## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Slide Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Plan</td>
<td>3</td>
</tr>
<tr>
<td>Legislative Updates</td>
<td>6</td>
</tr>
<tr>
<td>Program Updates</td>
<td>13</td>
</tr>
<tr>
<td>ELC Around Town</td>
<td>72</td>
</tr>
</tbody>
</table>
Strategic Plan
Children First

Parents / Families

Providers

Partners
CHILDREN FIRST: The Strategic Plan for the Early Learning Coalition of Miami Dade/Monroe 2015-2016

OUR MISSION
To promote high-quality, inclusive school readiness, voluntary prekindergarten and after-school programs, thus maximizing 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 before birth through age 5.

OUR VALUES
CHILDREN: Children are at the heart of all we do. We believe that all children, regardless of circumstances, 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 can be a part of their road to success. By working together, we can promote educational support and services that ensure all children have the chance to grow.

PARTNERSHIP: We value partnerships and are collaborative in all we do. We work closely with fellow service providers, families, corporations, elected officials, and the community at large to promote the importance of early learning 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 learning and to achieving educational opportunities for all children.

EXCELLENCE: We believe in early learning, quality matters. We are committed to excellence, providing quality programs and services that make a difference in our community. Designed to benefit the physical, social, emotional, and intellectual needs of all children, our programs are innovative and offer each child a new opportunity for a successful future.

CUSTOMER SERVICE: We aim to meet the needs of our parents, families, providers, and partners by providing comprehensive customer service in a professional, timely, and courteous manner.

EQUITY: 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.

OUR VISION: CHILDREN FIRST
To create a comprehensive and integrated system providing for all families and their children, beginning before birth to 5 years, the affordable opportunity to reach school readiness to learn and succeed in life.

PRIORITY INITIATIVES
NEEDED CHILDREN
Improve outcomes for children in our neediest communities, and include children with developmental and other delays and disabilities.

TARGET NEED GROUPS
Children, ages 0-5 years old, with developmental and other delays and disabilities.

TARGET NUMBER OF CHILDREN
Identify the number of children who are at risk for developmental delays and disabilities.

INCREASE THE NUMBER OF CHILDREN Receiving services who have physical, developmental, sensory, and social-emotional delays and disabilities.

REDUCE THE NUMBER OF CHILDREN Receiving services who have physical, developmental, sensory, and social-emotional delays and disabilities.

PARENT/FAMILY SELF-SUFFICIENCY
Identify and address the needs of children who need support to become self-sufficient.

YOUNGEST CHILDREN
Offer continuing care from birth to age 5, focusing on the youngest.

TARGET AGE:
Set targets for after-school care for children over 9 years old.

AGE-RATED RATES:
Adjust reimbursement rates to offer incentives to serve the youngest children.

PARENT/ACCOMPLIANCE:
Offer incentives for parents to become more accountable.

EDUCATE ALL:
Educate all families and children about the importance of early learning.

PARTNERSHIP:
Educate parents on choosing child care centers that ensure better outcomes for their children.

VOLUNTEERISM:
Achieve increased visibility throughout the community by creating child care resources and providing information.

PROVIDERS:
Improve the relationship with providers and providers’ performance.

CHILD CARE PROGRAM STANDARDS:
Establish standards for child care providers and enforce them.

PROVIDER REIMBURSEMENT RATES:
Determine optimum rates to attract higher-quality providers.

TEACHER EDUCATION:
Increase the number of teachers with child care credentials.

FINANCIAL SUPPORT:
Drop low-performing providers.

TECHNICAL BUSINESS ASSISTANCE:
Offer business assistance to providers in established areas.

EDUCATE PROVIDERS:
About responsibilities to include children with disabilities, and provide them with the training and resources to do so.

QUALITY COUNTS:
Encourage centers wanting to participate in the ELC program.

INTERNAL CAPACITY:
Strengthen Board and Staff capacity to carry out our strategic plan.

ADVOCACY:
Establish a state and local infrastructure for advocacy to drive better outcomes for children and communities aware of the ELC.

COUNCIL OF PARTNERS:
Establish regular meetings with partners.

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 Children’s Services Council with dedicated funding.
2016 Florida Legislative Session Update
January 12th – March 11th

Strategic Plan Priority Initiative:

• Neediest Children
• Youngest Children
• Educate All
• Providers
• Internal Capacity
• Funding
# Highlights of Budget Recommendations for Early Learning

<table>
<thead>
<tr>
<th>Category</th>
<th>Senate</th>
<th>House</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Readiness – slot and Gold Seal funding</td>
<td>$565,627,288 (GR, CCDF, trust funds; <strong>$5,000,000 increase in recurring funds</strong>)</td>
<td>$570,827,228 (GR, CCDF, federal trust fund, welfare transition trust fund; $10m increase in recurring funds) <strong>$10,000,000 of these funds must be prioritized for providers whose enrollment of SR children is at or greater than 75% of total enrollment</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CCEP</td>
<td>$15,000,000</td>
<td>$15,000,000</td>
</tr>
<tr>
<td>Lastinger ELFL</td>
<td>$2,000,000</td>
<td>$3,000,000</td>
</tr>
<tr>
<td>Performance Based Incentives</td>
<td>$15,500,000 ($3,500,000 is recurring)</td>
<td>$15,500,000</td>
</tr>
<tr>
<td>FDDC – Help Me Grow</td>
<td>$100,000</td>
<td>$1,883,957</td>
</tr>
<tr>
<td>Guiding Stars of Duval</td>
<td>$1,000,000</td>
<td></td>
</tr>
<tr>
<td>Business &amp; Leadership Institute for Early Learning</td>
<td>$350,000</td>
<td></td>
</tr>
<tr>
<td>VPK funding</td>
<td>$385,180,396 (no increase in BSA)</td>
<td>$401,176,720 (BSAs of $2474 and $2111)</td>
</tr>
<tr>
<td>VPK pre- and post-assessment as well as Progress Monitoring Assessment</td>
<td>$3,458,892</td>
<td>$3,458,892</td>
</tr>
</tbody>
</table>
Highlights of Early Learning Legislation

SB 1394 (HB 7063) Brandes R-District 22 Parts of Hillsborough, Pinellas

Department of Highway Safety and Motor Vehicles: Providing that provisions prohibiting a driver from following certain vehicles within a specified distance do not apply to truck tractor-semitrailer combinations under certain circumstances; requiring the driver of every other vehicle to take specified actions if a utility service vehicle displaying any visual signals or a service patrol vehicle displaying amber rotating or flashing lights is performing certain tasks on the roadside; revising the renewal period for certain motor vehicles subject to registration, etc. Also exempts child care providers from having to adhere to safety seat requirements when transporting children, 4-5 years. NOTE: Amendment removed exemption on 1/27/16
Highlights of Early Learning Legislation

HB 7063 (SB 1394) Steube R-District 73 Parts of Manatee, Sarasota
Department of Highway Safety and Motor Vehicles:  Revises requirements for
use of certain child restraint device, for additional fee for traffic offenses, that
owner of motor vehicle notify DHSMV of change of address, & that person
obtain replacement driver license reflecting change of name or address;
provides for issuance of ID cards at no charge to certain persons; requires
certain ID cards to be processed by mobile facilities; requires certain persons to
obtain replacement ID card reflecting change of name.  NOTE:  Child restraint
exemption language removed by amendment in CS on 1/28/16.
Highlights of Early Learning Legislation

SB 7058 (HB 7053) Education PreK-12

Child Care and Development Block Grant: Providing an exception from a prohibition against the use of information in the Department of Children and Families central abuse hotline for employment screening of certain child care personnel; revising the definition of the term “screening” for purposes of child care licensing requirements; requiring the Department of Children and Families and local licensing agencies to electronically post certain information relating to child care and school readiness providers; revising the prioritization of participation in school readiness programs, etc. (Note: CS in Appropriations on 2/18/16 added SB 7034 regarding Early Steps to this bill)
Highlights of Early Learning Legislation

HB 7053 (SB 7058) O’Toole R-District 33 Sumter and Parts of Lake, Marion

Child Care and Development Block Grant Program: Expands list of entities that have access to child abuse records for approving providers of school readiness services; requires school readiness program providers to provide DCF & local licensing agencies with access for inspection purposes; requires certain child care providers to submit affidavit of compliance with licensure requirements of ch. 402, F.S., & federal law; provides criteria for exemption from disqualification for employment with school readiness program provider; revises duties of OEL; revises provisions relating to child & parent eligibility for school readiness programs.
Highlights of Early Learning Legislation

SB 248 Rene Garcia R-District 38 Parts of Miami-Dade
HB 89 Jose Felix Diaz R-District 116 Part of Miami-Dade

The Florida House on Tuesday passed an expansion of the state’s KidCare program to cover health care for immigrant children.

• Current law requires that children must wait five years after migrating to Florida before they are eligible for coverage through the program.
• Under the expansion legal immigrants would be immediately eligible for coverage.
• As many as 17,000 kids would have access to health care.
Program Updates
2012-2013 Readiness Data

Strategic Plan Priority Initiative:

- Neediest Children
- Youngest Children
- Providers
Florida Kindergarten Readiness Screener

- The Florida Department of Education/State Board of Education is required by law (Section 1002.69(5), Florida Statutes (F.S.)) to calculate and set a minimum kindergarten readiness rate every year for each private or public school VPK Provider of either the School-Year (540 hours) or Summer (300 hours) program. The VPK Provider Kindergarten Readiness Rate measures how well a VPK provider prepares four-year-olds to be ready for kindergarten based upon the Florida Early Learning and Developmental Standards for Four-Year Olds (2011). The VPK Standards describe what four-year-old children should know and be able to do by the end of the VPK program.
Florida Kindergarten Readiness Screener

• 2012-13 Florida Kindergarten Readiness Screener (FLKRS)
  - Administered the first 30 days of kindergarten
  - Subset of the Early Childhood Observation System (ECHOS™)
  - First two measures of the Florida Assessments for Instruction in Reading – K (FAIR-K)

• ECHOS™
  - Teacher observes what children know by observing them work, play, build, problem solve, and interact
  - Learning is observed in context: whole class, large group, small group, individual
  - Benchmarks
    - Not Yet Demonstrating – student is not exhibiting any learning in the benchmark
    - Emerging/Progressing – student is at an early stage of growth, but appears to be showing growth towards the skill or behavior
    - Demonstrating – student is consistently demonstrating acquisition of skill/behavior

• FAIR-K
  - Tasks
  - Letter Naming
  - Phonemic Awareness (blending or onset and rime)
Number Of Children That Completed VPK, Did Not Complete VPK and Did Not Attend VPK

**FLORIDA**
- Completed VPK: 71,577 (28%)
- Did Not Complete VPK: 41,676 (16%)
- Did Not Attend VPK: 143,575 (56%)

**MIAMI-DADE/MONROE**
- Completed VPK: 8,222 (23%)
- Did Not Complete VPK: 4,844 (14%)
- Did Not Attend VPK: 22,260 (63%)

**Total Florida Children**
- Total: 256,828

**Total Miami-Dade/Monroe Children**
- Total: 35,326

Sources: 2012-2013 VPK Readiness Rate Dataset and Fall 2013 FLKRS
Number of Limited English Proficiency (LEP) Children that completed VPK, did not complete VPK and did not attend VPK

**FLORIDA**
- Total LEP Florida Children: 36,744
  - LEP Completed VPK: 12,894 (35%)
  - LEP Did Not Complete VPK: 5,012 (14%)
  - LEP Did Not Attend VPK: 18,838 (51%)

**MIAMI-DADE/MONROE**
- Total LEP Miami-Dade/Monroe Children: 10,397
  - LEP Completed VPK: 2,642 (25%)
  - LEP Did Not Complete VPK: 1,264 (12%)
  - LEP Did Not Attend VPK: 6,491 (63%)

Sources: 2012-2013 VPK Readiness Rate Dataset and Fall 2013 FLKRS
Miami-Dade/Monroe Readiness Results

Sources: 2012-2013 VPK Readiness Rate Dataset and Fall 2013 FLKRS
Miami-Dade/Monroe Readiness Results for Limited English Proficiency (LEP)

Sources: 2012-2013 VPK Readiness Rate Dataset and Fall 2013 FLKRS
Miami-Dade/Monroe and Florida VPK Readiness for Children that Completed VPK

<table>
<thead>
<tr>
<th>% Ready on Both</th>
<th>Florida</th>
<th>Miami-Dade/Monroe</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Ready on FAIR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Ready on ECHOS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources: 2012-2013 VPK Readiness Rate Dataset and Fall 2013 FLKRS
| Source: 2012-2013 VPK Readiness Rate Dataset and Fall 2013 FLKRS |
## Florida

<table>
<thead>
<tr>
<th></th>
<th>Number screened FAIR</th>
<th>Screened Ready on FAIR</th>
<th>% Ready on FAIR</th>
<th>Number screened ECHOS</th>
<th>Screened Ready on ECHOS</th>
<th>% Ready on ECHOS</th>
<th>Number screened FAIR</th>
<th>Screened Ready on FAIR</th>
<th>% ready on both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete</td>
<td>126,362</td>
<td>105,620</td>
<td>84%</td>
<td>125,961</td>
<td>119,705</td>
<td>95%</td>
<td>122,240</td>
<td>99,752</td>
<td>82</td>
</tr>
<tr>
<td>Some</td>
<td>33,081</td>
<td>22,729</td>
<td>69%</td>
<td>32,901</td>
<td>29,554</td>
<td>90%</td>
<td>31,755</td>
<td>21,059</td>
<td>66</td>
</tr>
<tr>
<td>No</td>
<td>54,576</td>
<td>30,982</td>
<td>57%</td>
<td>53,779</td>
<td>45,306</td>
<td>84%</td>
<td>51,281</td>
<td>27,651</td>
<td>54</td>
</tr>
<tr>
<td>LEP Complete</td>
<td>17,766</td>
<td>11,812</td>
<td>66%</td>
<td>18,042</td>
<td>16,025</td>
<td>89%</td>
<td>17,097</td>
<td>10,787</td>
<td>63</td>
</tr>
<tr>
<td>LEP Some</td>
<td>4,640</td>
<td>2,256</td>
<td>49%</td>
<td>4,744</td>
<td>3,923</td>
<td>83%</td>
<td>4,432</td>
<td>2,035</td>
<td>46</td>
</tr>
<tr>
<td>LEP No</td>
<td>10,425</td>
<td>3,446</td>
<td>33%</td>
<td>10,801</td>
<td>7,754</td>
<td>72%</td>
<td>9,864</td>
<td>2,947</td>
<td>30</td>
</tr>
</tbody>
</table>
Research and Evaluation
Assessment and Inclusion

Dr. Anabel Espinosa, Director

Strategic Plan Priority Initiative:

• Neediest Children
• Youngest Children
• Providers
• Funding
Inclusion Work Group

Recommendations

- REVISED INTAKE (FORMS & ASSESSMENTS)
- IMPROVED DATA TRACKING
- IMPROVED REFERRAL LOOPS
- STAFF TRAINING
Status Updates

**REVISED INTAKE**
- “Family Needs Assessment” form revised (1/16)
- “Special Needs Assessment” form created (1/16)

**IMPROVED DATA TRACKING**
- Create/Customized fields in EFS to capture information. 11/15

**IMPROVED REFERRAL LOOPS**
- CCR&R refers to Warm-Line flagged data collected from the Family Needs Assessment and Special Needs Assessment forms
- Follow up for children receiving secondary services

**STAFF TRAINING**
- Training to fully implement new process
- ALL ELCMDM Eligibility Staff
- Obtaining and entering information in custom columns
Ages & Stages Questionnaire, 3rd Edition (ASQ-3) Compliance
Past Due ASQ-3 (FY 2015-2016)

Providers Past Due ASQ-3

- Oct-15: 370
- Nov-15: 316
- Dec-15: 354
- Jan-16: 150
- Feb-16: 77
Past Due ASQ-3 (FY 2015-2016)

Children with Past Due ASQ-3

- Oct-15: 746
- Nov-15: 642
- Dec-15: 823
- Jan-16: 445
- Feb-16: 113
Action Plan: February 2016
Withholding Provider Payments

Provider Portal Report
(Jan. 15)
65 Providers identified with ASQ-3 > 70 days Past Due

Daily Review of Compliance
(Jan. 15th – Jan. 31st)
Non-compliance reviewed and confirmed daily.

Site Visits
(Feb. 4th-2nd)
On-Site Technical Assistance:
35 Providers
Compliance due date 2.15.16

Withholding of Payment
(Feb. 15th)
Payment Department withheld payment for 1 (one) provider.
Feb. 20th
Action Plan: March 2016
Withholding Provider Payments

Provider Portal Report
(Feb. 14)

76 Providers identified with ASQ-3 > 70 days Past Due

Daily Review of Compliance
(Feb. 16th – Feb. 24th)

Non-compliance reviewed and confirmed daily.

Site Visits
(Feb. 24th – Feb. 26th)

On-Site Technical Assistance:
22 Providers

Compliance due date
3.15.16

Withholding of Payment
(March 15th)

Payment Department notified to withhold payment
Mar. 20th
Provider Payments Withheld

Number of Providers Payments Withheld

- Feb-16: 1 provider
- Mar-2016 (projected): 10 providers
The Neighborhood Place for Early Head Start

Belkis Torres, Vice President

Strategic Plan Priority Initiative:

- Neediest Children
- Youngest Children
- Educate All
- Providers
- Internal Capacity
- Funding
# Enrollment

## Enrollment Update

<table>
<thead>
<tr>
<th>Month</th>
<th>Enrollment Opportunities</th>
<th>Enrollment</th>
<th>Dually Enrolled</th>
<th>Percentage of Dually Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of November 2015</td>
<td>616</td>
<td>539</td>
<td>239</td>
<td>44%</td>
</tr>
<tr>
<td>End of December 2015</td>
<td>616</td>
<td>585</td>
<td>309</td>
<td>52%</td>
</tr>
<tr>
<td>End of January 2015</td>
<td>656</td>
<td>604</td>
<td>294</td>
<td>49%</td>
</tr>
<tr>
<td>Current Enrollment</td>
<td>688*</td>
<td>656</td>
<td>332</td>
<td>51%</td>
</tr>
</tbody>
</table>

*Partnership agreements are pending.*
Jackson Health System

EHS/JHS Referrals

- EHS Children Referred: 298, 42%
- Parents and/or Siblings Referred: 415, 58%

Total Referrals 713*

*Numbers of referrals since July 2015
Program Governance

• Policy Council Board elected on January 28, 2016

• Special Call Meeting was held on February 12, 2016
  • Action Items approved:
    ▪ Balance of Funds
    ▪ Training and Technical Assistance Plan

• Regular Meeting was held on February 25, 2016
  • Action Items approved:
    ▪ Election for Community Representatives
      • Cecilia Gutierrez (Miami Children’s Initiative)
      • Karla Gottlieb (Opa-Locka Community Development Corporation)
      • Kate Witte (The Elijah Network)
      • Sonia Lopez (Cuban National Council)
    ▪ New hires
Miami-Dade Early Head Start Partnership Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Early Learning Coalition</th>
<th>United Way</th>
<th>Miami-Dade County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funded Enrollment</td>
<td>750</td>
<td>320</td>
<td>240</td>
</tr>
<tr>
<td>Actual Enrollment</td>
<td>636</td>
<td>320</td>
<td>184</td>
</tr>
</tbody>
</table>
Interagency Meeting

February 12, 2016 Meeting Discussion:

- The Early Learning Coalition of Miami-Dade/Monroe, United Way of Miami-Dade, Miami Dade County participated
- Coordinated referrals from Early Steps will be done with all three agencies
- Extra Points will be issued for Early Head Start children transitioning to Head Start
- Coordinated activities will be done for Early Head Start to Head Start transitions
- Last day of open enrollment for Miami-Dade County Head Start will be May 9
- Better Beginnings Baby Fair scheduled for Saturday, February 20, 2016 from 9:00 a.m. – 1:00 p.m. at the Betty T. Ferguson Recreational Complex
The Neighborhood Place for Early Head Start’s first Parenting Journey group kicks off two sessions (English/Spanish)

• Minimum of 10 families enrolled in each session

• From the onset our facilitators provided a safe and nurturing environment for group participants which resulted in immediate parent engagement
Parenting Journey – February 22, 2016

“I’m so happy to have a group that I can come to that provides support in making me a better parent”

“We are well on our way to making a positive impact on the families and community that we serve with the initiation of this project. We look forward to the relationships and community outreach that we are building as we continue the Parenting Journey.

“I’m so glad that something is being offered for parents to come together and be a resource for each other”

“Before walking in here today I did not know what to expect. Showing up was the best decision I made today”
Professional Development Institute
Lidia Clarke, Director

Strategic Plan Priority Initiative:

- Educate All
- Providers
- Funding
“If you’re not willing to learn then no one can help you. If you’re determined to learn, no one can stop you.”

Zig Ziglar
VPK GOLD Instructor Led Training

January 2016

130 registered VPK Gold Training
104 attended VPK GOLD Training
30 No show/Incomplete

<table>
<thead>
<tr>
<th>Date</th>
<th>Registered</th>
<th>Attended</th>
<th>No Show/Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 11-14</td>
<td>30</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>Jan. 16, 23</td>
<td>25</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Jan. 23, 30</td>
<td>25</td>
<td>23</td>
<td>6</td>
</tr>
<tr>
<td>Jan. 25-29</td>
<td>30</td>
<td>21</td>
<td>8</td>
</tr>
<tr>
<td>Jan. 12 - Feb.2</td>
<td>20</td>
<td>17</td>
<td>3</td>
</tr>
</tbody>
</table>
VPK Core Courses

January 2016

206 Registered VPK Core Training
168 Attended VPK Core Trainings
43 No show
STATEWIDE INITIATIVES

EARLY LEARNING PERFORMANCE FUNDING PILOT

<table>
<thead>
<tr>
<th>Making the Most of Class Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td># of participants attending course</td>
</tr>
<tr>
<td># of sites represented</td>
</tr>
</tbody>
</table>

EARLY LEARNING FLORIDA

<table>
<thead>
<tr>
<th></th>
<th>December Enrolled</th>
<th>December Mastered</th>
<th>January Enrollment</th>
<th>January Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td># of practitioners</td>
<td>72</td>
<td>55</td>
<td>178/155</td>
<td>Pending</td>
</tr>
<tr>
<td>Coalition/ Provider</td>
<td>$3600</td>
<td>$6425</td>
<td>Pending</td>
<td>Pending</td>
</tr>
<tr>
<td>Stipends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Business & Leadership Institute (BLI) for Early Learning

• Chaired by Congresswoman Debbie Wasserman Schultz and led by Wells Fargo Bank and other business leaders
• BLI teaches best business practices and strategies for childcare centers and family childcare homes
• BLI participant outcomes include: individualized business plan; strategic marketing plan to increase and retain enrollment; negotiation skills to better deal with landlords, parents, vendors and employees; development of networking and advocacy skills
• BLI is structured around 4 Master Classes and 1 Full Day Conference
• Two BLI cohorts assembled for 2016 (English and Spanish)
  ▪ Neighborhood Place for Early Head Start participants funded at 100%
  ▪ Spanish cohort participants are funded jointly by the Early Learning Coalition of Miami-Dade/Monroe and The Children’s Trust
BUILDING INTERNAL CAPACITY
Monroe: Family Upload Utility Training-FUUP (2/26/16)

- The Early Learning Coalition of Miami-Dade/Monroe hosted an in-service training in Marathon for all Monroe staff.
- Purpose of the training was to introduce and acclimate staff on on-going process improvements to “go green.”
- ELC team members were trained on administrative dashboard functions and features and on how to provide parents with technical support as part of this new transition.

“Belinda demystified the process by walking us through both the admin and parent dashboards. Our team left feeling very comfortable with taking on this new challenge.”

- Mary Williams, Managing Director-Monroe County

“The handouts will help guide us as we begin the transition next month in processing the Managed Enrollments (MEs) via the portal.”

- ELC Monroe Staff
## Learning Language and Loving It™
The Hanen Program® for Early Childhood Educators

- January 21-23, 2016 (Train the Trainer)
- 13 Newly Certified Hanen Program Leaders

*Learning Language and Loving It* has a three-pronged, comprehensive approach aimed at children birth to three (3):

1. Decreasing the **word gap**, and increasing access to language development in everyday social routines

2. **Prevention** of Language Delays for children at risk and second-language learners;

3. Early Language **Intervention** for children with language delays.
48 staff attended across all sites

- Central: 19
- North: 18
- REDE: 4
- Monroe: 2
- Compliance: 3
- South: 2
Overall Provider/Staff Impact

- **VPK GOLD**: 104
- **VPK Trainings**: 168
- **Making the Most of Classroom Interactions (MMCI)**: 55
- **Learning Language and Loving It (LLLI)**: 13
- **VPK Portal Training**: 48

388 served
185 training hours
Monroe: Creative Curriculum Trainings (2/27/16)

• The Professional Development Institute, provided two Creative Curriculum trainings (Infant/Toddler/Twos and Preschool) on Saturday, February 27th at St. James Children’s Center, Islamorada

• Teachers discover ways to successfully implement The Creative Curriculum, a comprehensive, research-based, developmentally appropriate curriculum that addresses the specific needs of the age groups served.

• 21 teachers attended the Infant/Toddler/Twos session and 18 teachers attended the Preschool session

• These trainings will be repeated on Saturday, March 5th in Key West
Quality Counts

Fiorella Altare Christie, Director

Strategic Plan Priority Initiative:

• Neediest Children
• Youngest Children
• Educate All
• Providers
• Funding
Participants: Who is part of QC?

421 early care & education programs and 26,148 children as of January 31, 2016

<table>
<thead>
<tr>
<th>Programs</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centers</td>
<td>360</td>
</tr>
<tr>
<td>Family</td>
<td>47</td>
</tr>
<tr>
<td>Homes</td>
<td>371</td>
</tr>
<tr>
<td>Head</td>
<td>8</td>
</tr>
<tr>
<td>Start</td>
<td>1,451</td>
</tr>
<tr>
<td>RCMA</td>
<td>6</td>
</tr>
</tbody>
</table>

Percent of Programs/Percent of Children
Participants: Who is part of QC?

Quality Counts Program Participation Over Time

- Centers
- Family Homes
- Head Start
- RCMA

Number of Programs

<table>
<thead>
<tr>
<th>Month</th>
<th>Centers</th>
<th>Family Homes</th>
<th>Head Start</th>
<th>RCMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-15</td>
<td>340</td>
<td>44</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Aug-15</td>
<td>346</td>
<td>47</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Sep-15</td>
<td>354</td>
<td>46</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Oct-15</td>
<td>361</td>
<td>47</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Nov-15</td>
<td>364</td>
<td>48</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Dec-15</td>
<td>362</td>
<td>47</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Jan-16</td>
<td>360</td>
<td>47</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>
Participants: Who is part of QC?

Children in Quality Counts Programs Over Time

Number of Children

- Centers
- Family Homes
- Head Start
- RCMA
Priority Programs: Who are we serving?

n = 421 as of January 31, 2016

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

Percentage of QC Gold Seal Accredited Programs as of January 31, 2016

Total number of QC Gold Seal Programs = 259

- Centers: 225/360 = 62.5%
- Family Homes: 20/47 = 42.5%
- Head Start: 8/8 = 100%
- RCMA: 6/6 = 100%

Percent of Participating Programs

Gold Seal Accredited
Participants: Who is Accredited?

Quality Counts Gold Seal Accredited Programs Over Time

Number of Gold Seal Programs

- Centers
- Family Homes
- Head Start
- RCMA
QC Waitlist

(TCT Year 9: July 2015 – June 2016)

Programs on the waitlist for QC as of January 31, 2016 = 6

*Of the six programs, five are located in the central region of the county and one is located in the southern region of the county.
41 programs are in some stage of their Self-Study process.

### Distribution of Learning Environment Levels

*n=380 as of January 31, 2016*

**Priority Programs**

- Level 0: 65
- Level 1: 68
- Level 2: 98
- Level 3: 46
- Level 4: 25
- Level 5: 2

**Non-Priority Programs**

- Level 0: 9
- Level 1: 18
- Level 2: 15
- Level 3: 19
- Level 4: 5
- Level 5: 10

*41 programs are in some stage of their Self-Study process.*
QC Assessment Levels
Learning Environment Levels Over Time

Number of Programs

- Level 0
- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

# QC Assessment Levels

How are Learning Environment Levels calculated?

<table>
<thead>
<tr>
<th>CENTERS</th>
<th>CLASS Pre-K Emotional Support</th>
<th>CLASS Pre-K Classroom Organization</th>
<th>CLASS Pre-K Instructional Support</th>
<th>ECERS-R Provisions for Learning factor</th>
<th>ITERS-R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>At least 4.0</td>
<td>At least 3.0</td>
<td>At least 1.0</td>
<td>At least 3.0</td>
<td>At least 2.5</td>
</tr>
<tr>
<td>Level 2</td>
<td>At least 4.5</td>
<td>At least 3.5</td>
<td>At least 1.5</td>
<td>At least 3.5</td>
<td>At least 3.0</td>
</tr>
<tr>
<td>Level 3</td>
<td>At least 5.0</td>
<td>At least 4.0</td>
<td>At least 2.0</td>
<td>At least 4.0</td>
<td>At least 3.5</td>
</tr>
<tr>
<td>Level 4</td>
<td>At least 5.5</td>
<td>At least 4.5</td>
<td>At least 2.5</td>
<td>At least 4.5</td>
<td>At least 4.0</td>
</tr>
<tr>
<td>Level 5</td>
<td>At least 6.0</td>
<td>At least 5.0</td>
<td>At least 3.0</td>
<td>At least 5.0</td>
<td>At least 4.5</td>
</tr>
</tbody>
</table>
41 programs are in some stage of their Self-Study process.
QC Assessment Levels

Staff Qualifications Levels Over Time
**QC Staff Qualifications Levels**

How are Staff Qualifications Levels calculated?

<table>
<thead>
<tr>
<th>CENTERS</th>
<th>Formal Education</th>
</tr>
</thead>
</table>
| Level 1 | Lead Teachers: 75% have high school diploma or GED  
Assistant Teachers: 25% have high school diploma or GED |
| Level 2 | Lead Teachers: 100% have high school diploma or GED  
Assistant Teachers: 50% have high school diploma or GED |
| Level 3 | Lead Teachers: 100% have 9 credits or 13.5 CEUs or a combination of the two in EC/CD  
Assistant Teachers: 75% have high school diploma or GED AND 50% have 6 credits or 9.0 CEUs or a combination of the two in EC/CD |
| Level 4 | Lead Teachers: 100% have 15 credits or 22.5 CEUs or a combination of the two in EC/CD or AA+/60 college credits with 12 credits in EC/CD  
Assistant Teachers: 100% have high school diploma or GED AND 50% have 9 credits or 13.5 CEUs or a combination of the two in EC/CD |
| Level 5 | Lead Teachers: 75% have AA/AS Degree with at least 18 credits in EC/CD  
Assistant Teachers: 50% have 12 credits or 18.0 CEUs or a combination of the two in EC/CD or AA+/60 college credits with 6 credits in EC/CD |

Please note: This table is a simplified version of the Staff Qualifications standards requirement.
## Miami-Dade/Monroe - Accredited Individual Sites

<table>
<thead>
<tr>
<th>County</th>
<th>License Type</th>
<th>Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miami-Dade</td>
<td>Center</td>
<td>462</td>
</tr>
<tr>
<td>Miami-Dade</td>
<td>Family</td>
<td>39</td>
</tr>
<tr>
<td>Monroe</td>
<td>Center</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total Sites</strong></td>
<td></td>
<td><strong>508</strong></td>
</tr>
</tbody>
</table>

Source: United Way of Miami as of 2/18/16 Via WELS
Miami-Dade/Monroe - Gold Seal Sites

Source: United Way of Miami as of 2/18/16 Via WELS

Note: Some sites are accredited by more than one accrediting body.
School Readiness Children in QC and/or Accredited Providers

* Quality Counts as of 1/31/2016
** Accredited Sites as of 2/28/2016
VPK Children in QC and/or Accredited Providers

<table>
<thead>
<tr>
<th></th>
<th>SEP-15</th>
<th>OCT-15</th>
<th>NOV-15</th>
<th>DEC-15</th>
<th>JAN-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children in Quality Counts*</td>
<td>5,598</td>
<td>6,086</td>
<td>6,421</td>
<td>6,391</td>
<td>6,605</td>
</tr>
<tr>
<td>Children in Accredited Sites**</td>
<td>8,447</td>
<td>8,841</td>
<td>9,129</td>
<td>9,293</td>
<td>9,251</td>
</tr>
<tr>
<td>Total Number of Children in VPK</td>
<td>20,545</td>
<td>21,412</td>
<td>21,829</td>
<td>21,981</td>
<td>22,090</td>
</tr>
</tbody>
</table>

* Quality Counts as of 1/31/2016
** Accredited Sites as of 2/28/2016
ELC Around Town

Strategic Plan Priority Initiative:

• Educate All
The Early Learning Coalition hosted its monthly lunch café series with honored guest, Germane Barnes.

Participants learned about the importance of community involvement in redesigning spaces.

Germane Barnes is the architect-in-residence for the City of Opa-Locka.

He has employed community involvement to redesign community spaces and preserve Opa-Locka's unique historic architecture.
Centro Mater Health and Resource Fair (2/11/16)

• The Early Learning Coalition of Miami-Dade/Monroe participated in this event sharing information about programs and services and providing families with a book per child
DCF Black History Month Luncheon (2/19/16)

• The Early Learning Coalition was proud to participate in the Department of Children and Families' annual Black History Month Luncheon

• The keynote speaker, CBS4 Jim Berry, offered an inspiring speech reminding all about the significance of paving the way to a better future for our youth
United Way Baby Fair (2/20/16)

• The Early Learning Coalition of Miami-Dade/Monroe participated in the United Way Baby Fair sharing information about early learning programs and services with families at the Betty T. Ferguson Complex
Hallowed Grounds Bus Tour (2/26/16 and 3/4/16)

• The Early Learning Coalition of Miami-Dade/Monroe participated in the Catalyst Miami Hallowed Ground Bus Tour which explored some of Miami's historic African-American communities in honor of Black History Month
Hallowed Grounds Bus Tour

• In keeping with the National Black History Month theme: ‘Hallowed Grounds’ and as part of an ongoing effort to engage the ELCMDM Board of Directors, funders, partners and community stakeholders in conversations relating to race and equity, The Neighborhood Place for Early Head Start, a division of the Early Learning Coalition sponsored two bus tours of historic Liberty City and surrounding neighborhoods
• The Bus Tour was organized and supported by Catalyst Miami
• The Early Learning Coalition hosted more than 100 ‘riders’ between 2/26 and 3/4, 2016
Hallowed Grounds Bus Tour

• **Organizer**
  - Catalyst Miami

• **Curators**
  - Jacqui Colyer, Independent Consultant
  - Vivilora Perkins Smith, Urban Partnership Drug Free Coalition
  - Santiago Bunce, VP of Community Building, Catalyst Miami

• **Lunch**
  - Jackson Soul Food
• Board Attendees:
  ▪ Gilda Ferradaz
  ▪ Dr. Judy Schaechter
  ▪ Dr. Maggie Abrahante
  ▪ Gladys Montes

• ELCMDM Staff attendees:
  ▪ Senior Leadership team
  ▪ The entire Early Head Start team
  ▪ Managers, supervisors and direct services staff from across the agency
Community Partner Attendees:

- Miami-Dade County Community Action Agency
- Jackson Health System
- Help Me Grow
- Miami Dade County Public Schools
- Department of Children and Families
- The Children’s Movement
- The United Way
- The WELS Foundation
- University of Florida Lastinger Center for Learning
- Pensarus, Inc.
- Liberty Academy
- Quality Counts Career Center/The Children’s Forum
- Catalyst Miami Public Allies
Monroe: Friendship in the Park (2/26/16)

• The 2nd annual Friendship in the Park was held on Friday, February 26th at Nelson English Park in Key West
• The ELC joined a host of local community agencies to provide an enjoyable, educational morning for approximately 200 children
• In keeping with the theme, at the ELC booth, children were able to make a friendship bracelet, which utilized fine motor skills
• Program information was distributed along with a flyer “101 Ways to Praise a Child.”
ELC Café
It’s More than Just Lunch
3/10/16
Children’s Week Celebration
3/18/16

Celebrate Children’s Week with Us!
PASSPORT TO LEARNING

We will have live guest readings, activities, interactive exhibitors, costumed characters, lots of books and more!

Join us for this free early literacy event in Celebration of Miami-Dade/Monroe’s youngest residents.

Miami Children’s Museum
980 MacArthur Causeway,
Miami, FL 33132

Friday, March 18, 2016
from 3:00 to 7:00 p.m.

See you there!
Celebrating 10 years of preparing Florida’s 4-year-olds for kindergarten
Parfait Tasting Test Winner

Congratulations to Pinecrest Elementary VPK as the 3rd place winner of the VPK Parfait Taste Testing Contest.
We Heart VPK Winner:

Congratulations to Fienberg/Fisher K-8 Center for winning 2nd Place in the We Heart VPK Contest.
Happy Birthday VPK