THANK YOU, EARLY LEARNING COALITION!!

A Week
Thank you for the book!
Love
Evan

(Tea 3.10)
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Strategic Plan
Children First
Mission and Vision

Mission
To promote high-quality inclusive school readiness, voluntary pre-kindergarten and after school programs, thus increasing all children’s chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social, emotional and intellectual development of Miami-Dade and Monroe County children with a priority toward the ages birth through age 5.

Vision
Children First
To ensure a comprehensive and integrated early learning system for all families and their children, birth to 5 years, ensuring high-quality programs throughout Miami-Dade and Monroe Counties, so children enter school ready to learn and succeed in life.
Children First: The Strategic Plan for the Early Learning Coalition of Miami Dade/Monroe

2017-2022

**OUR MISSION**
To promote high-quality inclusive school readiness, voluntary pre-kindergarten and after school programs, thus increasing all children’s chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social, emotional and intellectual development of Miami-Dade and Monroe County children with a priority toward the ages birth through age 5.

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

**PRIORITY INITIATIVES**

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

- Target neediest areas
  - Identify centers in distressed zip codes and those serving children with, or at risk for, developmental delays & provide extra support for them to meet higher standards

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

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

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

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

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

- Teacher Education
  - Increase the number of teachers with child care credentials

- Quality Providers
  - Drive incentives to higher performing providers

- Technical Business Assistance
  - Offer business assistance to providers in distressed areas

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

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

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

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

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

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

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

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

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

- Monroe County
  - Establish a Permanent Funding Model for Social Services

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

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

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

**OUR VALUES**
- **CHILDREN** - Children are at the heart of all we do. We believe that all children, regardless of circumstance, are capable of educational excellence and personal growth, and we are committed to ensuring school readiness and lifelong success for each one.

- **COMMUNITY** - We believe children are the future, and our community is an essential part of their road to success. By working together, we can promote high quality early education and support children as they become thriving, productive members of society.

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

- **ADVOCACY** - We are a champion for children, promoting positive societal and community change. Our staff and community partners are committed to advancing early education throughout Miami-Dade and Monroe counties and are set apart by our collective passion, strength and dedication to children.

- **EXCELLENCE** - When it comes to early learning, quality matters. We are committed to excellence, providing quality programs and services that make a difference in our community. Designed to further the physical, social, emotional and intellectual needs of all children, our programs are innovative and offer each child an equal opportunity for a successful future.

- **CUSTOMER SERVICES** - We strive to meet the needs of our parents, families, providers and partners by providing comprehensive customer service in a professional, timely and courteous manner.

- **EQUITY** - In working with parents, families, providers, and partners, we are committed to the principle of equity and balance, so that all may benefit from the work we do, while keeping children first.
School Readiness
Early Learning
Performance Funding
Project
Miami-Dade County’s Early Learning Quality Improvement System
Strategic investments

• Additional revenue
• Local solutions
• Targeted investments
The Children’s Trust
Thrive by 5

- TCT Scholarships
- High Quality Payment Differential
- Early Learning Career Center & Scholarships
- WAGES Salary Supplements
- On-site Technical Assistance & Coaching
- Professional Development
- Children
- Families
- Teachers
- Child Care Providers
- Early Childhood Mental Health Consultation
- Child Assessments

Early Learning Coalition of Miami-Dade/Monroe

Office of Early Learning
Learn Early, Learn for Life.
Early Learning Performance Funding Project

In 2014, the Florida Legislature created the Early Learning Performance Funding Pilot Project in the 2014-15 General Appropriations Act and directed the Office of Early Learning to organize a workgroup of early learning stakeholders who would provide input to OEL on determining the details of the project.
Performance Funding

Early Learning Performance Funding Project
2018-19 Design

Tier 1
CLASS Score 1-2.99
1 or more CQI Strategies
Priority Strategy: MMCI or SR
Teacher Training (2 Courses)
Child assessment implementation differential not applicable

Tier 2
CLASS Score 3-3.99
1 or more CQI Strategies
Priority Strategy: MMCI or SR
Teacher Training (2 Courses)
Child assessment training
4% Differential
Child assessment implementation differential not applicable

Tier 3
CLASS Score 4-4.99
1 or more CQI Strategies
Child assessment training
7% Differential
Child assessment implementation differential requires trained assessors
3% Additional Differential

Tier 4
CLASS Score 5-5.99
1 or more CQI Strategies (elective)
12% Differential
Child assessment implementation differential requires reliable assessors
3% Additional Differential

Tier 5
CLASS Score 6-7
1 or more CQI Strategies (elective)
Continuous Quality Improvement Strategies (CQI)**
- Progress on Professional Development Pathway
- MMCI (I/T or PreK)
- School Readiness Teacher Training (2 Courses)
- Locally selected LACET approved training (20+ hours)
- Certified Coaching
*Coalitions and providers may select one or more strategies

**Not applicable once training is complete
Performance Funding

OEL Eligibility Criteria

Providers must have:
1) 10% of their birth through school age children enrolled in the SR program;
2) All instructors/directors must agree to participate;
3) An active contract on Nov. 1, 2017 and have received four consecutive payments from Nov. 2017 – Feb. 2018

Miami-Dade Eligibility Criteria

1) Serve infant and toddlers;
2) Serve a minimum of 30% children receiving a School Readiness subsidy;
3) Located in a low-income census tract

*Priority will also be given to programs that have a Gold Seal designation
New State Law goes into effect July 1, 2018 (HB1091)
During the 2018 legislative session, the Florida Legislature passed a bill (HB 1091) that increases quality and accountability in the School Readiness Program. The Office of Early Learning will lead the implementation of this legislation in partnership with your local early learning coalition. There will be opportunities for your input in their rule-making process.
Overview of New Law

- Provider with School Readiness Children
  - Program Assessment Required
  - Exemption

- Program Assessment (CLASS) Score
  - Minimum Threshold for Contracting
  - Minimum Threshold for Quality Improvement Plan
  - SR Quality Performance Incentive

- Child Assessment Implementation
  - SR Quality Performance Incentive
Provider serving School Readiness children

- Program assessment required
- Exception only if provider meets exemption to be established in rule
Program assessment \((1002.82(2)(n))\)

- Measures the quality of teacher-child interactions, including emotional and behavioral support, engaged support for learning, classroom organization, and instructional support for children ages birth to 5
- Exemptions will be determined during rule making process
Overview of New Law

Program Assessment (CLASS) Score

- Does Provider meet minimum threshold for contracting?
  - Yes - Receive a SR Contract
  - No – You are not eligible to receive a SR contract UNLESS needed to meet capacity needs for ELC service area

- Eligible for SR Contract: Does Provider meet or exceed the threshold for program improvement?
  - Yes – Quality Improvement Plan not required and eligible for SR Quality Performance Incentive
  - No - Required to go on a Quality Improvement Plan as identified in the SR Contract

- SR Quality Performance Incentive
  - Different levels of payment based on CLASS Score
What is the program assessment tool?

The program assessment tool is the Classroom Assessment Scoring System (CLASS). The CLASS assessment is recognized internationally for capturing the elements within a classroom that improve child outcomes. This assessment primarily measures the quality of the classroom interactions between the teachers and children. Many of you have already experienced this through Florida’s Early Learning Performance Funding Project (ELPFP) or other quality programs.

Providers who have not participated in CLASS will have an opportunity to learn more about CLASS in the months to come. For more information about CLASS, visit teachstone.com/class.

There will be no cost to providers for this annual assessment.
Overview of New Law

Effective July 1, 2019

**School Readiness Quality Performance Incentive**
Qualifying providers may receive a payment differential based on their CLASS scores. Also, providers implementing an approved child assessment may be eligible for an *additional* payment differential up to 5 percent. The total available payment differential for both CLASS scores and implementation of child assessments will not exceed 15 percent.

**Minimum Thresholds**
School Readiness providers must meet a minimum score on the CLASS tool to be eligible for a School Readiness contract.

**Quality Improvement Plans**
School Readiness providers who meet the minimum quality score, but are still emerging in quality (to be defined in rule), will be placed on a mandatory Quality Improvement Plan. Coalitions will identify performance goals and quality improvement strategies to help these providers meet quality scores.
Overview of New Law

What is the SR Quality Performance Incentive?

Differential payment program \((1002.82(2)(o))\)

- Effective July 1, 2019
- Based on quality measures of program assessment
- Total may not exceed 15%
- No more than 5% (of the 15%) may be provided to providers who submit valid and reliable child assessment data to statewide information system in the domains of language and executive functioning
- If below minimum threshold for contracting providers and provider is essential for meeting capacity needs, providers are not eligible for payment
Child Assessment

Does Provider implement approved child assessment tool?
- Yes - you may be eligible for additional SR Quality Performance Incentive (Reporting and Reliability)
- No - Check with your ELC on how you can start implementing
Observation-based child assessments \((1002.82(2)(k))\)

- Provide interval level and criterion-referenced data that measures equivalent levels of growth across the core domains of early childhood development and that can be used for determining developmentally appropriate learning gains
- Measure progress in the performance standards
- Provide for appropriate accommodations for children with disabilities and English language learners and be administered by qualified individuals, consistent with the developers instructions
- Must be conducted at least three times a year
OPPORTUNITIES FOR INPUT IN RULE MAKING PROCESS

Rule 6M-4.740   Program Assessment Rule  NEW
Rule 6M-4.XXX   Program Assessment Minimum Threshold Rule  NEW
Rule 6M-4.610   Statewide Provider Contract for the SR Program
                 – Quality Improvement Plans
Rule 6M-4.630   Statewide Provider Contract Monitoring Tool for the SR Program
OPPORTUNITIES FOR INPUT IN RULE MAKING PROCESS

Rule 6M-9.115 Procedures and Criteria for Approval of the SR Plans
Rule 6M-4.500 Child Attendance and Provider Reimbursements
Rule 6M-4.620 Health and Safety Checklists and Inspections
Rule 6M-8.301 Standard Statewide Provider Contract for the VPK Program

Sign up to be notified for upcoming rule workshops and hearings.
How can you prepare for Program Assessment?

Apply for the *Early Learning Performance Funding Project*. Why wait until 2019 to get started? You can get a jump-start on professional development and improving your score. Let us help you now, before it is mandatory. Applications for PFP open May 30, 2018!

Get Familiar with the CLASS tool. The Office of Early Learning will be offering several opportunities to learn more about the CLASS tool. We strongly encourage providers to take advantage of these opportunities as they become available. These resources will help practitioners become familiar with the CLASS tool and learn more about the impact of quality teacher-child interactions on children’s cognitive and social outcomes.

Attend Making the Most of Classroom Interactions (MMCI). MMCI is an interactive course for teachers led by Teachstone®-trained coaches in your coalition’s service area. Over the course of 10 sessions, your coach provides in-person training to teachers, preparing them to identify, understand and apply stronger CLASS interactions in their classrooms. For more information on MMCI course offerings, visit ____________.
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<tr>
<th>Provider Participation Requirements</th>
<th>Current School Readiness Program</th>
<th>2018-19 ELPFP</th>
<th>School Readiness Effective July 1, 2019</th>
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<tr>
<td>Required for SR Contract: Health and Safety Inspection</td>
<td>Voluntary Participation</td>
<td>Required for SR Contract:</td>
<td></td>
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<tr>
<td></td>
<td>− 10% enrollment of SR Children</td>
<td>− Health and Safety Inspection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>− Providers with specific characteristics prioritized for participation</td>
<td>− Program Assessment (CLASS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>− Active SR Provider</td>
<td>• Providers serving children ages 0-5</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Other Exemptions</td>
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## Summary

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<tr>
<th>Program Assessment/Quality Measure</th>
<th>Current School Readiness Program</th>
<th>2018-19 ELPFP</th>
<th>School Readiness Effective July 1, 2019</th>
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<tr>
<td>Optional, may be part of local QRIS</td>
<td>CLASS score determines: – PFP Tier and associated quality improvement strategy – Differential payment level</td>
<td>CLASS score determines: – Differential payment level – Minimum threshold for contracting – Minimum threshold for program improvement through improvement plan</td>
<td>Provider may be terminated for up to 5 years if they do not meet minimum quality measures</td>
</tr>
<tr>
<td>Quality Improvement Strategies</td>
<td>Current School Readiness Program</td>
<td>2018-19 ELPFP</td>
<td>School Readiness Effective July 1, 2019</td>
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<td>----------------------------------------</td>
</tr>
<tr>
<td>Optional</td>
<td>Tier dictates quality improvement strategy requirement</td>
<td>Quality improvement strategies required through quality improvement plan, if applicable. Optional for others</td>
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## Summary

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<th>Current School Readiness Program</th>
<th>2018-19 ELPFP</th>
<th>School Readiness Effective July 1, 2019</th>
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</thead>
<tbody>
<tr>
<td>Optional</td>
<td>Optional</td>
<td>PFP tier dictates requirements and incentives for implementation</td>
<td>Voluntary for additional payment differential</td>
</tr>
<tr>
<td>− Cannot be required for participation in SR</td>
<td>− Pre- and post-assessment</td>
<td>Tier 3 – Assessment tool training required</td>
<td>− At least 3 times</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tiers 3, 4 &amp; 5 – Voluntary implementation for additional differential</td>
<td>− Data must be submitted in format to be used in statewide information system</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>− Data must be valid and reliable</td>
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For more information about this upcoming change to the School Readiness Program, you may send questions to the Office of Early Learning at OEL.Questions@oel.myflorida.com.
VPK Readiness Rates
What is the VPK Provider Readiness Rate?

- **Section 1002.69, Florida Statutes (F.S.),** requires the Florida Department of Education to adopt a statewide kindergarten screening instrument that assesses the readiness of each student for kindergarten based on the performance standards adopted by the department under section 1002.67(1), F.S., for the VPK Program.
- The readiness rate reflects the percentage of screened children a VPK provider has adequately prepared for Kindergarten and teachers use the results to help understand each child’s readiness for school and plan lessons to meet individual needs.
- The readiness rate is based on the Florida Kindergarten Readiness Screener (FLKRS).
What is the Florida Kindergarten Readiness Screener (FLKRS)?

• DOE selected the **Star Early Literacy** assessment.
• State law requires screening for all public school kindergarten students within the first 30 instructional (school) days of the school year. *Private schools may administer the FLKRS as well.*
  - There were 6,078 records for children who attended private schools submitted this year and the majority of those are from Miami-Dade.

• Florida FLKRS results*:  
  - Number of Test Takers: 187,056  
  - Number "Ready for Kindergarten" *(Scoring 500* on Star Early Literacy Assessment): 100,909  
  - Percentage "Ready for Kindergarten" *(Scoring 500* on Star Early Literacy Assessment): 53.95%  

* [http://www.fldoe.org/core/fileparse.php/18494/urlt/Fall17FLKRSbyDistrict.xlsx](http://www.fldoe.org/core/fileparse.php/18494/urlt/Fall17FLKRSbyDistrict.xlsx)
Miami-Dade/Monroe FLKRS Results

• Miami-Dade FLKRS results:
  ▪ Number of Test Takers: 22,078
  ▪ Number "Ready for Kindergarten" *(Scoring 500* on Star Early Literacy Assessment): 11,126
  ▪ Percentage "Ready for Kindergarten" *(Scoring 500* on Star Early Literacy Assessment): 50.39%

• Monroe FLKRS results:
  ▪ Number of Test Takers: 614
  ▪ Number "Ready for Kindergarten" *(Scoring 500* on Star Early Literacy Assessment): 330
  ▪ Percentage "Ready for Kindergarten" *(Scoring 500* on Star Early Literacy Assessment): 53.75%
VPK Low Performing Providers 2016-2017
Miami-Dade County, FL
What is Star Early Literacy?

- It is an online, “adaptive” assessment that students take by themselves in about 15-20 minutes on a computer in an audio-visual format with adult monitoring.
- The assessment measures:
  - Phonological Awareness – Phonemic Awareness
  - Oral Language/ Vocabulary – Vocabulary
  - Early Numeracy – Number Sense
  - Independent Reader Skills* – Structural Analysis, Sentence-Level Comprehension, Paragraph-Level Comprehension
  
  *Items are available to children, if appropriate, based upon responses to earlier skill items.

- Star Early Literacy is an adaptive test, asking easier or more difficult questions based on the child’s last response. This type of test aims to ask the least number of questions to get at the child’s skill level(s), thus reducing testing time.
- Children may respond by using a mouse, keyboard or touchscreen.
- Star Early Literacy practice questions and a computer mouse tutorial are available so children can become used to the format before taking the assessment.

What is the criteria for receiving a Readiness Rate and how is it calculated?

- Providers must serve at least four (4) VPK children who completed 70% or more of the instructional hours of the VPK program and have been matched to a score on the FLKRS.
- Providers who offered School Year and Summer VPK programs will receive two separate rates for their program.
What is the criteria for receiving a Readiness Rate and how is it calculated? (Continued)

• In order to have received a satisfactory rate, a VPK provider must have at least sixty (60%) percent of children score a minimum of 500 on the Star Early Literacy assessment. For 2016-17 rates, a score between 60 and 100 percent is satisfactory.
• The creators of the Star Early Literacy assessment identified 500 (Emergent Reader) as the score that would be expected for a 5-year-old.
  ▪ Star Early Literacy Scaled Scores: Emergent Reader (300–674), Transitional Reader (675–774), and Probable Reader (775–900).
  ▪ Early Emergent Reader (300–487): Student is beginning to understand that printed text has meaning. The student is learning that reading involves printed words and sentences, and that print flows from left to right and from the top to the bottom of the page. The student is also beginning to identify colors, shapes, numbers, and letters.
  ▪ Late Emergent Reader (488–674): Student can identify most of the letters of the alphabet and can match most of the letters to their sounds. The student is also beginning to “read” picture books and familiar words around the home. Through repeated reading of favorite books with an adult, students at this stage are building their vocabularies, listening skills, and understandings of print.
  ▪ The average score for a student who completed VPK was 541. The average score for children who did not participate in VPK was 487.
What happens to a provider if they receive a rate below the minimum rate?

• A provider whose readiness rate is less than 60 percent (0-59%) is low performing. Also known as Provider on Probation.

• For the 2016-17 and 2017-18 readiness rates:
  ▪ No provider will receive a new probationary status.
  ▪ An existing provider on probation whose readiness rate meets the criteria in the new rule is removed from probation.
  ▪ An existing provider on probation whose readiness rate does not meet the criteria will remain on probation in their existing status (e.g., a provider on probation in year two (2) will remain a year two (2) provider on probation).

• For the 2016-17 Program Year, a total of 1,027 Miami-Dade/Monroe providers offered VPK and 440 of them did not meet the minimum rate.
Provider on Probation (POP)

• For the upcoming school year, 95+ plus providers will remain on probation in their existing status. *(There are 544 providers statewide.)*
  - They are required to submit an improvement plan. Providers can select *Staff Development Plan* or *Developmentally Appropriate Curricula*.

• We are working closely with the Office of Early Learning (OEL) for additional resources we can offer providers who did not meet the minimum rate.
VPK Assessment Tool
VPK Assessment

- **Florida Statute 1002.67(3)** directs that each private prekindergarten provider and public school in the Voluntary Prekindergarten Education Program must implement an evidence-based pre- and post-assessment that has been approved by rule of the State Board of Education. It is **required** for providers to administer the Florida VPK Assessment Period 1 (AP1) and Assessment Period 3 (AP3) in order to track child development over the course of the year.
VPK Assessment

• **Assessment Period 1 (AP1):** which is the first 30 calendar days of the VPK class schedule beginning with the first VPK instructional day and including non-instructional days.

• **Assessment Period 2 (AP2):** *middle of the VPK class’s scheduled hours* *
  - Providers on probation that have chosen the Staff Development Plan for Providers on Probation are required to administer AP2.

• **Assessment Period 3 (AP3):** which is the last 30 calendar days of the VPK program ending on the last VPK instructional day and including non-instructional days.
VPK Assessment (Continued)

• It is administered by the VPK Instructor or other paid staff member who:
  • Meets the minimum qualifications to be a VPK instructor and
  • Completes the training “How to Administer the VPK Assessment” by registering on the DCF child care training system and participating in an instructor-led training or online training, or by viewing the VPK Assessment Instructional DVD included in each VPK Assessment kit and documenting the date.

• The assessment measures skills are aligned to the Florida Early Learning and Developmental Standards for Four-Year-Olds (2011) adopted for use in VPK.
  • VPK Assessment Measures
    ▪ Print Knowledge
    ▪ Phonological Awareness
    ▪ Mathematics
    ▪ Oral Language/Vocabulary
VPK Assessment (Continued)

- Reports

  - After administering the VPK Assessment, VPK instructors and administrators can benefit by downloading reports (child, class, center) to see children’s progress and modify instruction to meet each child’s needs.

  - Individualized Parent Letters are available in 3 languages (*English, Spanish, and Creole*) to share with children’s families during conferences.
ELC Around Town

Strategic Plan Priority Initiative:

• Educate All
ELC and Children’s Movement Host a Jeffersonian Dinner (May 14, 2018)
Congratulations to Leigh Cooper-Peabody

The Early Learning Coalition is pleased to announce Leigh Cooper-Peabody, Provider Relationship Specialist, has been selected by Radical Partners, a community social impact accelerator, to participate in their six week Leadership Lab Cohort. We congratulate Leigh for being recognized as a true leader.

Leigh has been with the ELC since May 2015. Among her many community activities, she is an Executive Board Member of the Coconut Grove Negro Women's Club. Serving the West Coconut Gove Community and promoting the education of its women and girls through leadership development, college-readiness, scholarship services and a robust mentorship program with members of the Women's club.

Radical Partners was founded in 2012 by Rebecca Fishman Lipsey formerly Executive Director of Teach for America. The Leadership Lab, funded by JP Morgan Chase & Co., focuses on supporting powerful leaders to strengthen their local social impact.

We congratulate Leigh for being recognized as a true leader.
Center director’s ‘extended family’ grows over decades

BY KEVIN WADSON
Free Press Staff

ISLANDIA — Growing up like almost every day in the sunshined St. James Children’s Center, said Rosalie Bennett, executive director of the St. James Children’s Center in Islandia, has taught her to respond at a young age to the needs of children and families.

“Center director’s ‘extended family’ grows over decades”

After 24 years leading the program at St. James, the Children’s Center has grown from 20 children to nearly 500. Its staff, now 30, has learned to handle the needs of children, and has grown to more than 100 people.

“Now we have the children’s needs met,” she said. “We have more than 100 people to handle the needs of the children.”

Since 1986, Bennett has served St. James as the director of the center, overseeing the development of the program. As the center’s director, she oversees the daily operations of the center, including the care of children and families. She also oversees the development of the program, including the recruitment of new staff members.

“Center director’s ‘extended family’ grows over decades”

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Second mom to many

SueEllen Bennett, director of the St. James Children’s Center in Islandia, has an extended family that continues to grow after more than three decades of helping to care for the young children of working families. She is pictured at center,Screening.

Second mom to many

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Second mom to many

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Regions believes in providing — wherever and whenever — the knowledge people need for making better financial decisions. That commitment explains how some Miami-area bankers came to deliver seminars to parents of children enrolled at Early Head Start centers serving low-income families.

Sessions are held as parents pick up their children. They leave with budgeting templates, an understanding of credit reports, information about free Volunteer Income Tax Assistance, and other financial tools.

Following a 2017 pilot program conducted in partnership with the Early Learning Coalition of Miami-Dade and Monroe Counties, Regions bankers in the first four months of 2018 presented to 171 parents and 33 staffers at 26 Early Head Start centers, providing 78 hours of community service. Those numbers continue to grow.

Parents seminars have resulted in new banking relationships including checking accounts, mortgage applications, insurance policies, and debt-management assistance. Responding to participants’ requests, some future sessions will focus entirely on the home-buying process.

**Congratulations Regions Bank!**

10 Days of Connection

- Brunch at the South Service Center
- Brunch at the North Service Center
- Brunch at Edison Plaza
- Brunch at ELC Main Office
- Brunch at the Central Service Center
ELC Café

Gender in the Early Years

Friday, June 8, 2018 • 10:00 a.m. - 12:00 p.m.
Early Learning Coalition of Miami-Dade/Monroe
2555 Ponce De Leon, Suite 500, Coral Gables, FL 33134

Event Will be Streamed Live!
Enrollments in both School Readiness and VPK continue to grow:

• **VPK**
  - The number of children in the program in December was **437** representing a net increase of **4 children** when compared to **433** for the month of February 2018.

• **School Readiness**
  - There continues to be no wait list of pending applicants for Monroe County and we continue to send invitations to families to enroll their children. The School Readiness count for March was **464** representing a net increase of **14 children** when compared to the final unduplicated child count of **450** for the month of February 2018.

• **Quality Counts/PFP**
  - We have hired a Key West based Monroe Quality Counts Specialist, Ms. Christine Picanson. She has successfully taken on the role, and has already jumped right into performing visits with many providers throughout the Lower Keys.
  - The Quality Counts program is undergoing a transition for all providers to mirror the Performance Funding Program, once the transition is complete, Specialist Picanson, and Keller will provide further information to all applicable providers.
  - The Quality Counts program has 8 current providers actively participating, with our 4 newest providers just finishing up their first round of Devereux Inspections.
Monroe Update

• Outreach Activities
  ▪ Staff gave out books to providers for Literacy Week in January.
  ▪ 2 parent focus groups were conducted in February and March at St. James and Community Co-Op to ascertain parents thoughts about the hurricane evacuation, recovery and reparations.
  ▪ ELC was part of a Human Services Panel for the Healthy Start Leadership Team in Key Largo.
  ▪ Met with Save the Children representative on March 15 to do follow up visits at Banana Cabanna, Kreative Kids and Barbara Demming’s home.
  ▪ ELC was part of a playground project meeting for Marathon Lutheran entitled “Marathon Lutheran-Working together to help families” to inform the church and community of the need for childcare in Marathon and the key role the facility has as a church to provide that.

• Supports and Trainings
  ▪ Advocacy trainings were held for providers in Key Largo, Marathon and Key West in.
  ▪ ELC facilitating the Junior Journey of Hope psycho-social training at Community Co-Op, Marathon Lutheran and Inez Martin. The Inclusion team in Miami is helping cover the trainings in the Upper Keys.
  ▪ The Monroe County Conference and Resiliency Summit team is currently meeting weekly to plan our next conference on Sept 22 at the Key West Marriott Beachside Hotel.
Monroe Update

• Inclusion
  ▪ Continual referrals to Early Steps and Child Find.
  ▪ Many providers are catching concerns prior to ASQ results and making referrals earlier.
  ▪ In January, Benchmark Human Services was awarded the contract to administer the Early Steps program in South Florida. They will be taking over services starting on May 1. They are currently hiring all new staff and are planning for a smooth transition to reduce a backlog in the evaluation process.

• Teen Parent
  ▪ Currently have 1 teen parent in Marathon, 1 pregnant teen in Marathon, 1 pregnant teen in Key West and 1 pregnant teen in Key Largo.
  ▪ The new contract year begins on July 1 and is currently being reviewed for any necessary changes.

• Provider Visits
  ▪ All centers are up and running now, including Kreative Kids.
  ▪ Demming Family Child Care Home is awaiting licensing approval.
Program Updates
Belkis Torres
Vice President for Early Head Start

Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers
## Enrollment

<table>
<thead>
<tr>
<th>Categories</th>
<th>March 2018</th>
<th>April 2018</th>
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<tbody>
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### Attendance

**March 2018**

- **Early Learning Coalition**: 87.78%
- **Wynwood Learning Center II**: 94.21%
- **Wynwood Learning Center**: 91.65%
- **Shores School**: 87.95%
- **Sheyes Of Miami Learning Center**: 82.23%
- **Sheyes Of Miami #3**: 86.71%
- **Sheyes Of Miami #1**: 80.66%
- **Rainbow Intergenerational**: 88.20%
- **Precious Moments Learning Ctr. 1**: 84.05%
- **Pink And Blue Academy**: 69.53%
- **Our Little Hands Of Love**: 83.59%
- **Naranja Prep Academy Annex**: 86.92%
- **My Little Angels Day Care Center**: 90.87%
- **Miami Gardens Learning Center**: 71.69%
- **LORD’s Learning Center, Inc.**: 92.48%
- **Little Red School House**: 99.01%
- **Little Ones Academy**: 83.29%
- **Lincoln Marti - 905**: 95.54%
- **Lincoln Marti - 450**: 94.20%
- **Liberty Academy**: 89.68%
- **Le Jardin #4**: 85.80%
- **Kinderland #4**: 87.35%
- **Kinderkids Academy III**: 72.26%
- **Kids Small World Learning Center**: 94.77%
- **Excel Kids Academy Opa Locka**: 84.92%
- **Excel Kids Academy Miami**: 89.90%
- **Children Of The Sun Academy**: 87.35%
- **Cambridge Academy**: 89.17%
- **America’s Little Leaders**: 95.24%

**April 2018**

- **Early Learning Coalition**: 90.58%
- **Wynwood Learning Center II**: 89.11%
- **Wynwood Learning Center**: 98.36%
- **Shores School**: 97.16%
- **Sheyes Of Miami Learning Center**: 91.76%
- **Sheyes Of Miami #3**: 92.54%
- **Sheyes Of Miami #1**: 83.63%
- **Rainbow Intergenerational**: 87.01%
- **Precious Moments Learning Ctr. 1**: 86.25%
- **Pink And Blue Academy**: 86.94%
- **Our Little Hands Of Love**: 91.16%
- **Naranja Prep Academy Annex**: 86.51%
- **My Little Angels Day Care Center**: 98.58%
- **Miami Gardens Learning Center**: 74.74%
- **LORD’s Learning Center, Inc.**: 86.56%
- **Little Red School House**: 95.83%
- **Little Ones Academy**: 87.43%
- **Lincoln Marti - 905**: 99.06%
- **Lincoln Marti - 450**: 97.42%
- **Liberty Academy**: 93.07%
- **Le Jardin #4**: 89.84%
- **Kinderland 4 Kids**: 93.52%
- **Kinderkids Academy III**: 58.02%
- **Kids Small World Learning Center**: 85.89%
- **Excel Kids Academy Opa Locka**: 91.56%
- **Excel Kids Academy Miami**: 97.40%
- **Children Of The Sun Academy**: 91.25%
- **Cambridge Academy**: 92.49%
- **America’s Little Leaders**: 92.08%
Percentage of Identified Children with Special Needs

March: 11.87%
April: 11.33%

Goal: 10%
## March 2018 – Meal Report

<table>
<thead>
<tr>
<th>Centers</th>
<th># of Meals</th>
<th>% of Meals</th>
<th># of Meals</th>
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**Note:** The table lists the number of meals served at various centers, categorized by breakfast, lunch, and PM snack, along with the percentage of meals served in each category.
# April 2018 – Meal Report

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<th>Breakfast</th>
<th>Lunch</th>
<th>PM Snack</th>
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<td># of Meals</td>
<td>% of Meals</td>
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<td>277 100%</td>
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<td>254 72%</td>
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<td>13,673 100%</td>
<td>13,512 98%</td>
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</table>
Analysis for low percentages: There is continual enrollment of new children and they are not coming with their vision and hearing screenings conducted by their pediatrician. Parents are being referred to go back to the doctor for such services to take place.
Seals on Wheels

Seals on Wheels is a mobile dental program that provides preventive dental care to childcare centers in Miami-Dade County in an effort to reduce oral health disparities. Oral screenings, fluoride varnishes and oral hygiene instructions are provided to children 0-5 years of age at no charge.*

- Schools visited in April 2018
  - Excel Miami
  - Excel Opa Locka

- Schools visited in May 2018
  - Naranja

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<th>Served in April</th>
<th>Served in May</th>
<th>Served Year-to-Date</th>
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CPR Courses

May 30, 2018  Jesse Trice provided a CPR training for the parents of Little Ones Academy
Health – May Updates

• WIC Partnership May 16th attended Provider Meeting
  • Areas addressed in the meeting
    • Overview of the WIC program
    • Knowledge of breastmilk
    • Breastfeeding support for staff and parents
    • Breastfeeding friendly designation for sites
    • Future endeavors of EHS and WIC
On April 20, 2018, EHS hosted its third Professional Development Day. There were 176 teachers in attendance in 3 locations.
- Miami Dade College Homestead Campus
- Miami Dade College Carrie Meek Entrepreneurial Campus
- Miami Children’s Museum.

Topics Included:
- Introduction to Social Emotional Supports- Citrus health Network
- Be SMART (gun safety)- Moms Demand Action for Gun Sense in America
- Transitions from EHS- EHS team
- Home Visit Policy and Procedures- EHS team
- Teaching Strategies Gold Check-in- EHS team
- STEAM (science, technology, engineering, art, and math)

We also took this opportunity to celebrate Teacher Appreciation Day. Special thank you to our sponsors:
- Teaching Strategies
- Kaplan Early Learning Company
- Lakeshore Learning
The Classroom Assessment Scoring System (CLASS®) is an observation instrument that assesses the quality of teacher-child interactions in infant, toddler, and preschool classrooms using a 7-point scale for each dimension.

### Infant Observations

<table>
<thead>
<tr>
<th></th>
<th>Spring 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsive Caregiving</td>
<td>5.29</td>
<td>5.31</td>
<td>5.75</td>
</tr>
<tr>
<td>Teacher Sensitivity</td>
<td>4.37</td>
<td>4.46</td>
<td>4.68</td>
</tr>
<tr>
<td>Facilitated Exploration</td>
<td>3.62</td>
<td>4.04</td>
<td>4.11</td>
</tr>
<tr>
<td>Early Language Support</td>
<td>5.45</td>
<td>5.75</td>
<td>4.68</td>
</tr>
</tbody>
</table>
CLASS Observations

TODDLER OBSERVATIONS

<table>
<thead>
<tr>
<th>Positive Climate</th>
<th>Negative Climate</th>
<th>Teacher Sensitivity</th>
<th>Regard for Child Perspective</th>
<th>Behavior Guidance</th>
<th>Facilitated Learning and Development</th>
<th>Quality of Feedback</th>
<th>Language Modeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017</td>
<td>5.47</td>
<td>5.63</td>
<td>4.93</td>
<td>4.68</td>
<td>3.89</td>
<td>1.94</td>
<td>2.43</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>5.88</td>
<td>5.91</td>
<td>5.24</td>
<td>5.09</td>
<td>4.04</td>
<td>2.1</td>
<td>2.62</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>5.93</td>
<td>5.94</td>
<td>5.47</td>
<td>5.14</td>
<td>4.34</td>
<td>2.26</td>
<td>2.91</td>
</tr>
</tbody>
</table>
Child Specific Social Emotional Support

- **February**: 3 Social Emotional Support Plan, 10 Child Specific Consultations
- **March**: 2 Social Emotional Support Plan, 16 Child Specific Consultations
- **April**: 5 Social Emotional Support Plan, 17 Child Specific Consultations
Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers

Lidia Clarke, Managing Director
Fall 2018

SAVE THE DATE

Monroe Early Childhood Conference and Resiliency Summit
Building a Strong Foundation

September 22, 2018
Key West Marriott
3841 N Roosevelt Blvd.
Key West, FL 33040

Join community partners along with early learning and child care leaders to celebrate strong children, families and communities, and develop ways to make our communities even stronger.

Who should attend? Professionals, parents, youth and interested individuals in the areas of:
- Transportation
- Communications
- Workforce Housing
- The Local Economy
- Safety and Security
- Early Childhood Education and Development
- Child Care Best Practices
- Physical and Mental Health
- Youth Development
- Faith-based Community

Join us, we are celebrating strong children, families and communities.
CHILDREN FIRST CONFERENCE
SAVE THE DATE
November 30 and December 1, 2018
Miami Dade College - North Campus
Journey of Hope Program

Building Resiliency Among Children, Youth and Caregivers
Save the Children & The Early Learning Coalition of Miami-Dade/Monroe
Featured Training: *Journey of Hope*- Junior

Partner: Save the Children

• ORIGIN
  ▪ The *Journey of Hope*-Junior curriculum (JoH-Jr), is a child based, strength’s based that introduces emotions (e.g. fear, anxiety, anger, sadness, anxiety, bullying and self-esteem) and positive coping strategies over the course of 8 weeks.
  ▪ JoH- Jr., has proven to be a valuable tool to normalize emotions and develop positive coping strategies for both everyday life and extreme situations

• MEDIUM
  ▪ Cooperative Play
  ▪ Literature
  ▪ Creative Arts
Our Impact to Date: *Journey of Hope*- Junior

**Monroe**
- **Total Number of Providers:** 6
- **Total Number of Children:** 72
  - Community Co-Op
  - Inez Martin FCCH
  - Burton Memorial
  - St. James the Fisherman Episcopal
  - St. Justyn’s the Martyr

**Miami-Dade**
- **Total Number of Providers:** 6
- **Total Number of Children:** 141
  - The Learning Experience
  - Smart Starts Homestead
  - Tiny Tots Academy
  - RCMA
  - Rainbow Intergenerational Learning Centers
  - Children’s Paradise
Putting in the work!
Featured Training: *Journey of Hope*- Care for Caregivers

Partner: Save the Children

**Objective**

- The *Journey of Hope*-Care for Caregivers Training, provides a safe space for individual and group reflection by promoting the emotional well-being of early care and education teachers, staff, administrators and parents.

**Targeted Discussions**

- Understanding Reactions to Stress and Enhancing Coping Skills
- Group Work and Community Building
- Identifying and Amplifying Community Strengths and Assets
- Planning Collaboratively for Community-Led Action and Support
Our Impact to Date: *Journey of Hope*-Care for Caregivers

- ELCMDM has **15** certified JoH-Care for Caregivers facilitators (PDI and Inclusion)

- JoH- Care for Caregivers is an **IACET Approved Training**

- **Total Number of Group Sessions:**
  - Monroe: **8**
  - Miami-Dade: **2**

- **Total Number of Caregivers:** **120**
We are ready for Expansion in FY 2018-2019

**What's New? Psychosocial Support Specialists**

- Increased capacity to expand the reach of current supports:
  - *Journey of Hope* – Junior
  - *Journey of Hope* - Care for Caregivers

**What’s New? Disaster Risk Reduction and Emergency Preparedness**

- Business Contingency Planning for Providers
- Pre-K Prep Rally
- Helping Children Cope with Crises & Helping Caregivers Recover: Self-Care
Research and Evaluation
Assessment and Inclusion

Dr. Anabel Espinosa, Director

Strategic Plan Priority Initiative:

- Neediest Children
- Youngest Children
- Providers
- Funding
# Children with Identified Disabilities

<table>
<thead>
<tr>
<th>Month-Year</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-16</td>
<td>324</td>
</tr>
<tr>
<td>Aug-16</td>
<td>399</td>
</tr>
<tr>
<td>Sep-16</td>
<td>428</td>
</tr>
<tr>
<td>Oct-16</td>
<td>411</td>
</tr>
<tr>
<td>Nov-16</td>
<td>471</td>
</tr>
<tr>
<td>Dec-16</td>
<td>460</td>
</tr>
<tr>
<td>Jan-17</td>
<td>448</td>
</tr>
<tr>
<td>Feb-17</td>
<td>441</td>
</tr>
<tr>
<td>Mar-17</td>
<td>611</td>
</tr>
<tr>
<td>Apr-17</td>
<td>601</td>
</tr>
<tr>
<td>May-17</td>
<td>644</td>
</tr>
<tr>
<td>Jun-17</td>
<td>695</td>
</tr>
<tr>
<td>Jul-17</td>
<td>716</td>
</tr>
<tr>
<td>Aug-17</td>
<td>662</td>
</tr>
<tr>
<td>Sep-17</td>
<td>656</td>
</tr>
<tr>
<td>Oct-17</td>
<td>670</td>
</tr>
<tr>
<td>Nov-17</td>
<td>732</td>
</tr>
<tr>
<td>Dec-17</td>
<td>727</td>
</tr>
<tr>
<td>Jan-18</td>
<td>710</td>
</tr>
<tr>
<td>Feb-18</td>
<td>740</td>
</tr>
<tr>
<td>Mar-18</td>
<td>789</td>
</tr>
</tbody>
</table>

**Percentages:**
- Jul-16: 2.0%
- Aug-16: 2.3%
- Sep-16: 2.9%
- Oct-16: 2.7%
- Nov-16: 3.1%
- Dec-16: 3.0%
- Jan-17: 2.9%
- Feb-17: 2.7%
- Mar-17: 3.6%
- Apr-17: 3.6%
- May-17: 3.4%
- Jun-17: 3.6%
- Jul-17: 4.0%
- Aug-17: 3.6%
- Sep-17: 3.9%
- Oct-17: 4.2%
- Nov-17: 4.5%
- Dec-17: 4.4%
- Jan-18: 4.3%
- Feb-18: 4.4%
- Mar-18: 4.6%