## Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Slide number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Plan</td>
<td>3</td>
</tr>
<tr>
<td>Governor’s Scott’s Florida First Budget</td>
<td>6</td>
</tr>
<tr>
<td>Legislative Update</td>
<td>9</td>
</tr>
<tr>
<td>Program Updates</td>
<td>12</td>
</tr>
<tr>
<td>ELC Around Town</td>
<td>39</td>
</tr>
</tbody>
</table>
Strategic Plan
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
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 education and support children as they become contributing 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 - 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 SERVICE - 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.

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

PRIORITY INITIATIVES

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

TARGET NEEDIEST AREAS
Identify centers in distressed zip codes and those serving children with, or at risk for, developmental delays & provide extra support for them

INCREASE THE NUMBER OF CHILDREN
Receiving services who have physical, developmental, sensory, 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 of encouraging self-sufficiency

YOUNGEST CHILDREN
Offer a continuum of care from birth to age 5, focusing on the youngest

TARGET AGES
Set targets for after school care for children over 5 and 6-8 years of age

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

PARENT ACCOUNTABILITY
Offer incentives for parents to become more accountable

EDUCATE ALL
Educate all families and children about the benefits of early learning

PARENTAL CHOICE
Educate parents to choose child care centers that ensure better outcomes for their children

VOCABULARY
Achieve increased visibility throughout both counties by creating child care resources and providing information

PROVIDERS
Improve ELC relationship with providers and provider 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

NURSE PROVIDERS
Drop low-performing providers

TECHNICAL BUSINESS ASSISTANCE
Offer business assistance to providers in distressed areas

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

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

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

ADVOCACY
Engage aggressively & systematically in advocacy to drive better outcomes for children and promote community awareness 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
Governor Scott’s Florida First Budget

Strategic Priority Initiative: Funding
Governor Scott’s Florida First Budget

More than $1 billion investment boosts VPK per-student funding, reduces School Readiness waiting list, expands performance funding for School Readiness child care providers –

• TALLAHASSEE, Fla. – Governor Scott announced today that the 2016-2017 Florida First budget recommends $1.1 billion in funding for the Office of Early Learning, an increase of approximately $51.7 million.

Budget highlights

• $398.6 million for the Voluntary Prekindergarten (VPK) Education Program: The state’s free VPK program, which prepares 4-year-olds for kindergarten, had more than 166,500 children enrolled last year. The Governor’s budget includes a $9.3 million increase for VPK, raising the base student allocation $50 per child in the school-year program (from $2,437 to $2,487) and $43 per child in the summer program (from $2,080 to $2,123).
Governor Scott’s Florida First Budget

• $20.3 million to reduce the School Readiness program waiting list: The School Readiness program helps eligible low-income families get child care so parents can work or attend training and/or education programs. Florida served approximately 216,000 children in School Readiness last year and had an average of more than 61,000 children on waiting lists statewide.

• $15.5 million for Early Learning Performance Funding: Performance-based funding improves outcomes for children in School Readiness by providing special training and incentives to child care providers and instructors.
LEGISLATIVE UPDATES

House Education Committee
Proposed Committee Bill – CCDBG 11811-8

Strategic Priority Initiative: Funding, Providers
Analysis

• **Section 1. 39.202**
  - (2) a 5. Clarifies that state and county agencies can access records of abuse and neglect for all providers who receive school readiness funding.

• **Section 2. 402.302**
  - (15) Revises background screening requirements to include searches of the National Sex Offender Registry, state criminal records, sex offender registry and child abuse and neglect registry of any state in which child care personnel resided during the preceding 5 years.

• **Section 3. 402.306**
  - (3) Revises the responsibility of DCF licensing and local licensing agencies to include coordination and dissemination of information on the **health and safety standards and procedures for school readiness providers**, monitoring and inspection reports, and addresses of school readiness program providers.

• **Section 4. 402.311**
  - Requires school readiness program providers to allow inspections and access to facilities, personnel, and records by licensing staff. Requires contract termination for any school readiness program provider who refuses permission for inspection.

• **Section 5. 1002.82**
  - (2) (i) Requires OEL to coordinate with state and local licensing entities in developing the health and safety checklist that must be used to monitor compliance of license-exempt programs, including public and nonpublic schools, family child care, and faith-based child care.
  - (2) (s) Requires OEL to establish pre-service and in-service training requirements.
  - (2) (t) Requires OEL to establish standards for emergency preparedness plans for child care providers.
• Section 6. 1002.84
  ▪ (8) Requires early learning coalitions to ensure that parent copayments shall not be a barrier to families receiving assistance.

• Section 7. 1002.88
  ▪ (1) (c) Revises the eligibility requirements for school readiness program providers to include that license-exempt providers be in compliance with the health and safety checklist that satisfies the requirement for meeting health and safety standards.
  ▪ (1) (d) Revises the eligibility requirements for school readiness program providers to include that they must provide an appropriate group size in addition to staff-to-child ratio.
  ▪ (1) (e) Revises the eligibility requirements for school readiness program providers to include that they must employ personnel who have satisfied the screening requirements of chapter 402, fulfilled the training requirements of the office, and executed an affidavit of compliance with the mandatory child abuse and neglect reporting requirements.

• Section 8. 1002.92
  ▪ (3) (i) Requires child care resource and referral agencies to maintain a website with information and resources that enable parents to make informed child care choices, including the DCF child care database; child care licensing; health, safety and inspection requirements; background screening requirements and disqualifying offenses; research and best practices in child development; state resources on social-emotional development; family engagement; and healthy eating and physical activity.
Program Updates
Inclusion Work Group

**Strategic Priority Initiative:** Neediest Children, Youngest Children, Educate All, Providers
Screening & Inclusion

- Ages & Stages Questionnaire, 3rd Edition (ASQ-3) Compliance
- Inclusion Work Group (IWG) : Improved Referral Loops
- Inclusion Work Group (IWG): Documentation & Tracking
Past Due Providers (FY 2015-2016)

Providers Past Due ASQ-3

<table>
<thead>
<tr>
<th></th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>474</td>
<td>500</td>
<td>370</td>
<td>316</td>
</tr>
</tbody>
</table>
Past Due Providers (FY 2015-2016)

Children with Past Due ASQ-3

- August: 1203
- September: 1463
- October: 746
- November: 642
Inclusion Work Group Tasks: Improved Identification and Referral Loops

Goal: Create an on-ramp and identification/referral process for families with concerns about their child’s development.

• Front End
  ▪ Families who are in the eligibility process who identify a concern on their ‘Needs Assessment’ (included in the SR Eligibility Packet) are referred to the ELC Warm Line
  ▪ Warm Line acts as ‘traffic manager’
    • If the child is determined School Readiness Eligible-Citrus Health is alerted to be prepared to deliver services
    • If the child is ineligible for School Readiness and enters/remains in the childcare system as a ‘Private Pay’, he/she is referred to the ELC Inclusion Team for follow-up
    • If the child does not enter childcare, he/she is referred to Help Me Grow
Inclusion Work Group Tasks: Improved Documentation and Data Tracking

• Goal: To identify children entering the School Readiness program with a documented disability and/or parent concern within the EFS Data System and provide necessary professional development for ELC staff to move this process.

• Modification to the EFS system to identify and maintain documentation
  Addition of Custom Columns in EFS Child Profile
  • Documented Disability (DDD)
  • Parent Concern (PC)
  • History Notes

• Revision of Eligibility Packet Needs Assessment to include questions related to development concerns/delays.

• Professional Development
  ▪ Train all ELCMDM Eligibility Staff in new process
Early Head Start

**Strategic Priority Initiative:** Neediest Children, Youngest Children, Educate All, Providers
Enrollment

• The Neighborhood Place for Early Head Start is funded for 750 slots
• Partnership agreements have been fully executed with 23 childcare centers to provide 624 slots
• We continue to develop partnership agreements
• There are 553 children enrolled
• There are 246 (44%) children dually enrolled in EHS and School Readiness and there are 307 children enrolled only in EHS (56%)
• Target: 70% School Readiness enrollment to strategically leverage funding and maintain provider reimbursement rate at $50.00 a day
Jackson Memorial Health System Referrals

• Setting the pace for a national model.
• Providing medical homes for EHS families with a focus on reducing health disparities
• 472 referrals made to Jackson Memorial Health System
• 256 referrals are for EHS children (46% of currently enrolled children)
• Target is 100% referral for EHS children
• 216 referrals siblings and other family members
Quality Counts

**Strategic Priority Initiative:** Neediest Children, Youngest Children, Educate All, Providers
Why were Quality Rating Improvement Systems (QRIS) created?

• To create a systematic approach to assess, improve, and communicate levels of quality in early care and education programs
• Approach to constructing a coherent early childhood education system
• Supports to help programs achieve higher quality
• Consumer awareness
When did QRIS begin?

- The first QRIS began operating in 1997
- Relatively few QRISs became operational each year following
- In 2013 there was a jump and at that time there were 37 operating
- Today there are 40 fully operational QRISs in the United States
- Florida currently does not have a state system, but there are 3 counties; Miami, Palm Beach & Duval operating a QRIS
Status of QRIS States as of February 2015

*information obtained from QRIS national learning network - http://qrisnetwork.org/*
Quality Counts is a voluntary improvement system that reviews early learning programs according to clearly defined, high-quality standards.

QRIS offers supports and incentives to help providers reach their goals and improve the quality of early care and education programs in Miami-Dade County.

Quality Counts is designed and funded by The Children’s Trust and the Early Learning Coalition of Miami-Dade/Monroe.

It is administered in collaboration with Florida International University, Family Central Inc., Devereux Florida, The Children’s Forum, United Way Center for Excellence in Early Education, University of Miami Mailman Center for Child Development, Citrus Health Network and CCDH.
Participants: Who is part of QC?

420 early care and education programs as of October 31, 2015

- **Centers**: 361 programs, 23,831 children
- **Family Homes**: 47 programs, 380 children
- **Head Start**: 6 programs, 677 children
- **RCMA**: 6 programs, 554 children

The chart shows the distribution of programs and children across different types of early care and education settings as of October 31, 2015.
Priority Programs: Who are we serving?

n = 420 as of October 31, 2015

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 October 31, 2015

- Centers: 220 (100%)
- Family Homes: 23 (10%)
- Head Start: 6 (100%)
- RCMA: 6 (100%)

Gold Seal Accredited
QC Waitlist

(TCT Year 9: July 2015 – June 2016)

Programs on the waitlist for QC as of November 30, 2015= 5

<table>
<thead>
<tr>
<th>Month</th>
<th>Centers</th>
<th>FCCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jun-15</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Jul-15</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Aug-15</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Sep-15</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Oct-15</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Nov-15</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Dec-15</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Jan-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar-16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
QC Assessment Levels

Distribution of Learning Environment Levels
n=341 as of October 31, 2015

*79 programs are in some stage of their Self-Study process and will be assessed between Nov 2015-Feb 2016
## 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>
79 programs are in some stage of their Self-Study process and will be assessed between Nov 2015-Feb 2016.

QC Staff Qualifications Levels

Distribution of Staff Qualifications Levels
n=341 as of October 31, 2015

*79 programs are in some stage of their Self-Study process and will be assessed between Nov 2015-Feb 2016*
## 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>460</td>
</tr>
<tr>
<td>Miami-Dade</td>
<td>Family</td>
<td>43</td>
</tr>
<tr>
<td>Monroe</td>
<td>Center</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total Sites</strong></td>
<td></td>
<td><strong>510</strong></td>
</tr>
</tbody>
</table>

Source: United Way of Miami as of 12/04/15 Via WELS
Miami-Dade/Monroe - Gold Seal Sites

Note: Some sites are accredited by more than one accrediting body.

Source: United Way of Miami as of 12/04/15 Via WELS
School Readiness Children in Quality Counts and/or Accredited Providers

<table>
<thead>
<tr>
<th>Time</th>
<th>Children in Quality Counts</th>
<th>Children in Accredited Sites</th>
<th>Total Number of Children in School Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep-15</td>
<td>10,408</td>
<td>11,973</td>
<td>22,371</td>
</tr>
<tr>
<td>Oct-15</td>
<td>10,749</td>
<td>12,434</td>
<td>23,183</td>
</tr>
</tbody>
</table>

* Quality Counts as of 11/6/2015
** Accredited Sites as of 12/1/2015
VPK Children in Quality Counts and/or Accredited Providers

- **Children in Quality Counts** as of 11/6/2015:
  - Sep-15: 5,598
  - Oct-15: 6,086

- **Children in Accredited Sites** as of 12/1/2015:
  - Sep-15: 8,447
  - Oct-15: 8,841

- **Total Number of Children in VPK** as of:
  - Sep-15: 20,545
  - Oct-15: 21,412

* Quality Counts as of 11/6/2015
** Accredited Sites as of 12/1/2015
ELC Around Town

Strategic Priority Initiatives: Visibility, Educate All
Miami Book Fair

• Participated in Miami-Dade’s Premier Literary Event
• Sponsored the Tot Lot Learn and Play Tent which featured activities geared toward children 0-5
• Additionally, operated booth to provide families with information about Early Learning Coalition Services
• Distributed 40 Boxes of Children’s Books to Families and Hundreds of Activity Calendars
• Increased Social Media Visibility on Twitter, Instagram and Facebook By Directing Families to Our Sites
Science Lab Opening Parkview Elementary

- Celebrated the Grand Opening of the Parkview Elementary Environmental Science Center of Tomorrow
- President & CEO Evelio Torres Participated in the Dedication which was the brainchild of the Councilman and former ELC board member David Williams Jr.
- Environmental Science Center of Tomorrow has partnered with the Audubon Florida
City of Doral Council Meeting

• President & CEO Evelio Torres presented on Early Learning Coalition Services and the Importance of Access to Early Learning Programs to Doral Mayor Luigi Boria and Fellow Councilmembers
• Answered Questions and Discussed Potential Expansion in the Doral Area to Service Doral’s large service-sector workforce
Visiting with Room 2 Bloom in Opa Locka
ELC Café Its More than Just Lunch
November 18th, 2015

• Native American Heritage Month
• Honored Guest: Dennika Mays, born of the Anishinaabe Tribe in Michigan and now residing on the Big Cypress Seminole Reservation in Florida
• Focus of the presentation was ‘multiple knowledges’ and included
  ▪ Boarding Schools
  ▪ ‘Trail of Tears’
  ▪ Native American Identity

• January Café (January 13th, 2016) will highlight Braille Literacy
Literacy Begins at Home

• The Early Learning Coalition of Miami-Dade/Monroe in partnership with Scholastic Education’s Family and Community Engagement (FACE) hosted the 2015 National Day of Service on October 3, 2015 at Hanan’s Academic Development Center in Opa-Locka

• Scholastic Education CEO, Greg Worrell has pledged to provide a home library for all 90 families enrolled at the Hanan Academic Development Center

• Libraries are being delivered on Wednesday, December 9th, 2015
Give Miami Day

- Participated in County’s Annual Non-Profit Giving Day
- Circulated Social Media Posts and Raised $2,120 in the 24-hour period which will be matched by the Miami Foundation
- Increased Social Media Visibility in the 24 Hour Period
- Staff Helped Circulate Social Media Collateral and Pledge Cards
- Received a Total of 24 Online Gifts
Overtown Youth Action Council Meeting

• Overtown Youth Action Council seeks legislative approval to form

• Overtown Children’s Initiative
  ▪ Staff attended November Youth Action Council meeting
  ▪ Information provided on the Early Learning Coalition programs and services
  ▪ The Early Learning Coalition committed to having a representative on the Council to represent early learning