Mission: To promote high-quality 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 needs of Miami-Dade and Monroe County children with a priority toward the ages before birth through age 5.

PROGRAM & POLICY COMMITTEE MEETING
March 30th, 2016 3:00 p.m.
ELC Board Room

I. Welcome & Introductions
   Dr. Judy Schaechter

II. Approval of Minutes
    Dr. Judy Schaechter

III. Status Reports for the Service Centers
     Sandra Gonzalez

IV. Quality Counts
    Fiorella Altare

V. Early Head Start Update
   Belkis Torres

VI. Professional Development Institute
    Lidia Clarke

VII. Inclusion/Assessments
     Dr. Anabel Espinosa

VIII. Health Priorities
      Wilfredo Ayala

IX. Talk, Read, Sing
     Pamela Hollingsworth

X. Public Comments
    Dr. Judy Schaechter

XI. Adjourn
    Dr. Judy Schaechter
ELC Programs Committee Meeting
February 24th, 2016 at 3:00 PM

Committee Attendees: Dr. Judy Schaechter and Imran Ali (via conference call), Bob Eadie (via conference call)

Staff Attendees: Evelio Torres, Dr. Anabel Espinosa, Dr. Chemika Burkhalter, Kerry Allen, Fiorella Altare, Lisa Sanabria, Lidia Clarke, Wilfredo Ayala, Lucy Schrack, Angelo Parrino

I. Minutes
   a. Quorum was not established, minutes were not approved

II. Quality Counts

   • Discussion around Gold Seal reimbursement which pays accredited providers a 20% differential above normal school readiness rates
      o E. Torres stated that the 20% increase due to accreditation has been questioned “is there a return on our money spent”?
      o J. Schaechter suggested that once the ELC has reached a 60-70% of accredited childcare centers and family homes, the ELC should focus the money in other areas.
      o E. Torres suggested setting tiers within this accreditation and will discuss further at the strategic planning retreat.

III. Early Head Start

   • Discussion around Jackson Hospital’s role as medical partner to Early Head Start’s 750 children and their families
      o Current referrals stand at more than 700
      o The children are being monitored through the Childplus reporting system. Jackson Hospital nurse navigators monitor immunization, doctors’ visits, etc.
      o J. Schaechter suggested that EHS track children after enrollment so there is no gaps in medical.
      o It was stated that during initial interview for enrollment all medical questions are asked.
      o Jackson hospital has reported having a difficult time getting parents to accept the help offered.
      o Jackson hospital united to show partnership and has created a flyer to place in newborn to go bags.
The Early Head Start Policy Council is meeting the last Thursday of each month. The February meeting was hosted by Cuban National Council and the March meeting is being hosted by Miami Children’s Initiative.

IV. Professional Development Institute

- The PDI main focus continues to be enrollment and attendance at the VPK Core Course trainings and the VPK Teaching Strategies Gold trainings. Teaching Strategies Gold is a formative assessment that is required for all VPK providers for the 2015-2016 school year.
- The PDI has added a new training tract: Learning Language and Loving It The Hanen Program® for Early Childhood Educators. PDI hosted a Train the Trainer course for 13 participants in January, 2016. Learning Language and Loving It provides a three-pronged, comprehensive approach aimed at children birth to three (3):
  - Decreasing the word gap, and increasing access to language development in everyday social routines
  - Prevention of Language Delays for children at risk and second-language learners;
  - Early Language Intervention for children with language delays.

V. Screening/Inclusion/ASQ's/Warm Line

- Dr. Espinosa reported that implementation of all recommendations from the Inclusion Workgroup is well underway. This includes revision of intake forms, improved data tracking and referral loops. Staff training to complete the implementation process is set for April and May.
- J. Schaechter inquired if the intake form is nationally validated. Response: The intake form was retrofitted based on input from CCDH, a local, disabilities focused, agency.
- A. Espinosa stated that past due ASQ's is down dramatically. The Assessment team has been reviewing non-compliance reports and providing telephone and on-site technical assistance to providers.
  - 1 Provider payment was withheld in February
  - 10 Provider payments are projected to be withheld for March

VI. Health Priorities

- An extensive conversation was conducted around the setting of health priorities
  - Obesity
  - E-Cigarettes
  - Medical Homes
  - Vision/Hearing
  - Dental
  - Safe Sleep
- I. Ali suggested we focus on obesity, hearing & vision and SIDS
- J. Schaechter stated that the E-cigarettes are very dangerous and should be one of the ELC’s main focus. She also suggested firearm locks, vision & hearing and safe sleep
SSC STATUS REPORT

PROJECT SUMMARY

<table>
<thead>
<tr>
<th>REPORT DATE</th>
<th>SUPERVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 25, 2016</td>
<td>SSC Stats</td>
</tr>
</tbody>
</table>

STATUS SUMMARY

Information on this report is based on the months January 2016 – March 2016

(ME) APPEALS

TOTAL = 6

| PROCESSED | 3 |
| NOC | 0 |
| DENIED | 0 |
| PENDING REVIEW | 1 |
| ASSIGNED FOR REVIEW | 2 |

ME STATUS REPORT

JANUARY 2016

TOTAL = 210

| CASES ASSIGNED | 0 |
| PENDING DOCS | 0 |
| PROCESSED | 107 |
| TERMED | 39 |
| FRAUD/REJECTED | 61 |
| PENDING REVIEW | 3 |
# South Service Center

18951 SW 106th Ave
Cutler Bay, FL 33157
Tel 305-646-7220 Fax 786-433-3223

## SOUTH SERVICE CENTER

<table>
<thead>
<tr>
<th></th>
<th>Jan-16</th>
<th>Feb-16</th>
<th>Mar-16</th>
<th>QTR 3 TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Avg/Per</td>
<td>Total</td>
<td>Avg/Per</td>
</tr>
<tr>
<td><strong>Client Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL NUMBER OF CLIENTS VISITED</td>
<td>1,687</td>
<td>2,204</td>
<td>1,512</td>
<td>5,403</td>
</tr>
<tr>
<td>TOTAL NUMBER OF WALK-INS</td>
<td>1,339</td>
<td>79%</td>
<td>1,854</td>
<td>84%</td>
</tr>
<tr>
<td>TOTAL NUMBER OF APPOINTMENTS SCHEDULED</td>
<td>348</td>
<td>21%</td>
<td>350</td>
<td>16%</td>
</tr>
<tr>
<td>NUMBER OF IN PERSON SR ELIGIBILITY INTERVIEWS</td>
<td>260</td>
<td>75%</td>
<td>277</td>
<td>79%</td>
</tr>
<tr>
<td>TOTAL NUMBER OF NO-SHOW APPOINTMENTS</td>
<td>63</td>
<td>18%</td>
<td>114</td>
<td>33%</td>
</tr>
<tr>
<td>AVERAGE CLIENT WAIT TIME (IN MINUTES)</td>
<td>11.00</td>
<td>15.0</td>
<td>13.1</td>
<td>13.7</td>
</tr>
<tr>
<td><strong>Redetermination By Mail (RBM’S)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUMBER REDE’S RECEIVED</td>
<td>471</td>
<td>28%</td>
<td>476</td>
<td>22%</td>
</tr>
<tr>
<td>TOTAL VPK</td>
<td>378</td>
<td>415</td>
<td>345</td>
<td>1138</td>
</tr>
<tr>
<td><strong>Book Distribution (Boxes)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

Approximate wait time for scheduled appointments is 7 to 10 Mins.
Approximate wait time for Drop Off/Consults: 13.7 Mins
The Neighborhood Place for Early Head Start
Programs and Policy Committee Meeting

ERSEA
(Eligibility, Recruitment, Selection, Enrollment, and Attendance)
Prepared by: Danielle L. Campbell, Interim ERSEA Manager

PS: 45 CFR § 1305.2 Enrolled means a child has been accepted and attended at least one class, has received at least one home visit, or has received at least one direct service while pending completion of necessary documentation for attendance in a center, based on state and local licensing requirements.

ENROLLMENT

Projection of 688 slots currently available to be filled by March 30, 2016.
Family Services
Prepared by: Olabisi Baruwa-Castro, Director of Family and Community Support Services

- **Family Service Worker Caseload.** The Neighborhood Place will have Family Advocate caseloads of 1:35 families. Twenty FAs will serve the families of 750 children; at least. This ratio will enable families to receive responsive, individualized services; families with more complex needs will be assigned to FAs with smaller caseloads.

- Current caseloads range from 40 to 80. There are 7 FA positions that are in the process of being filled. Once we are fully staffed caseloads will range from 35-40.

**Family Needs Assessment**
Family assessment is a process for collecting and managing information. The intent of the family assessment is to obtain a full understanding and unbiased view of the family; not just its challenges, but also its strengths, values, and goals. Since these are dynamic family elements, the assessment is a continuing process of discovery for both staff and family. Assessment information assists in the identification, development, and implementation of strategies for staff and families to work together. Sec. 642 (b) (7) of the Improving Head Start for School Readiness Act of 2007.

- **PS: 45 CFR § 1304.4 Timeframe:** This process must be initiated as early after enrollment as possible and it must take into consideration each family's readiness and willingness to participate in the process (*Family partnerships*).
- 446 Preliminary FNA’s have been completed
- 134 Preliminary FNA’s due
- Projected completion date: 4/30/16

- 290 Mid-Year Assessments have been completed
- 290 Mid-Year Assessments due
- Projected completion date: 5/31/16
The Parenting Journey
A 12 week program offered to our EHS families that helps parents to become more confident in their parenting styles by building on their strengths, resulting in a more nurturing family relationship.

- Program run dates: 2/22/16 - 5/9/16
- Trends: High levels of attendance in the initial sessions. A core group has been established after session 3 and is forecasted to complete the program.
Disabilities
Prepared by: Otilia Gonzalez-Varese, Disabilities and Mental Health Manager

Disabilities Enrollment (December 2015-March 2016)

PS: 45 CFR §1305.6(c)

Current Head Start regulations require that not less than 10 percent of the total number of children actually enrolled by each Head Start agency will be children with disabilities who are determined to be eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), by the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act (IDEA).”

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Participants</th>
<th>Number of Enrolled with Disabilities</th>
<th>Percentage of Identified Children with Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>563</td>
<td>24</td>
<td>4.2%</td>
</tr>
<tr>
<td>January</td>
<td>592</td>
<td>32</td>
<td>5.4%</td>
</tr>
<tr>
<td>February</td>
<td>652</td>
<td>40</td>
<td>6.1%</td>
</tr>
<tr>
<td>March</td>
<td>672</td>
<td>49</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

Percentage of Identified Children with Special Needs

Goal
10.00%
9.00%
8.00%
7.00%
6.00%
5.00%
4.00%
3.00%
2.00%
1.00%
0.00%
DECEMBER JANUARY FEBRUARY MARCH
Early Steps is Florida's early intervention system that offers services to eligible infants and toddlers (birth to thirty-six months) with significant delays or a condition likely to result in a developmental delay. Enrolled families with infants and toddlers suspected of having a disability are promptly referred to the local early intervention agency designated by the State Part C plan to coordinate any needed evaluations, determine eligibility for Part C services, and coordinate the development of an IFSP (Individualized Family Service Plan) for children determined to be eligible under the guidelines of that State’s program.

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Referrals To Early Steps</th>
<th>Children Evaluated</th>
<th>Children that Qualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>23</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>January</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>February</td>
<td>17</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>March</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

**Referrals take up to 45 days from initial contact with parents**

**Early Steps In-Service**

<table>
<thead>
<tr>
<th>Program</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Steps Southernmost Coast</td>
<td>3/17/16</td>
</tr>
<tr>
<td>Early Steps Miami Dade North</td>
<td>3/24/16</td>
</tr>
</tbody>
</table>

**MOU’s where executed on 9/21/15 for both the North and the South**
Trained Staff on ASQ-3 Screeners

PS: 45 CFR 1304.20 (f)(2)(ii)
In order to provide every child with a quality education, Early Head Start regulations require programs to conduct developmental screenings on children within 45 day after enrollment. The NPEHS uses a developmental screening called Ages and Stages Questionnaire, Third Edition (ASQ-3). The ASQ-3 is used to make a judgment about developmental progress in order to determine if further evaluation is necessary. Research shows that a child’s first three years are the most important time for learning. The results of ASQ-3 will help learn how to best help every child with his/her development. Disabilities and Mental Health Manager has trained 26 sites and 168 teachers on how to effectively conduct the screener (see table below). There has been an increase of children with disabilities enrolled since training started on December, 2015.

<table>
<thead>
<tr>
<th>Date</th>
<th>Site</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/2/15</td>
<td>Lincoln Marti</td>
<td>13</td>
</tr>
<tr>
<td>12/8/15</td>
<td>Our Little Hands Of Love</td>
<td>8</td>
</tr>
<tr>
<td>12/9/15</td>
<td>Excel Kids Miami</td>
<td>10</td>
</tr>
<tr>
<td>12/10/15</td>
<td>Little Red School House</td>
<td>7</td>
</tr>
<tr>
<td>12/15/15</td>
<td>American Little Leaders</td>
<td>4</td>
</tr>
<tr>
<td>12/16/15</td>
<td>Lord’s Learning Center</td>
<td>4</td>
</tr>
<tr>
<td>12/17/15</td>
<td>Sheyes of Miami #3</td>
<td>7</td>
</tr>
<tr>
<td>12/29/15</td>
<td>Cambridge Academy</td>
<td>5</td>
</tr>
<tr>
<td>12/30/15</td>
<td>Naranja Prep</td>
<td>4</td>
</tr>
<tr>
<td>1/5/16</td>
<td>Excel Kids Academy(Opa-Locka)</td>
<td>7</td>
</tr>
<tr>
<td>1/6/16</td>
<td>Kinderland 4 Kids</td>
<td>4</td>
</tr>
<tr>
<td>1/14/16</td>
<td>Greater Love Day Care Inc.</td>
<td>6</td>
</tr>
<tr>
<td>1/20/16</td>
<td>Liberty Academy</td>
<td>6</td>
</tr>
<tr>
<td>2/3/16</td>
<td>Miami Gardens</td>
<td>5</td>
</tr>
<tr>
<td>2/4/16</td>
<td>Kids Small World</td>
<td>6</td>
</tr>
<tr>
<td>2/10/16</td>
<td>Rainbow</td>
<td>5</td>
</tr>
<tr>
<td>2/11/16</td>
<td>My Little Angel</td>
<td>5</td>
</tr>
<tr>
<td>2/22/16</td>
<td>Shores</td>
<td>5</td>
</tr>
<tr>
<td>2/24/16</td>
<td>Wynwood</td>
<td>7</td>
</tr>
<tr>
<td>2/25/16</td>
<td>Precious Moments</td>
<td>11</td>
</tr>
<tr>
<td>3/1/16</td>
<td>Lincoln Marti 905</td>
<td>5</td>
</tr>
<tr>
<td>3/10/16</td>
<td>Sheyes of Miami #1</td>
<td>9</td>
</tr>
<tr>
<td>3/15/16</td>
<td>Sheyes of Miami #4</td>
<td>7</td>
</tr>
<tr>
<td>3/15/16</td>
<td>Wynwood II</td>
<td>12</td>
</tr>
<tr>
<td>3/16/17</td>
<td>Le Jardin</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total 168**
Health
Prepared by: Dr. Chemika Burkhalter, Director of Community and Family Wellness

- Health not only effects the school readiness outcomes of children, but it also effects the child mortality rate. Children living in low income are dying earlier due to poor housing conditions, diets deficient in essential micronutrients, and from an increased exposure to risk for disease (Victoria et al., 2003). A child with an involved medical home is able to receive the necessary assessments that are directly related to their health, which in turn can aid in reducing the mortality rate and school readiness gap that is present.

- **PS: 45 CFR 1304.20(a)(i)**-Make a determination as to whether or not each child has an ongoing source of continuous, accessible health care. If a child does not have a source of ongoing health care, grantee and delegate agencies must assist the parents in accessing a source of care.

- Family Centered Medical Home
  - Jackson Health System
    - Health insurance for uninsured children and families, undocumented parents
    - Immunizations
  - Deepening relationships with the nurse navigators and family advocates
  - Nurse navigators will be on site at schools beginning Monday, March 28th
    - Meet with parents to review health records and answer health related questions
    - Schedule appointments
    - Vision and hearing screenings of enrolled children
    - Educate providers on HIPAA, health protocols, medical needs of children
  - Calling families who have been unreachable or did not attend scheduled appointments
    - Total of 198 families
    - One of two clerks hired to work 12 hour shifts (8am-8pm)
Dental Services
N=123

- Successful: 15 (12%)
- Not Successful: 45 (37%)
- Denied Services after making appointment: 9 (7%)
- Pending: 20 (16%)
- Attempting to Contact: 34 (28%)

Medical Services
N=66

- Successful: 16 (24%)
- Not Successful: 19 (29%)
- Denied Services after making appointment: 8 (13%)
- Pending: 8 (12%)
- Attempting to Contact: 22 (34%)
Dental Bus
- Florida Department of Health Seals on Wheels Program serves the Florida City/Homestead area
- Four schools have participated in the service
  - March 8th
    - Kinderland 4 Kids
    - Our Little Hands of Love
  - March 17th
    - Precious Moments
    - Greater Love
- Total of 38 Early Head Start children provided services
  - 2 siblings participated
- Four additional schools to be scheduled

EHS Health Requirements Statistics
- 24 sites have been visited to review the health records of enrolled children
  - Began reviewing health records at sites February 16, 2016

<table>
<thead>
<tr>
<th></th>
<th>2/12/16</th>
<th>3/25/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in compliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth Assessment within 45 days</td>
<td>39%</td>
<td>66%</td>
</tr>
<tr>
<td>Hearing within 45 days</td>
<td>38%</td>
<td>43%</td>
</tr>
<tr>
<td>Vision within 45 days</td>
<td>38%</td>
<td>42%</td>
</tr>
<tr>
<td>Lead within 90 days</td>
<td>11%</td>
<td>22%</td>
</tr>
<tr>
<td>Health History within 90 days</td>
<td>--</td>
<td>17%</td>
</tr>
<tr>
<td>Physical Exam within 90 days</td>
<td>42%</td>
<td>71%</td>
</tr>
<tr>
<td>Dental Exam within 90 days (Toddlers)</td>
<td>13%</td>
<td>21%</td>
</tr>
<tr>
<td>Oral Health within 90 days (Babies)</td>
<td>31%</td>
<td>56%</td>
</tr>
<tr>
<td>Nutrition Assessment within 90 days</td>
<td>--</td>
<td>10%</td>
</tr>
<tr>
<td>Immunizations</td>
<td>74%</td>
<td>81%</td>
</tr>
</tbody>
</table>
Education
Prepared by: Lucretia Jones, Director of Child Development and Education Support Services

ERS Assessments by Devereux
- Devereux of Florida observed 92% or the EHS partner sites using the Environment Rating Scale and reported areas in need to be addressed.
- Most prevalent area of concern was Health and Safety (handwashing procedures and diapering). EHS Education team has provided on-site in-service trainings to support development in these area.
- 100% of results have been shared and Corrective Action Plans have been created/implemented.
- Teacher-child interactions was the most successful subscale among providers.
- All items identified by Devereux have been identified and submitted. Communicating with Lakeshore and Kaplan to purchase needed items to the partner sites.
- 128 of the 175 Corrective Action Plans created as a result of Devereux findings have been completed (73%)
- Projected date for areas of concern to be addressed and completed is April 30th.

Infant and Toddler CLASS
- The Education Team has built capacity as CLASS Certified Observers in both Infant and Toddler Tools.
- Education staff is projected to begin CLASS Assessments in mid-April.
Making the Sense of the Welfare System

- 84% of the enrolled children in the welfare system attend schools in Liberty City and surrounding areas.
- Nine schools in Liberty City and surrounding areas, including select EHS staff, will participate in this training event.
- Dr. Lynne Katz, University of Miami’s Linda Ray Intervention Center, is conducting a training which focuses on the impact of maltreatment on young children’s development and strategies for head start caregivers to support and nurture such children.
  - Training will take place on Tuesday, March 29, 2016
PROGRAMES & POLICY COMMITTEE MEETING

March 30th, 2016
Fiorella Altare Christie, Director
Participants: Who is part of QC?

421 early care & education programs and 26,142 children as of February 29, 2016
Participants: Who is part of QC?

Quality Counts Program Participation Over Time

Number of Programs

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>395</td>
<td>404</td>
<td>411</td>
<td>420</td>
<td>425</td>
<td>422</td>
<td>421</td>
<td>421</td>
</tr>
</tbody>
</table>
Participants: Who is part of QC?

Children in Quality Counts Programs Over Time

Number of Children

- Jul-15: 24,911
- Aug-15: 25,150
- Sep-15: 25,818
- Oct-15: 25,442
- Nov-15: 26,036
- Dec-15: 25,902
- Jan-16: 26,148
- Feb-16: 26,142

Line: Children
Duration of Participation in QC

n= 421 programs as of February 29, 2016

Duration of Program Participation

Number of Programs

0-1 year: 88
2-3 years: 60
4-5 years: 95
6-7 years: 54
8 or more years: 124
Priority Programs: Who are we serving?

$n = 421$ as of February 29, 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 February 29, 2016

Total number of QC Gold Seal Programs = 260

- Centers: 226/360 (62.7%)
- Family Homes: 20/47 (42.6%)
- Head Start: 8/8 (100%)
- RCMA: 6/6 (100%)

Gold Seal Accredited
Participants: Who is Accredited?

Quality Counts Gold Seal Accredited Programs Over Time

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Gold Seal Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-15</td>
<td>242</td>
</tr>
<tr>
<td>Aug-15</td>
<td>255</td>
</tr>
<tr>
<td>Sep-15</td>
<td>258</td>
</tr>
<tr>
<td>Oct-15</td>
<td>255</td>
</tr>
<tr>
<td>Nov-15</td>
<td>263</td>
</tr>
<tr>
<td>Dec-15</td>
<td>258</td>
</tr>
<tr>
<td>Jan-16</td>
<td>259</td>
</tr>
<tr>
<td>Feb-16</td>
<td>260</td>
</tr>
</tbody>
</table>

Gold Seal Programs
Programs on the waitlist for QC as of February 29, 2016 = 11

*Of the eleven programs on the waitlist, ten are located in the central part of the county and one is located in the southern part of the county.
QC Assessment Levels

Distribution of Learning Environment Levels
n=396 as of February 29, 2016

*25 programs are in some stage of their Self-Study process.
QC Assessment Levels

Learning Environment Levels Over Time

Number of Programs

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

# QC Assessment Levels

How are Learning Environment Levels calculated?

<table>
<thead>
<tr>
<th>CENTERS</th>
<th>CLASS Pre-K Emotional Support</th>
<th>CLASS Pre-K Classroom Organization</th>
<th>CLASS Pre-K Instructional Support</th>
<th>ECERS-R Provisions for Learning factor</th>
<th>ITERS-R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>At least 4.0</td>
<td>At least 3.0</td>
<td>At least 1.0</td>
<td>At least 3.0</td>
<td>At least 2.5</td>
</tr>
<tr>
<td>Level 2</td>
<td>At least 4.5</td>
<td>At least 3.5</td>
<td>At least 1.5</td>
<td>At least 3.5</td>
<td>At least 3.0</td>
</tr>
<tr>
<td>Level 3</td>
<td>At least 5.0</td>
<td>At least 4.0</td>
<td>At least 2.0</td>
<td>At least 4.0</td>
<td>At least 3.5</td>
</tr>
<tr>
<td>Level 4</td>
<td>At least 5.5</td>
<td>At least 4.5</td>
<td>At least 2.5</td>
<td>At least 4.5</td>
<td>At least 4.0</td>
</tr>
<tr>
<td>Level 5</td>
<td>At least 6.0</td>
<td>At least 5.0</td>
<td>At least 3.0</td>
<td>At least 5.0</td>
<td>At least 4.5</td>
</tr>
</tbody>
</table>
QC Staff Qualifications Levels

Distribution of Staff Qualifications Levels
n=396 as of February 29, 2016

*25 programs are in some stage of their Self-Study process.
QC Assessment Levels

Staff Qualifications Levels Over Time

Number of Programs


Level 0: 48  64  104  105  124  152  155  182  193
Level 1: 14  7  7  11  12  129  160  130  134
Level 2: 0  0  0  0  47  49  51  50  51
Level 3: 0  0  0  0  0  4  13  4  13
Level 4: 1  1  1  1  1  1  1  4
Level 5: 18  26  28  47  49  51  50  51
# 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.
Strategic Plan Priority Initiative: Educate All

<table>
<thead>
<tr>
<th>CURRENT PROVIDER TRAINING S OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOLD Basic for FL VPK</td>
</tr>
<tr>
<td>VPK Learning Communities: GOLD Information and Technical Assistance Session</td>
</tr>
<tr>
<td>Standards for Four-Year-Olds</td>
</tr>
<tr>
<td>VPK Assessment Instructional Implications</td>
</tr>
<tr>
<td>Instructional Implications: Phonological Awareness</td>
</tr>
<tr>
<td>How to Administer the FL VPK Assessment</td>
</tr>
<tr>
<td>Making the Most of Classroom Interactions (MMCI)</td>
</tr>
<tr>
<td>Frogstreet Press: Small Group Instruction</td>
</tr>
<tr>
<td>Frogstreet Press: Literacy/Numeracy Connection</td>
</tr>
<tr>
<td>Creative Curriculum: Preschool</td>
</tr>
<tr>
<td>Creative Curriculum: Infant, Toddler, Twos</td>
</tr>
<tr>
<td>Creative Curriculum for Family Child Care</td>
</tr>
</tbody>
</table>

“If you’re not willing to learn then no one can help you. If you’re determined to learn, no one can stop you.”

Zig Ziglar
VPK GOLD Instructor Led Training

n: 181 Practitioners

<table>
<thead>
<tr>
<th>Date</th>
<th>Registered</th>
<th>Attended</th>
<th>No Show/Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 9, 11</td>
<td>26</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>Feb. 9, 16, 23</td>
<td>24</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Feb. 22, 25</td>
<td>21</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Feb. 10, 17, 24, Mar. 2</td>
<td>22</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Feb. 11, 18, 25</td>
<td>22</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Feb. 22, 24, 26</td>
<td>25</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Feb. 16, 23, Mar. 1</td>
<td>19</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Feb. 11, 18, 25, Mar. 3</td>
<td>16</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Feb. 13, 20</td>
<td>25</td>
<td>20</td>
<td>5</td>
</tr>
</tbody>
</table>
# STATEWIDE INITIATIVES

## EARLY LEARNING PERFORMANCE FUNDING PILOT

### Making the Most of Class Interactions

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td># of participants attending course</td>
<td>53</td>
</tr>
<tr>
<td># of sites represented</td>
<td>14</td>
</tr>
</tbody>
</table>

## EARLY LEARNING FLORIDA

<table>
<thead>
<tr>
<th></th>
<th>December Enrolled</th>
<th>December Mastered</th>
<th>January Enrollment</th>
<th>January Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td># of practitioners</td>
<td>72</td>
<td>55</td>
<td>178/155</td>
<td>Pending</td>
</tr>
<tr>
<td>Coalition/ Provider Stipends</td>
<td>$3600</td>
<td>$6425</td>
<td>Pending</td>
<td>Pending</td>
</tr>
</tbody>
</table>
BUILDING INTERNAL CAPACITY
Active Shooter Training

February 22, 2016

131 ELC Staff Attended

Preparedness training to provide guidance to individuals to respond in an active shooter situation. The training was conducted by the City of Miami Police Department and Officer Marcos Perez.
Provider & ELC Staff Training Hours

<table>
<thead>
<tr>
<th>Training Session</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPK GOLD</td>
<td>120</td>
</tr>
<tr>
<td>GOLD Information Session</td>
<td>40</td>
</tr>
<tr>
<td>Making the Most of Classroom Interactions (MMCI)</td>
<td>12</td>
</tr>
<tr>
<td>Creative Curriculum</td>
<td>17</td>
</tr>
<tr>
<td>Active Shooter</td>
<td>6</td>
</tr>
</tbody>
</table>

TOTAL HOURS OF TRAINING IN FEBRUARY 2016
n= 201
Overall Provider/Staff Impact

TOTAL # OF PARTICIPANTS & STAFF TRAINED IN FEBRUARY 2016
n: 552

- VPK GOLD: 181
- GOLD Information Sessions: 44
- Making the Most of Classroom Interactions (MMCI): 131
- Creative Curriculum: 50
- Active Shooter Training: 56
- Eligibility In-Service Trainings: 90
Research and Evaluation
Assessment and Inclusion

Dr. Anabel Espinosa, Director
Screening

Ages & Stages Questionnaire, 3rd Edition (ASQ-3) Compliance

Early Learning Coalition of Miami-Dade/Monroe
Past Due ASQ-3
(FY 2015-2016)

Providers Past Due ASQ-3

*pending ELC review and contact*
Past Due ASQ-3
(FY 2015-2016)

Children with Past Due ASQ-3

*pending ELC review and contact
Action Plan: March 2016

Withholding Provider Payments

Provider Portal Report (Feb. 14)
- 76 Providers identified with ASQ-3 > 70 days Past Due

Daily Review of Compliance (Feb. 16th – Feb. 24th)
- Non-compliance reviewed and confirmed daily.

Site Visits (Feb. 24th – Feb. 26th)
- On-Site Technical Assistance: 22 Providers
- Compliance due date 3.15.16

Withholding of Payment (March 15th)
- Payment Department withhold payment for three (3) providers Mar. 20th
Action Plan: April 2016

Withholding Provider Payments

Provider Portal Report
(Mar. 13th)

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

Daily Review of Compliance
(Mar. 14th – Mar. 18th)

- Non-compliance reviewed and confirmed daily.

Site Visits
(Mar. 18th – Mar. 22nd)

- On-Site Technical Assistance: 9 Providers
- Compliance due date 4.15.16

Withholding of Payment
(Apr. 15th)

- Payment Department scheduled to withhold payment for eight (8) past due providers
  Apr. 20th
Provider Payments Withheld

Number of Providers Payments Withheld

- Feb-16: 1
- Mar-16: 3
- Apr-16 (projected): 8
Screening

Identification of Children with Delays/Disabilities
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Head Start</td>
<td>*</td>
<td>*</td>
<td>24</td>
<td>8</td>
<td>12</td>
<td>44 (7%)</td>
</tr>
<tr>
<td>Total screened through Developmental Screening Program</td>
<td>23,737</td>
<td>12,228</td>
<td>2,262</td>
<td>2,854</td>
<td>2,421</td>
<td>43,502</td>
</tr>
<tr>
<td>Screened and flagged with developmental concerns</td>
<td>3,244</td>
<td>1,581</td>
<td>315</td>
<td>383</td>
<td>445</td>
<td>5,968</td>
</tr>
<tr>
<td>Validated concerns and receiving 8-week strategies</td>
<td>1,063</td>
<td>515</td>
<td>107</td>
<td>81</td>
<td>69</td>
<td>1,835</td>
</tr>
<tr>
<td>Identified with delay/disability in service continuum validation (by parent)</td>
<td>*</td>
<td>26</td>
<td>59</td>
<td>73</td>
<td>53</td>
<td>211</td>
</tr>
<tr>
<td>Identified after referral &amp; evaluation (Early Steps, FDLRS, Other)</td>
<td>110</td>
<td>88</td>
<td>22</td>
<td>5</td>
<td>3</td>
<td>228</td>
</tr>
</tbody>
</table>
Identifying children with disabilities

\[
\frac{494}{19,128} = 2.58\% 
\]

\[
\frac{\text{Total number of children (ages 0 – 5) with identified delay/disability}}{\text{Total number of children (ages 0 – 5) paid SR & EHS in Jan. 2016}}
\]
Paths to Identification of Delay/Disability: Ongoing Identification

- The Neighborhood Place for Early Head Start
  - 44
- Exceptional Need Identification (ENI) Pilot Project
  - 11
- Revised Citrus Reporting
  - 439

- Special Needs Assessment
- OEL- SR 24 Optional Addendum
Exceptional Need Identification (ENI) Pilot Project

- Exceptional Need Identification (ENI) Pilot Project aka Call Center Pilot Project
- Ten (10) Call Center Staff trained on March 11, 2016
- Call Center Staff will reach out to 700 managed enrollment (ME) families
- The 700 families are linked to 852 children
- Families are asked five (5) questions that will help identify children with delays/disabilities
ENI Pilot Project Questions

☐ 1. Do you have concerns about the way your child communicates?
☐ 2. Do you have concerns about the way your child behaves?
☐ 3. Do you have concerns about the way your child moves?
☐ 4. Has your child been evaluated by a specialist or an agency like Early Steps or FDLRS-Child Find?
☐ 5. Is your child receiving services from a specialist?
   - Speech therapy
   - Occupational Therapy
   - Physical Therapy
   - Applied Behavioral Analysis- Behavior Therapy
   - Mental Health Counseling
☐ 6. Does your child have an Individualized Education Plan (IEP) or an Individualized Family Support Plan (IFSP)?
   - The IEP and the IFSP are documents given to a family when a child is eligible for early intervention as a result of an evaluation by Early Steps or FDLRS-Child Find
☐ 7. Does your child have a 504 Plan or a Health Plan?
   - A 504 Plan or a Health Plan is given to a family when a child has a disability or health condition that may require changes to the environment or setting
Health Priorities

Wilfredo Ayala, Director
Dr. Chemika Burkhalter, Director
Health Priorities

- Obesity
- E-Cigarettes
- Medical Homes
- Vision/Hearing
- Dental
- Safe Sleep
- Firearms Locks