CEO Report

October 3, 2016
<table>
<thead>
<tr>
<th>Contents</th>
<th>Slide Number</th>
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</thead>
<tbody>
<tr>
<td>Strategic Plan</td>
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<tr>
<td>Program Updates</td>
<td>6</td>
</tr>
<tr>
<td>ELC Around Town</td>
<td>73</td>
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</tbody>
</table>
Strategic Plan
Children First
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 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 before birth through age 5.

OUR VALUES
CHILREN - 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 education and support children as they become lifelong 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 education throughout Miami-Dade and Monroe counties and are set apart by their passion, strength and dedication to children.
EXCELLENCE - We hold ourselves and our long-term educational quality, setting clear goals, and success criteria that make a difference in our community. Designed to enhance the physical, social, emotional and intellectual needs of all children, our programs are innovative and offer equal access to all children.
CUSTOMER SERVICE - We strive to meet the needs of all parents, families, and providers 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.

OUR VISION
CHILDREN FIRST
To ensure a comprehensive and integrated system providing for all families and their children, beginning before birth to age 5, the affordable opportunity to enter school ready to learn and succeed in life.

PRIORITY INITIATIVES

NEEDIEST CHILDREN
Improve outcomes for children in our neediest communities, and include children with developmental and other delays and disabilities

TARGET AREAS
- Early learning centers in distressed zip codes
- Those serving children with disabilities
- Those serving children at risk for developmental delays & provide extra support for them

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

REDUCE THE NUMBER OF CHILDREN
Receiving subsidies to permit higher quality services to those enrolled

PARENT/FAMILY SELF-SUFFICIENCY
Identify methods for encouraging self-sufficiency

YOUNGEST CHILDREN
Offer a continuum of care from birth to age 5 and make children the youngest

TARGET AGES
- Set targets for after-school care for children over 9 and 6-4 years of age

AGE-BASED RATES
Adjust reimbursement rates to offer incentives to serve the youngest

PARENT ACCOUNTABILITY
Offer incentives for parents to become more accountable

EDUCATE ALL
- Educate all children and parents about the benefits of early learning
- Offer early learning opportunities

PARENTAL CHOICE
- Educate parents to choose child care centers that align with better outcomes for their children
- Increase the visibility of child care resources and programming

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

QUALITY COUNTS
Assess all centers wanting to participate in the ELC program

PROVIDERS
- Improve ELC relationship with providers and provider performance
- Provide program standards
- Establish ELC standards for child care providers
- Offer training and resources

FUNDING
- Increase and private funding and reallocate funds to strategic goals
- Public
- Secure adequate resources to ensure quality delivery to each child
- Monroe County
- Establish a Childcare Services Council with dedicated funding

INTERNAL CAPACITY
- Strengthen Board and Staff capacity to carry out strategic goals
- Advocacy
- Engage aggressively and systematically in advocacy to drive better outcomes for children and promote community awareness of the ELC
- Council of Partners
- Establish regular meetings with partners
Program Updates
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
Family Advocates are conducting one-on-ones with newly enrolled and returning parents that meet the purpose of care for School Readiness in an effort to increase the number of dually enrolled children.
Children With Special Needs

**AUGUST**
- 10.43%
- 77

**SEPTEMBER**
- 10.17%
- 76

Goal 10%
Attendance

August 2016 - Average Daily Attendance

Below 85%  Average  Above 85%
## Meal Report

<table>
<thead>
<tr>
<th>Centers</th>
<th>August 2016</th>
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<tbody>
<tr>
<td></td>
<td>Breakfast</td>
</tr>
<tr>
<td>America's Little Leaders</td>
<td>170</td>
</tr>
<tr>
<td>Cambridge Academy</td>
<td>522</td>
</tr>
<tr>
<td>Excel Kids Academy Miami</td>
<td>848</td>
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<tr>
<td>Excel Kids Academy Opa Locka</td>
<td>485</td>
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<tr>
<td>Greater Love Day Care Inc.</td>
<td>256</td>
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<tr>
<td>Kids Small World Learning Center</td>
<td>647</td>
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<tr>
<td>Kinderland 4 Kids</td>
<td>294</td>
</tr>
<tr>
<td>Le Jardin #4</td>
<td>588</td>
</tr>
<tr>
<td>Liberty Academy</td>
<td>833</td>
</tr>
<tr>
<td>Lincoln Marti - 450</td>
<td>1,289</td>
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<tr>
<td>Lincoln Marti - 905</td>
<td>343</td>
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<tr>
<td>Little Red School House</td>
<td>504</td>
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<tr>
<td>LORD's Learning Center, Inc.</td>
<td>309</td>
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<tr>
<td>Miami Gardens Learning Center</td>
<td>369</td>
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</tbody>
</table>

## Centers

<table>
<thead>
<tr>
<th>Centers</th>
<th>August 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Breakfast</td>
</tr>
<tr>
<td>My Little Angels Day Care Center</td>
<td>400</td>
</tr>
<tr>
<td>Naranja Prep Academy Annex</td>
<td>204</td>
</tr>
<tr>
<td>Our Little Hands Of Love</td>
<td>258</td>
</tr>
<tr>
<td>Precious Moments Learning Ctr. 1</td>
<td>703</td>
</tr>
<tr>
<td>Rainbow Intergenerational</td>
<td>188</td>
</tr>
<tr>
<td>Room 2 Bloom</td>
<td>1,090</td>
</tr>
<tr>
<td>Sheyes Of Miami #1</td>
<td>598</td>
</tr>
<tr>
<td>Sheyes Of Miami #3</td>
<td>497</td>
</tr>
<tr>
<td>Sheyes Of Miami Learning Center</td>
<td>752</td>
</tr>
<tr>
<td>Shores School</td>
<td>649</td>
</tr>
<tr>
<td>Wynwood Learning Center</td>
<td>480</td>
</tr>
<tr>
<td>Wynwood Learning Center II</td>
<td>793</td>
</tr>
</tbody>
</table>

| Early Learning Coalition               | 14,069      | 14,367 | 14,237 |
Parent, Family, and Community Engagement

Preliminary Family Needs Assessments

- 83% Completed
- 17% Due
Parent, Family, and Community Engagement

Footprints Across Haiti

September 1, 2016

In our continuing effort to uplift our community, Footprints is calling upon our elite organizations to join together to deliver a gift of hope and literacy.

On September 24th the community will come together to make over C.O.P.E. North’s Media Center. The center’s facelift would encourage young mothers to read more, learn more, and love more. Our goal is to paint the walls with vibrant colors, install several flat screen monitors, create a quiet reading space for mother and child, and improve seating.

Essential Partners:
In order to accomplish this goal we need your help and we would like your support in this endeavor. Your support is essential for the success of this campaign. Please review the NEEDS list and pledge your commitment to one or more items. Thank you in advance for your continued support.

About Footprints Across Haiti Corporation
Footprints Across Haiti Corporation is an altruistic organization that mobilizes in any crisis. A stellar human services organization specializing in addressing human deprivation through emergency assistance and mentoring.

Sincerely,
Keith A. Harrell, MSM
Founder/President
Footprints Across Haiti Corporation

"An altruistic organization that mobilize in any crisis and address human deprivation."

P.O. Box 538777 Miami Shores, Florida 33183
footprintsacrosshaiti@gmail.com
786.777.8480

Staff participated and donated towards Foot Prints Across Haiti on September 17, 2016.
Parent, Family, and Community Engagement

Staff, providers, and families participated in hosting Dads Take Your Child to School Day to encourage father engagement in the EHS Program.
Health

2016-2017 School Year

- Have Health Insurance: 94% (August 2016), 95% (September 2016)
- Completed 45 Day Hearing and Vision Screening: 70% (August 2016), 84% (September 2016)
- Have Medical Home: 84% (August 2016), 86% (September 2016)
- Have Dental Home: 42% (August 2016), 46% (September 2016)
- Up-to-date Immunizations: 84% (August 2016), 85% (September 2016)
Seals on Wheels Dental Bus went to Kinderland 4 Kids and Greater Love on September 13, 2016.
Health and Safety Screener

Results:
• Playgrounds - age appropriate and in good repair (97% out of compliance)
• Exits clearly marked and evacuation routes posted (19% out of compliance)
• Carbon monoxide detectors not installed (15% out of compliance)
• Cleaning supplies not accessible to children (15% out of compliance)
• Staff are trained in using standard or universal precautions and proper hand-washing techniques (15% out of compliance)
• Emergency supplies, first aid kits, etc. are available in the event evacuation is needed (15% out of compliance)
• Agency maintains current parent or guardian and emergency contact list. (15% out of compliance)
The Neighborhood Place for Early Head Start

Annual Report
2015-2016
Who We Are

• The Neighborhood for Early Head Start is a division of the Early Learning Coalition of Miami-Dade/Monroe.

• We were awarded the second largest Early Head Start-Child Care Partnership grant in the nation on February 1, 2015.

• Our goal is to partner with private child care providers to increase the quality of care for infants and toddlers.

• We have partnered with 26 child care providers in targeted zip codes throughout Miami-Dade County.

• Together with our child care partners we are improving the lives of thousands of high risk infants and toddlers and their families by providing comprehensive services in health, mental health, nutrition, education, social services, and disability.
2015-2016 Funding Sources

United States Department of Health and Human Services (HHS) $13,818,429.02

School Readiness (SR) $1,410,069.87

Children’s Trust (CT) $650,000

Non-Federal Share $3,454,607.26

Non-Federal Share $3,454,607.26
Reviews and Audits

Most Recent Office of Head Start (OHS) Review and Financial Audit:

• The Neighborhood Place for Early Head Start has not received a federal review from the Office of Head Start. Since the next federal review will be our first, we fully anticipate some opportunities for improvement to be identified by our federal partners.

• The most recent OMB A-133 audit was performed on June 30, 2015. No findings were reported in the final audit report for the Early Learning Coalition of Miami-Dade/Monroe, Inc.
Medical and Dental Services

- Children who received medical exams: 79.80% (725)
- Children with health insurance: 99.70% (906)
- Children with medical homes: 99.10% (901)
- Children with Up to date immunizations: 87.30% (794)
- Children with dental home: 53.40% (485)
- Child who received dental exams: 26.70% (243)
The Neighborhood Place for Early Head Start offers a variety of opportunities for parents to become engaged in the Early Head Start (EHS) Program. The Program provides each family with access to individualized family support services, parent orientation, trainings, and monthly Policy Council and parent committee meetings. The Program also offers the Parenting Journey as our evidence-based parenting program. This year 13 parents graduated from the Parenting Journey program.

Parent and family engagement in The Neighborhood for Early Head Start focuses on building relationships with families that promote family well-being, supporting strong relationships between parents and their children, fostering ongoing learning for both parents and children, and involving parents in the program’s decision making process.

<table>
<thead>
<tr>
<th>Family Engagement Activities</th>
<th>Number of Participating Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals completed</td>
<td>518</td>
</tr>
<tr>
<td>Families who received asset building services</td>
<td>362</td>
</tr>
<tr>
<td>Families who received health education</td>
<td>168</td>
</tr>
<tr>
<td>Fathers who participated in EHS activities</td>
<td>81</td>
</tr>
</tbody>
</table>
Family Outcomes

The Parent, Family, and Community Engagement (PFCE) Framework is a road map for achieving the types of outcomes that lead to positive and enduring change for children and families. During the program year, the EHS families made the most significant progress in the area of employment, followed by financial, health, and housing.

<table>
<thead>
<tr>
<th>Family Outcomes</th>
<th>Preliminary</th>
<th>Mid Assessment</th>
<th>Final Assessment</th>
<th>Gains*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing</td>
<td>4.6</td>
<td>4.7</td>
<td>4.8</td>
<td>0.2</td>
</tr>
<tr>
<td>Education</td>
<td>3.5</td>
<td>3.6</td>
<td>3.8</td>
<td>0.3</td>
</tr>
<tr>
<td>Employment</td>
<td>2.9</td>
<td>3.4</td>
<td>3.5</td>
<td>0.6</td>
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<tr>
<td>Families As Advocates</td>
<td>4.3</td>
<td>4.5</td>
<td>4.6</td>
<td>0.3</td>
</tr>
<tr>
<td>Financial</td>
<td>3.2</td>
<td>3.5</td>
<td>3.6</td>
<td>0.4</td>
</tr>
<tr>
<td>Health</td>
<td>4.0</td>
<td>4.2</td>
<td>4.4</td>
<td>0.4</td>
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<tr>
<td>Housing</td>
<td>3.6</td>
<td>3.8</td>
<td>4.0</td>
<td>0.4</td>
</tr>
<tr>
<td>Mental Health</td>
<td>4.5</td>
<td>4.6</td>
<td>4.7</td>
<td>0.2</td>
</tr>
<tr>
<td>Nutrition</td>
<td>4.7</td>
<td>4.7</td>
<td>4.8</td>
<td>0.1</td>
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<tr>
<td>Transportation</td>
<td>3.8</td>
<td>4.1</td>
<td>4.1</td>
<td>0.3</td>
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</table>

**Legend:**
Thriving = 5   Self-Sufficient = 4   Stable = 3   Vulnerable = 2   In Crisis = 1

*Gains are calculated by comparing the results from the preliminary and final assessments.
Child Outcomes

During the 2015-2016 school year, the Neighborhood Place for Early Head Start (EHS) provided child care partners with tools for implementing a quality program, such as developmentally appropriate materials and furnishings; curriculum kits and resources; and ongoing technical assistance, coaching, and professional development with a primary focus on infant-toddler development. These fixtures enhanced the classroom experiences for children and promoted high levels of teacher-child interaction, which contributed to school readiness.

The Neighborhood Place for Early Head Start also formed a work group that consisted of EHS child care partners, EHS and Early Learning Coalition staff, and community professionals to develop the School Readiness Goals, required by the Head Start Act. These goals were strategically created with the expertise of stakeholders who had a plethora of knowledge and experience in early childhood. These goals encompassed each of the following domains: Social and Emotional Development; Language and Communication; Approaches to Learning; Cognition; Perceptual, Motor, and Physical Development.

Through continuity of care, highly encouraged parental engagement and involvement, seamless transitional services, and an emphasis on resiliency, children were equipped with the skills necessary to prepare them for school. With the understanding that a parent is a child’s first teacher, the Neighborhood Place for Early Head Start program helped establish a foundation in which parents were knowledgeable about their children’s development and able to support them as a successful life-long learners.
A special thanks to the ELC Board, Policy Council, parents, child care partners, community partners, and staff for your support, dedication, and suggestions during the 2015-2016 Program Year.
Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers
Children First Conference
Children First Conference by the Numbers

- 171 Volunteers
- 65 Sessions
- 24 Vendors
- Close to 1,000 Attendees
Children First Awards 2016

Chairman’s Award
Gerald K. Schwartz, Esq.
Children First Awards 2016

Community Partner Award
Miami Children’s Initiative

David Lawrence Jr. ‘Raising the Quality Bar’ Award
(Monroe County)
St. James Children’s Center

David Lawrence Jr. ‘Raising the Quality Bar’ Award (Miami-Dade)
ARC Project Thrive #4
Children First Awards 2016

**Educator of the Year Award**
(Monroe County)
Roxanne Rosado (Banana Cabanna Academy)

**Educator of the Year Award**
(Miami-Dade)
Danelia Membreno
(Smart Starts at Dadeland)
WEL System Foundation

#CFC2016 Mr. David Lawrence Jr. We need a president that invests in Early Care and Education.

Early Learning Coalition of Miami-Dade/Monroe

What a great day at Ronald W. Reagan High School. The Children First Conference has been an exciting mix of learning about the latest in early education and fun. Thanks to the Ronald W. Reagan High School cheerleaders for adding so much spirit to a great day. #CFC2016

Luigi Boria

September 24 at 8:45am – Twitter

Welcoming remarks @ELCMDM Children First Conference 2016 #doral #children #future #CFC2016 LuigiBoria movingdoralforward #community #learn https://t.co/bm2SgNes

Luigi Boria (@Luigiboria) posted a photo on Twitter

Get the whole picture - and other photos from Luigi Boria

PIC.TWITTER.COM/bm2SgNes | BY LUIGI BORIA

ELCMDM (@ELCMDM) Sep 24

The more early education providers the more fun at #CFC2016.

Sylvia De Armas (@SylviaBottega) Sep 26

ELCMDM: Bottega L’ wisely, the Liberty City Children’s initiative want to thank ELC for the opportunity to share Reggio Emilia Approach...

ulivision23 Miami

@mabelopeztv y @AshleyTV23 participaron en la conferencia Children First por la educación en #Doral con el #Early Learning Coalition.
Research and Evaluation Assessment and Inclusion

Dr. Anabel Espinosa, Director

Strategic Plan Priority Initiative:

- Neediest Children
- Youngest Children
- Providers
- Funding
Ages & Stages Questionnaire, 3rd Edition (ASQ-3) Compliance
Past Due ASQ-3 (FY 2015-2016)

Providers Past Due ASQ-3

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Count</td>
<td>370</td>
<td>316</td>
<td>354</td>
<td>150</td>
<td>77</td>
<td>40</td>
<td>39</td>
<td>38</td>
<td>56</td>
<td>192</td>
<td>66</td>
<td>99</td>
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Past Due ASQ-3 (FY 2015-2016)

Children with Past Due ASQ-3

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</thead>
<tbody>
<tr>
<td>Count</td>
<td>746</td>
<td>642</td>
<td>823</td>
<td>445</td>
<td>113</td>
<td>69</td>
<td>57</td>
<td>73</td>
<td>90</td>
<td>357</td>
<td>155</td>
<td>182</td>
</tr>
</tbody>
</table>
Provider Portal Report (Aug. 7th)

47 Providers identified with ASQ-3 > 45 days Past Due

Daily Review of Compliance (Aug. 8th – Aug. 20th)

Non-compliance reviewed and confirmed daily.

Site Visits (Aug. 30 – Sept. 1st)

On-Site Technical Assistance:
19 Providers

Compliance due date 9.15.16

Withholding of Payment (Sept. 15th)

Payments for five (5) providers were withheld

Sep. 20th
Action Plan: October 2016

**Withholding Provider Payments**

**Provider Portal Report**
*(Sept. 11th)*

48 Providers identified with ASQ-3 > 45 days Past Due

**Daily Review of Compliance**
*(Sept. 12th - Sept. 23rd)*

Non-compliance reviewed and confirmed daily.

**Site Visits**
*(Sept. 27th – Sept. 30th)*

On-Site Technical Assistance:
20 Providers

Compliance due date
10.15.16

**Withholding of Payment**
*(Oct. 15th)*

There are no payments scheduled to be withheld

October 20th
Provider Payments Withheld

Number of Providers Payments Withheld

- Jul-16: 0
- Aug-16: 1
- Sep-16: 5
Identification of Children with Delays/Disabilities
How Does the ELC Define Developmental Delay & Disability?

• Inclusion Work Group Identification Recommendations November 2015
  ▪ Include definition and eligibility criteria established by Florida Administrative Code, F.A.C., (6A-6.03027, 6A-6.03031 & 6A-6.03030)
  ▪ Broaden definition to include:
    • 504 Plans
    • Diagnosis from physician
    • Diagnosis resulting from evaluation/assessment from a Specialized Service Professional
Community & Classroom Supports

What are we doing for children at-risk?

• **Prevention Programs**
  • Target at-risk populations and communities
  • Universal Screening used to identify ‘risk’
  • Short term interventions
    • Prevent the identification of disability/delay
    • Address instructional gaps
    • Promote & facilitate further evaluation and identification when needed

Who is providing prevention programs?

• School Readiness Developmental Screening Program-ELCMDM
• Developmental Screening and Follow Up Services- Citrus Health Network
• Quality Counts Social Emotional Support Services- ELCMDM, TCT& UW
• UM Early Discovery
• Help Me Grow
Community and Classroom Supports, cont’

What are we doing for children with developmental delays or disabilities?

• Inclusion & inclusion supports
  • Target children with identified developmental delays/disabilities
  • Promote the inclusion of children with disabilities in natural environment alongside same age peers without disabilities

Who is supporting inclusion?

• Head Start & Early Head Start Programs
• UWCenter for Excellence
• Lighthouse Learning Center
• Select B2 Programs
  • United Cerebral Palsy
  • The ARC
  • Linda Ray Center
• ELC Inclusion
• Select Pre-K Special Education Classrooms MDCPS
• Push-in Specialized Supports (Therapy)
That’s Not All!

• VPK-Specialized Instructional Supports (VPK-SIS)
  ▪ Children with identified disabilities who are VPK eligible have the opportunity to use VPK funding to finance therapy.
  ▪ Need for therapy must be outlined in IFSP/IEP
  ▪ VPK-SIS eligibility is routed and administered through ELCMDM.
## Developmental Screening, Follow-Up and Individualized Supports

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Total screened through Developmental Screening Program</td>
<td>23,737</td>
<td>27,272</td>
<td>2,026</td>
<td>1,932</td>
</tr>
<tr>
<td>Screened and flagged with developmental concerns</td>
<td>3,244</td>
<td>4,274</td>
<td>175</td>
<td>274</td>
</tr>
<tr>
<td>Validated concerns and receiving 8-week strategies</td>
<td>1,063</td>
<td>1075</td>
<td>47</td>
<td>64</td>
</tr>
</tbody>
</table>
## Identified with a Developmental Delay/Disability

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Early Head Start (not cumulative)</td>
<td>*</td>
<td>81</td>
<td>77</td>
<td>76</td>
<td>76 (non-cumulative)</td>
</tr>
<tr>
<td>Identified with delay/disability in service continuum validation (by parent)</td>
<td>*</td>
<td>408</td>
<td>46</td>
<td>55</td>
<td>509</td>
</tr>
<tr>
<td>Identified after referral &amp; evaluation (Early Steps, FDLRS, Other)</td>
<td>110</td>
<td>152</td>
<td>7</td>
<td>8</td>
<td>277</td>
</tr>
<tr>
<td>Call Center Project Pilot</td>
<td>*</td>
<td>22</td>
<td>*</td>
<td>*</td>
<td>22</td>
</tr>
<tr>
<td>Special Needs- Needs Assessment</td>
<td>*</td>
<td>7</td>
<td>*</td>
<td>*</td>
<td>7</td>
</tr>
<tr>
<td>VPK-SIS</td>
<td>11</td>
<td>40</td>
<td>6</td>
<td>6</td>
<td>63</td>
</tr>
</tbody>
</table>
Identifying Children with Disabilities

\[
\frac{954}{17,327} = 5.5\% 
\]

*Total number of children (ages 0 – 5) with identified delay/disability*

*Total number of children (ages 0 – 5) paid SR in August 2016*
Quality Counts

Fiorella Altare Christie, Director

Strategic Plan Priority Initiative:

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

405 early care & education programs and 27,483 children as of September 30, 2016
Participants: Who is part of QC?

Program Participation Over Time

<table>
<thead>
<tr>
<th>Program</th>
<th>Jul-16</th>
<th>Aug-16</th>
<th>Sep-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>416</td>
<td>410</td>
<td>405</td>
</tr>
</tbody>
</table>

Number of Programs

Jul-16 | Aug-16 | Sep-16 | Programs
416   | 410   | 405   |
Participants: Who is part of QC?

Children in Programs Over Time

- Jul-16: 27,846
- Aug-16: 27,595
- Sep-16: 27,483
Participants: How long have programs participated in QC?

n = 405 programs as of September 30, 2016

<table>
<thead>
<tr>
<th>Duration of Program Participation</th>
<th>Number of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1 year</td>
<td>79</td>
</tr>
<tr>
<td>2-3 years</td>
<td>67</td>
</tr>
<tr>
<td>4-5 years</td>
<td>73</td>
</tr>
<tr>
<td>6-7 years</td>
<td>42</td>
</tr>
<tr>
<td>8 or more</td>
<td>144</td>
</tr>
</tbody>
</table>

Percent of Participating Programs

0% 5% 10% 15% 20% 25% 30% 35% 40%
Priority Programs: Who are we serving?

n = 405 as of September 30, 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 September 30, 2016

Total number of QC Gold Seal Programs = 266
Participants: Who is Accredited?

Quality Counts Gold Seal Accredited Programs Over Time

Quality Counts Gold Seal Accredited Programs Over Time

Number of Gold Seal Programs

Gold Seal Programs

Jul-16  Aug-16  Sep-16

266  271  266
QC Waitlist

(TCT Year 10: July 2016 – June 2017)

Programs on the waitlist as of September 30, 2016 = 17

*Of the seventeen programs on the waitlist, 5 are located in the northern part of the county, 8 are located in the central part of the county, 4 are located in the southern part of the county.
QC 2.5 Learning Environment Levels

Distribution of Learning Environment Levels
n=94 as of September 30, 2016

* Please note as of May 1, 2016, the 2.5 rating system was implemented. The 2.5 rating system is the same as the 2.0 rating system with the exception of requiring practitioners to provide evidence of holding a high school diploma or GED.
QC 2.5 Staff Qualifications Levels

Distribution of Staff Qualifications Levels
n= 94 as of September 30, 2016

* Please note as of May 1, 2016, the 2.5 rating system was implemented. The 2.5 rating system is the same as the 2.0 rating system with the exception of requiring practitioners to provide evidence of holding a high school diploma or GED.
Quality Counts

Monroe County
Quality Rating & Improvement System (QRIS)
Participants: Who is part of QC?

5 early care & education programs and 295 children as of September 30, 2016
Priority Programs: Who are we serving?

n = 5 as of September 30, 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 September 30, 2016

Total number of QC Gold Seal Programs = 3

Percent of Participating Programs
Quality Counts

QC 2.0 Learning Environment Levels

Distribution of Learning Environment Levels
n=4 as of September 30, 2016

Percent of Participating Programs

Level 0: 1 Priority Program
Level 1: 1 Priority Program
Level 2: 2 Priority Programs
Level 3: 0 Priority Programs
Level 4: 0 Priority Programs
Level 5: 0 Priority Programs

Priority Programs vs. Non-Priority Programs
QUALITY COUNTS

QC Waitlist

• There is currently no waitlist in Monroe
Monroe County Update
Monroe County Grant Update

• School Readiness Child Health Screening Project: The ELC provided $25,000 to support this project by community partner Florida Keys Area Health Education Center Inc. (Keys AHEC), a community-based 501(c)3 non profit corporation affiliated with the University of Miami Miller School of Medicine and the Statewide AHEC network. The fall season round of screenings is underway at contracted centers and family child care homes; 2nd round will be conducted in Spring 2017. Consultation services provided to parents for children flagged as needing follow-up specialty and/or secondary care.

• Bainum Family Foundation Grant: The ELC was awarded a $25,000 grant to continue the Classroom Mentoring project which targets 6 centers in the Middle & Upper Keys. The grant provides funding for a part-time classroom mentor who works directly with teachers to improve the quality of instructional practices in the classroom.
Monroe County Grant Update

• **Ocean Reef Community Foundation Grant:** The 2016 grant award of $6,500 was utilized to support the May 2016 Monroe Early Childhood Conference. The 2017 grant application is due November 1st. Funding will again be requested to support the planned Spring 2017 Monroe Early Childhood Conference.

• **Upper Keys Rotary Club Grant:** Offered after CEO Evelio Torres presented to the club, the $2,000 grant will provide a specialized 5 part/15 hour training, *Learning Language and Loving It™*, to 20 teachers from the Upper Keys centers. Free CEUs, teacher guides and resource materials will be provided.
Monroe County Grant Update

- **Teen Parent Grant:** Awarded by the Monroe County School District, the $45,000 grant provides child care assistance to children of teen parents attending high school. Additionally, a series of 10 educational sessions are provided, including topics such as parenting, child growth and development, time management, etc., to meet the individual needs of teen parents.
DCF Partnership to Resolve Fingerprinting Issues

• A DCF staffer travels to the Middle or Upper Keys on a monthly basis to provide fingerprinting for child care provider staff in the Middle and Upper Keys. This avoids a lengthy commute to either Key West or South Dade for fingerprinting and presents a cost and time savings to providers.
ELC Around Town

Strategic Plan Priority Initiative:

• Educate All
The Children's Trust Family Expo (09/10/2016)
Early Learning Champion's Award Presented to Erik Fresen (09/12/2016)
ELC Café: Hunger Action Month
Girl Scout Troop #339

Girl Scout troop #339 volunteered to read with the children. They also painted the walls and helped make the classroom more cheerful.
Introducing Lidia Clarke,
Florida HIPPY Advisory Committee Chair

Lidia Clarke, MAEd is a seasoned educator with demonstrated strength in building capacity and organizational leadership. As the Managing Director of the Professional Development Institute, a division of the Early Learning Coalition of Miami-Dade/Monroe, she is responsible for leading a team of early childhood professionals in facilitating quality continued education and training. Continue reading
Jump Start Read for the Record

ELCMDM will partner with Miami-Dade Public Libraries, Miami-Dade Public Schools and Early Care and Education Providers