Block Grant)**: 98,277,590 (8%)

[Graph showing the distribution of budget request by funding source]
2020-21 Legislative Budget Request

Request by Program Area

- **School Readiness**
  - 1,629,791 (0.13%)
  - 415,043,173 (34%)
  - 15,000,000 (1%)
  - 16,742,885 (1%)

- **Partnership for School Readiness**
  - 25,108,957 (2%)

- **Voluntary Prekindergarten Program**

- **Early Learning Standards and Accountability**

- **Federal Preschool Development Grant**

Total Request: 760,877,228 (62%)
## School Readiness

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>2019-20 Legislative Appropriation*</th>
<th>2020-21 Legislative Budget Request</th>
<th>Increase / Decrease</th>
<th>% Increase / Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Revenue</td>
<td>$ 144,555,335</td>
<td>$ 144,555,335</td>
<td>$</td>
<td>-</td>
</tr>
<tr>
<td>Child Care and Development Fund</td>
<td>$ 521,709,466</td>
<td>$ 521,709,466</td>
<td>$</td>
<td>-</td>
</tr>
<tr>
<td>Social Services Block Grant</td>
<td>$ 500,000</td>
<td>$ 500,000</td>
<td>$</td>
<td>-</td>
</tr>
<tr>
<td>Temporary Assistance for Needy Families</td>
<td>$ 94,112,427</td>
<td>$ 94,112,427</td>
<td>$</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$ 760,877,228</td>
<td>$ 760,877,228</td>
<td>$</td>
<td>-</td>
</tr>
</tbody>
</table>

*Funding includes:
- School Readiness base funding $689,927,228
- Quality Performance Incentive provider differentials $40,000,000
- School Readiness Match Program $30,000,000
- Fraud restitution payments $950,000
## Voluntary Prekindergarten

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>2019-20 Legislative Appropriation</th>
<th>2020-21 Legislative Budget Request</th>
<th>Increase / Decrease</th>
<th>% Increase / Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Revenue</td>
<td>$ 402,280,371</td>
<td>$ 415,043,173</td>
<td>$ 12,762,802</td>
<td>3.17%</td>
</tr>
<tr>
<td>Total</td>
<td>$ 402,280,371</td>
<td>$ 415,043,173</td>
<td>$ 12,762,802</td>
<td>3.17%</td>
</tr>
</tbody>
</table>

**Increase includes:**

- **Workload increase**
  - Projected student enrollment (FTE): 160,940
  - Increase of 1,876.34 FTE
  - $4,581,299

- **2% Base Student Allocation increase (BSA)**
  - School year: From $2,437 to $2,486 = $49/FTE
  - Summer: From $2,080 to $2,122 = $42/FTE
  - $8,181,503
## 2020-21 Legislative Budget Request

### Partnership for School Readiness

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>2019-20 Legislative Appropriation</th>
<th>2020-21 Legislative Budget Request</th>
<th>Increase / Decrease</th>
<th>% Increase / Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Revenue</td>
<td>$ 2,306,067</td>
<td>$ 1,808,957</td>
<td>$ (497,110)</td>
<td>(21.56%)</td>
</tr>
<tr>
<td>Child Care and Development Fund</td>
<td>$ 19,400,000</td>
<td>$ 19,400,000</td>
<td>$ -</td>
<td>0.00%</td>
</tr>
<tr>
<td>Temporary Assistance for Needy Families</td>
<td>$ 3,900,000</td>
<td>$ 3,900,000</td>
<td>$ -</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 25,606,067</strong></td>
<td><strong>$ 25,108,957</strong></td>
<td><strong>$ (497,110)</strong></td>
<td><strong>(1.94%)</strong></td>
</tr>
</tbody>
</table>

**Funding includes:**

- Help Me Grow Florida Network (GR) $ 1,808,957
- T.E.A.C.H. (CCDF - incl. $7M N/R) $ 10,000,000
- Implementation of s. 1002(2)(o), F.S. (CCDF - incl. $2.9M N/R) $ 6,400,000
- Teacher Training (CCDF - incl. $3M N/R) $ 3,000,000
- HIPPY (TANF - incl. $2.5M N/R) $ 3,900,000
## 2020-21 Legislative Budget Request

### Funding by Appropriation Category

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>2019-20 Legislative Appropriation</th>
<th>2020-21 Legislative Budget Request</th>
<th>Increase / Decrease*</th>
<th>% Increase / Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits</td>
<td>$ 8,045,603</td>
<td>$ 8,045,603</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>$ 140,414</td>
<td>$ 317,414</td>
<td>$ 177,000</td>
<td>126.06%</td>
</tr>
<tr>
<td>Expenses</td>
<td>$ 1,728,956</td>
<td>$ 1,378,956</td>
<td>($350,000)</td>
<td>(20.24%)</td>
</tr>
<tr>
<td>Operating Capital Outlay</td>
<td>$ 20,000</td>
<td>$ 20,000</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>G/A - Contracted Services</td>
<td>$ 17,988,096</td>
<td>$ 18,338,096</td>
<td>$ 350,000</td>
<td>1.95%</td>
</tr>
<tr>
<td>G/A - Partnership for School Readiness</td>
<td>$ 25,606,067</td>
<td>$ 25,108,957</td>
<td>($497,110)</td>
<td>(1.94%)</td>
</tr>
<tr>
<td>G/A - School Readiness Services</td>
<td>$ 760,877,228</td>
<td>$ 760,877,228</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>G/A - Early Learning Standards and Accountability</td>
<td>$ 1,629,791</td>
<td>$ 1,629,791</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Risk Management Insurance</td>
<td>$ 28,665</td>
<td>$ 28,665</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Voluntary Prekindergarten Program</td>
<td>$ 402,280,371</td>
<td>$ 415,043,173</td>
<td>$ 12,762,802</td>
<td>3.17%</td>
</tr>
<tr>
<td>Human Resource Service/State Contracts</td>
<td>$ 32,240</td>
<td>$ 32,240</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Education Technology and Information Services</td>
<td>$ 3,265,010</td>
<td>$ 3,088,010</td>
<td>($177,000)</td>
<td>(5.42%)</td>
</tr>
<tr>
<td>Data Processing Services Northwest Regional Data Center</td>
<td>$ 493,901</td>
<td>$ 493,901</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 1,222,136,342</strong></td>
<td><strong>$ 1,234,402,034</strong></td>
<td><strong>$ 12,265,692</strong></td>
<td><strong>1.00%</strong></td>
</tr>
</tbody>
</table>

**Increase / Decrease includes:**

- **Recurring Requests**
  - Increase for VPK Workload $4,581,299
  - Increase for VPK BSA $8,181,503
  - Revenue Neutral Budget Realignments
- **Not Requested for Restoration of Nonrecurring Funds**
  - Linking Educational Assets for Readiness Now and Riviera Beach Early Learning to Kindergarten Pilot $(497,110)