**PROGRAM & POLICY COMMITTEE MEETING**

**June 6th, 2016 7:00 a.m.**

**ELC Board Room**

<table>
<thead>
<tr>
<th>1. Welcome &amp; Introductions</th>
<th>Dr. Judy Schaechter</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Approval of Minutes</td>
<td>Dr. Judy Schaechter</td>
</tr>
<tr>
<td>A. January 27th, 2016</td>
<td></td>
</tr>
<tr>
<td>B. February 24th, 2016</td>
<td></td>
</tr>
<tr>
<td>C. March 30th, 2016</td>
<td></td>
</tr>
<tr>
<td>3. Sliding Fee Scale</td>
<td>Jackye Russell</td>
</tr>
<tr>
<td>4. Resolutions</td>
<td>Pamela Hollingsworth</td>
</tr>
<tr>
<td>5. Zika Virus Update</td>
<td>Jackye Russell</td>
</tr>
<tr>
<td>6. Programs Update</td>
<td>Pamela Hollingsworth</td>
</tr>
<tr>
<td>A. Too Small to Fail</td>
<td></td>
</tr>
<tr>
<td>B. Quality Counts</td>
<td></td>
</tr>
<tr>
<td>C. Early Head Start</td>
<td></td>
</tr>
<tr>
<td>D. Inclusion/Assessments</td>
<td></td>
</tr>
<tr>
<td>E. Professional Development Institute</td>
<td></td>
</tr>
<tr>
<td>F. Health Priorities</td>
<td></td>
</tr>
<tr>
<td>7. Public Comments</td>
<td>Dr. Judy Schaechter</td>
</tr>
<tr>
<td>8. Adjourn</td>
<td>Dr. Judy Schaechter</td>
</tr>
</tbody>
</table>

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

Staff Attendees: Anabel Espinosa, Kerry Allen, Fiorella Altare, Lisa Sanabria, Lidia Clarke, Wilfredo Ayala, Lucy Shrack, Belkis Torres, Rachel Spector

I. Welcome and Introductions Dr. Judy Schaechter

II. Minutes Dr. Judy Schaechter
   a. Quorum was not established, minutes were not approved

III. Early Head Start Belkis Torres

   • The topic of discussion was in reference to the current enrollment which is now 604 children
   • The referrals made to Jackson are a total of 670, 404 are children enrolled in EHS and 270 are the parents or siblings of EHS children.
   • The Parent Committee has been established and the first meeting was held 01/11/16. Policy council meeting held a meeting on 01/28/16.
   • EHS partnership interagency meeting, meets with MDCPS and United Way:
     o Presentation on School Readiness determination and eligibility model
     o The ELC’s expansion of the Providers Assessment Portal to include EHS children
     o Transition options for children
     o Meet and greet activities for EHS staff across partnerships
     o Possible unified placement and waitlist for EHS children

IV. Quality Counts Fiorella Altare

   • Quality Counts currently has 422 providers in the program, out of those being served 343 are priority and 79 are non-priority.
   • Out of the accredited providers: 227 are centers, 18 are family homes, 7 are Head Start and 6 are RCMA.
   • The waitlist is currently at 0.
• Star rating will be establish again and the requirement of teachers having a high-school diploma will be removed hence increasing the star ratings. QC will continue to offer scholarships for teachers to obtain there High School diploma.

V. Professional Development Institute  
Lidia Clarke

• This division of the Early Learning Coalition of Miami-Dade/Monroe encompasses all types of facilitated learning opportunities. They incorporate a variety of approaches to professional development. The Professional Development Institute serves as a clearinghouse for, speakers, educators, and advocates to promote trainings on our community training calendar.
• Florida laws requires all private and public VPK providers to administer pre- and post-assessments to all children attending a VPK program. PDI has held 13 trainings and had a total 140 attendees.
• The Hippy program in Monroe County has a funding level $110,000 blended, the fiscal cycle runs July- June and there are 50 TANF/SR eligible children. The HIPPY program in Collier County has a funding level of $80,000, the fiscal cycle runs July- June and there are 45 TANF eligible children.
• The trainings PDI offer included new hire orientation, BG 1, 3, 5, and income fee schedules /care levels respectively. All department new hires were invited to attend as well as any support specialist identified by their supervisor. Twenty (20) staff attended the trainings which included 3 new hires. Each training was observed by a Family Support Lead. Participants demonstrated through assessment and scores over 90% indicate that learning gains were made. 100% of the training evaluations report that learning objectives were met.

VI. Screening/Inclusion/ASQ’s/Warm Line  
Dr. Anabel Espinosa

• Dr. Espinosa reported that the amount of past due ASQ’s is down 201, children past due is 521. The Inclusion team has hired someone who is calling all providers that are past due to help them correct any issue they may have. Withholding payments for past due ASQ’s will begin in February.
• The Warm Line is a telephone number to provide assistance and consultation about the inclusion of children with developmental delays and children who are at risk for disabilities. A service to assist providers and parents concerned about a child’s development. The Warm line assists School Readiness children as follows:
  o Citrus Health Network provides ASQ-3 follow-up inclusion services to children (birth to kindergarten eligibility) enrolled in School Readiness whose ASQ-3 results indicate a concern or risk for developmental delay. Referral to Help Me Grow children enrolled in School Readiness who are Kindergarten eligible or older.
• Non-School Readiness children are assisted as follows:
  o The Inclusion Team provides follow-up inclusion services to all children (birth to kindergarten eligibility) enrolled in early care settings whose parents or providers indicate a concern or risk for developmental delay via the ELC Warm Line. Referral to Help Me Grow if the child is between the ages of birth to Kindergarten eligibility not in early care setting for children who are Kindergarten eligible or older.
• OEL Reporting Requirements for the Warm line are as follows:
  o Reporting Templates come directly from OEL, Activity Log, Technical Assistance, Calls, and emails, on site follow up, Trainings, Internal and external trainings categories by
Topic, Narrative (optional). All data necessary to meet OEL Reporting Requirements is on the Warm Line Log which is archived by Quarter on the Coalition secured network drive (N Drive)

VII. Community Health & Wellness

   Wilfredo Ayala

   • A Childhood Obesity Prevention Project has been established and reports that nearly 1/3 of U.S children and adolescents are overweight or obese, and 1 in 3 Miami-Dade County preschool children in subsidized childcare are overweight. Research has found that many preschoolers in childcare settings are not meeting the recommended guidelines of 2 hours of unstructured and structured physical activity daily. This project will Coordinated Approach to Child Health (CATCH) Train-the-Trainer Academy in techniques of structured physical play, Portable play equipment for each site, Onsite technical assistance, Family activities to promote structured physical activity. The funder of this project is the Health Foundation of South Florida. The grant was awarded on December 24, 2015, it will run for 2 years and the funded amount is $160,069 ($90,034.50 yearly). The expected launch Date is March 01, 2016 and the target service recipients are 165 ECE centers, 4,950 preschoolers and families in the locations of Miami-Dade North & South, Greater Miami and Broward

   • The Sunbeatables project was also discussed but was tabled for the time being as an analyses of future projects must be discussed.

VIII. 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):
  o Decreasing the word gap, and increasing access to language development in everyday social routines
  o Prevention of Language Delays for children at risk and second-language learners;
  o 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.
  o 1 Provider payment was withheld in February
  o 10 Provider payments are projected to be withheld for March

VI. Health Priorities

• An extensive conversation was conducted around the setting of health priorities
  o Obesity
  o E-Cigarettes
  o Medical Homes
  o Vision/Hearing
  o Dental
  o 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
ELC Programs Committee Meeting  
March 30th, 2016 at 3:00 PM

Committee Attendees:  
Dr. Judy Schaechter

Staff Attendees:  
Evelio Torres, Dr. Anabel Espinosa, Dr. Chemika Burkhalter, Fiorella Altare, Lisa Sanabria, Lidia Clarke, Wilfredo Ayala, Angelo Parrino, Pamela Hollingsworth, Sandra Gonzalez

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

II. Service Center Status Report  
Sandra Gonzalez

- S. Gonzalez stated that the information on this report is based on the months January 2016 – March 2016 for the South Service Center:
  - Appeals total 6: Processed 6, pending review 3, assigned for review 2
  - Managed Enrollment: January total 210, processed 107, termed 39, fraud/rejected 61, pending review 3
  - Total number of clients visited Jan-Mar. 5403, walk-ins 4532, and appointments 871.
  - Average wait time for walk-ins 13.7 minutes and for scheduled appointments 7 to 10 minutes

II. Quality Counts  
Fiorella Altare

- F. Altare discussed the following information about Quality Counts:
  - 421 early carte & education programs and 26,142 children as of February 29th, 2016
  - Duration of participation 124 8 or more years, 54 6-7 years, 95 4-5 years, 60 2-3 years and 88 0-1 year
  - 346 priority programs and 75 non-priority programs
  - Accreditation 226 out 360 Centers, 20 out 47 Family Homes, 8 out 8 Head Start and 6 out of 6 RCMA
  - 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.
  - Distribution of Learning Environment levels n=396 as of February 29th, 2016

III. Early Head Start

- B. Torres and staff discussed the following:
  - Projection of 688 slots currently available to be filled by March 30, 2016.
  - 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.

- 446 Preliminary Family Need Assessments’ 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.
- Current Head Start regulations requires 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).“Jackson hospital united to show partnership and has created a flyer to place in newborn to go bags. As of March we have 49 and/or 7% children with disabilities enrolled.
- 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. 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. There has been an increase of children with disabilities enrolled since training started on December, 2015.
- 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 Bus
  - Florida Department of Health Seals on Wheels Program serves the Florida City/Homestead area Four schools have participated in the service
  - Total of 38 Early Head Start children provided services
  - 2 siblings participated
  - Four additional schools to be scheduled
- 24 sites have been visited to review the health records of enrolled children
  - Began reviewing health records at sites February 16, 2016
- 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.
- Devereux of Florida observed 92% of 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

IV. Professional Development Institute

- L. Clarke discussed the Current Provider Trainings Offered:
  - GOLD Basic for FL VPK
  - VPK Learning Communities: GOLD Information and Technical Assistance Session
  - Standards for Four-Year-Olds
o VPK Assessment Instructional Implications
o Instructional Implications: Phonological Awareness
o How to Administer the FL VPK Assessment
o Making the Most of Classroom Interactions (MMCI)
o Frog street Press: Small Group Instruction
o Frog street Press: Literacy/Numeracy Connection
o Creative Curriculum: Preschool
o Creative Curriculum: Infant, Toddler, Twos
o Creative Curriculum for Family Child Care

• VPK Gold Instructor Led Training has 181 participants
• Early Learning Performance Pilot had 53 participants attending courses
• PDI held an Active Shooter Training on February 22\textsuperscript{nd}, 2016 with 131 ELC staff attending
  o 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 is a total of 201, with 552 participants.

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

• Dr. Espinosa reported that there are 40 providers with past due ASQ's impacting 69 children.
• Payments withheld payment from 3 providers for non-compliance and 2 have already come in to compliance and payments were released.
• In the month of April it is possible that 8 providers will have their payments withheld.
• Total screened through Developmental Screening Program, 2014-2016 is 43,502
• Screened and flagged with developmental concerns, 2014-2016 is 5,968
• Validated concerns and receiving 8-week strategies, 2014-2016 is 1,835
• Identified with delay/disability in service continuum validation (by parent), 2014-2016 is 211
• Identified after referral & evaluation (Early Steps, FDLRS, Other), 2014-2016 is 228
• Identified children with disabilities is 2.58%

VI. Health Priorities

• An extensive conversation was conducted around the setting of health priorities and the health priorities that we will be focusing on is as follows:
  o Obesity
  o E-Cigarettes
  o Firearm locks
  o Medical Homes
  o Vision/Hearing/Dental
### Florida's Office of Early Learning Fee Schedule

**SIMPLIFIED SLIDING FEE SCHEDULE**

<table>
<thead>
<tr>
<th>Full-Time</th>
<th>Part-Time</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.10</td>
<td>0.55</td>
<td>5,940</td>
<td>8,010</td>
<td>10,080</td>
<td>12,150</td>
<td>14,220</td>
<td>16,290</td>
<td>18,365</td>
<td>20,445</td>
<td>22,525</td>
<td>24,605</td>
<td>26,685</td>
<td>28,765</td>
<td>30,845</td>
<td>32,925</td>
<td>35,005</td>
</tr>
<tr>
<td>2.20</td>
<td>1.10</td>
<td>11,880</td>
<td>16,020</td>
<td>20,160</td>
<td>24,300</td>
<td>28,440</td>
<td>32,580</td>
<td>36,730</td>
<td>40,890</td>
<td>45,050</td>
<td>49,210</td>
<td>53,370</td>
<td>57,530</td>
<td>61,690</td>
<td>65,850</td>
<td>70,010</td>
</tr>
<tr>
<td>4.40</td>
<td>2.20</td>
<td>15,444</td>
<td>20,826</td>
<td>26,208</td>
<td>31,590</td>
<td>36,972</td>
<td>42,354</td>
<td>47,749</td>
<td>53,157</td>
<td>58,565</td>
<td>63,973</td>
<td>69,381</td>
<td>74,789</td>
<td>80,197</td>
<td>85,605</td>
<td>91,013</td>
</tr>
<tr>
<td>6.05</td>
<td>3.03</td>
<td>17,820</td>
<td>24,030</td>
<td>30,240</td>
<td>36,450</td>
<td>42,660</td>
<td>48,870</td>
<td>55,095</td>
<td>61,335</td>
<td>67,575</td>
<td>73,815</td>
<td>80,055</td>
<td>86,295</td>
<td>92,535</td>
<td>98,775</td>
<td>105,015</td>
</tr>
<tr>
<td>6.33</td>
<td>3.17</td>
<td>20,196</td>
<td>27,234</td>
<td>34,272</td>
<td>41,310</td>
<td>48,348</td>
<td>55,386</td>
<td>62,441</td>
<td>69,513</td>
<td>76,585</td>
<td>83,657</td>
<td>90,729</td>
<td>97,801</td>
<td>104,873</td>
<td>111,945</td>
<td>119,017</td>
</tr>
<tr>
<td>7.42</td>
<td>3.71</td>
<td>21,978</td>
<td>29,637</td>
<td>37,296</td>
<td>44,955</td>
<td>52,614</td>
<td>60,273</td>
<td>67,951</td>
<td>75,647</td>
<td>83,343</td>
<td>91,039</td>
<td>98,735</td>
<td>106,431</td>
<td>114,127</td>
<td>121,823</td>
<td>129,519</td>
</tr>
<tr>
<td>7.70</td>
<td>3.85</td>
<td>21,979</td>
<td>29,638</td>
<td>37,297</td>
<td>44,956</td>
<td>52,615</td>
<td>60,274</td>
<td>67,952</td>
<td>75,648</td>
<td>83,344</td>
<td>91,040</td>
<td>98,736</td>
<td>106,432</td>
<td>114,128</td>
<td>121,824</td>
<td>129,520</td>
</tr>
</tbody>
</table>

Parents receiving hourly care pay up to the part time fee.

Second and all additional children pay a reduced fee.

**Option C**

Please answer the following questions:
<table>
<thead>
<tr>
<th>Full-Time</th>
<th>Part-Time</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.80</td>
<td>0.40</td>
<td>5.94</td>
<td>8.01</td>
<td>10.03</td>
<td>12.15</td>
<td>14.22</td>
<td>16.29</td>
<td>18.36</td>
<td>20.44</td>
<td>22.52</td>
<td>24.60</td>
<td>26.68</td>
<td>28.76</td>
<td>30.84</td>
<td>32.92</td>
<td>35.00</td>
</tr>
<tr>
<td>1.60</td>
<td>0.80</td>
<td>5.91</td>
<td>8.01</td>
<td>10.03</td>
<td>12.15</td>
<td>14.22</td>
<td>16.29</td>
<td>18.36</td>
<td>20.44</td>
<td>22.52</td>
<td>24.60</td>
<td>26.68</td>
<td>28.76</td>
<td>30.84</td>
<td>32.92</td>
<td>35.00</td>
</tr>
<tr>
<td>2.40</td>
<td>1.20</td>
<td>8.80</td>
<td>10.01</td>
<td>12.15</td>
<td>14.22</td>
<td>16.29</td>
<td>18.36</td>
<td>20.44</td>
<td>22.52</td>
<td>24.60</td>
<td>26.68</td>
<td>28.76</td>
<td>30.84</td>
<td>32.92</td>
<td>35.00</td>
<td>52.50</td>
</tr>
<tr>
<td>3.20</td>
<td>1.60</td>
<td>8.80</td>
<td>10.01</td>
<td>12.15</td>
<td>14.22</td>
<td>16.29</td>
<td>18.36</td>
<td>20.44</td>
<td>22.52</td>
<td>24.60</td>
<td>26.68</td>
<td>28.76</td>
<td>30.84</td>
<td>32.92</td>
<td>35.00</td>
<td>52.50</td>
</tr>
<tr>
<td>4.00</td>
<td>2.00</td>
<td>13.85</td>
<td>16.89</td>
<td>20.15</td>
<td>23.21</td>
<td>26.27</td>
<td>29.33</td>
<td>32.40</td>
<td>35.47</td>
<td>38.54</td>
<td>41.61</td>
<td>44.68</td>
<td>47.75</td>
<td>50.82</td>
<td>53.89</td>
<td>56.96</td>
</tr>
<tr>
<td>4.80</td>
<td>2.40</td>
<td>15.82</td>
<td>18.86</td>
<td>21.92</td>
<td>24.98</td>
<td>28.05</td>
<td>31.11</td>
<td>34.17</td>
<td>37.24</td>
<td>40.31</td>
<td>43.38</td>
<td>46.45</td>
<td>49.52</td>
<td>52.59</td>
<td>55.66</td>
<td>58.73</td>
</tr>
<tr>
<td>5.60</td>
<td>2.80</td>
<td>17.82</td>
<td>20.87</td>
<td>23.93</td>
<td>26.99</td>
<td>29.05</td>
<td>32.11</td>
<td>35.17</td>
<td>38.23</td>
<td>41.29</td>
<td>44.35</td>
<td>47.41</td>
<td>50.47</td>
<td>53.54</td>
<td>56.60</td>
<td>59.67</td>
</tr>
<tr>
<td>6.40</td>
<td>3.20</td>
<td>18.51</td>
<td>21.56</td>
<td>24.62</td>
<td>27.68</td>
<td>30.74</td>
<td>33.80</td>
<td>36.86</td>
<td>39.93</td>
<td>42.99</td>
<td>46.05</td>
<td>49.11</td>
<td>52.17</td>
<td>55.23</td>
<td>58.29</td>
<td>61.36</td>
</tr>
<tr>
<td>7.20</td>
<td>3.60</td>
<td>19.21</td>
<td>22.26</td>
<td>25.32</td>
<td>28.38</td>
<td>31.44</td>
<td>34.50</td>
<td>37.56</td>
<td>40.62</td>
<td>43.68</td>
<td>46.74</td>
<td>49.80</td>
<td>52.86</td>
<td>55.92</td>
<td>58.98</td>
<td>62.04</td>
</tr>
<tr>
<td>8.00</td>
<td>4.00</td>
<td>19.89</td>
<td>22.94</td>
<td>25.99</td>
<td>29.05</td>
<td>32.11</td>
<td>35.17</td>
<td>38.23</td>
<td>41.29</td>
<td>44.35</td>
<td>47.41</td>
<td>50.47</td>
<td>53.54</td>
<td>56.60</td>
<td>59.67</td>
<td>62.73</td>
</tr>
<tr>
<td>8.80</td>
<td>4.40</td>
<td>20.51</td>
<td>23.56</td>
<td>26.62</td>
<td>29.68</td>
<td>32.74</td>
<td>35.80</td>
<td>38.86</td>
<td>41.92</td>
<td>44.98</td>
<td>48.04</td>
<td>51.10</td>
<td>54.16</td>
<td>57.22</td>
<td>60.29</td>
<td>63.35</td>
</tr>
<tr>
<td>9.60</td>
<td>4.80</td>
<td>21.28</td>
<td>24.34</td>
<td>27.40</td>
<td>30.46</td>
<td>33.52</td>
<td>36.58</td>
<td>39.64</td>
<td>42.70</td>
<td>45.76</td>
<td>48.82</td>
<td>51.88</td>
<td>54.94</td>
<td>57.99</td>
<td>61.05</td>
<td>64.11</td>
</tr>
<tr>
<td>10.40</td>
<td>5.20</td>
<td>21.97</td>
<td>25.03</td>
<td>28.09</td>
<td>31.15</td>
<td>34.21</td>
<td>37.27</td>
<td>40.33</td>
<td>43.39</td>
<td>46.45</td>
<td>49.51</td>
<td>52.57</td>
<td>55.63</td>
<td>58.69</td>
<td>61.75</td>
<td>64.81</td>
</tr>
<tr>
<td>11.20</td>
<td>5.60</td>
<td>22.67</td>
<td>25.73</td>
<td>28.79</td>
<td>31.85</td>
<td>34.91</td>
<td>37.97</td>
<td>41.03</td>
<td>44.09</td>
<td>47.15</td>
<td>50.21</td>
<td>53.27</td>
<td>56.33</td>
<td>59.39</td>
<td>62.45</td>
<td>65.51</td>
</tr>
<tr>
<td>200%FPL</td>
<td></td>
<td>23.76</td>
<td>30.40</td>
<td>37.11</td>
<td>43.82</td>
<td>50.53</td>
<td>57.24</td>
<td>63.95</td>
<td>70.66</td>
<td>77.37</td>
<td>84.08</td>
<td>90.79</td>
<td>97.50</td>
<td>104.21</td>
<td>110.92</td>
<td>117.63</td>
</tr>
</tbody>
</table>

Parents receiving hourly care pay up to the part time fee.

Note: 10% Parent Fee was calculated using 260 days.

Refer to 6M-4.400, F.A.C.

Please answer the following questions:
(1) If there is a sibling discount what is the percentage?
(2) If any family pays more than 10% of their gross income for child care, please complete the attached justification form that explains how the fees will not limit parent access to services.
(3) Describe at what points during the year school age schedules are adjusted. For example, beginning of summer, end of summer, spring break, etc.

2016 Poverty Level (FPL) effective January 25, 2016
Action Requested: Authorize the President and CEO to release a Request for Proposal for Developmental Screening Follow up and Inclusion.

Fiscal Impact: The contract is a not-to-exceed $950,000.00 for fiscal year 2016-2017, subject to approval for legal sufficiency and form. Note: The amount is for a twelve month period and will be prorated for fiscal year 2016-2017 to reflect the term of the contract.

Funding Source: Office of Early Learning / The Children's Trust / Miami Dade County Public School.

Strategic Goal:
- Neediest Children
- Youngest Children
- Educate All
- Providers
- Internal Capacity
- Funding

Resolution: 06012016-11

AUTHORIZE THE PRESIDENT AND CEO TO RELEASE A REQUEST FOR PROPOSAL FOR DEVELOPMENTAL SCREENING FOLLOW UP AND INCLUSION FOR MIAMI DADE AND MONROE COUNTIES.

WHEREAS, the Finance Committee has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Finance Committee is in agreement with the goals described therein;

WHEREAS, the Finance Committee recommends approving this action;

NOW, THEREFORE, be it resolved that the Finance Committee shall present this action to the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”), and shall recommend that the Board approve this action at the next meeting of the Board.
Background:

Florida Statute: 1002.88 School readiness program provider standards; eligibility to deliver the school readiness program.—
(1) To be eligible to deliver the school readiness program, a school readiness program provider must:

h) Collaborate with the respective early learning coalition to complete initial screening for each child, aged 6 weeks to kindergarten eligibility, within 45 days after the child’s first or subsequent enrollment, to identify a child who may need individualized supports.

Florida Statute: 1002.88 (h) requires that all children enrolled in the school readiness program receive an initial developmental screen within 45 days of the child’s first or subsequent enrollment. If a coalition coordinates the implementation of subsequent screenings with providers, Rule 6M-4.720 F.A.C., defines subsequent enrollment as annually in the month of the child’s birthday. Early detection and intervention is critically important for all children, especially vulnerable children and follow up and screening is part of this process.

In 2015, the Early Learning Coalition of Miami-Dade/Monroe convened an Inclusion Work Group comprised of Board Members, key community partners and stakeholders and staff to assess current practice in the area of inclusion and assessment, especially in the area of identification of and service for children with special needs. The services to be procured through this RFP expand on the Florida mandate and recommendations from the Inclusion Work Group.

Developmental Screening Follow Up, Intervention and Care Coordination

Developmental Screening

The contracted agency will design and implement a program guided by the School Readiness Developmental Screening Program (mostly children with red flags on the developmental screening) using a tiered service delivery model which includes universal and individualized supports.

The purpose of the program is to provide interventions and follow-up support services to children enrolled in the School Readiness program who are identified through their mandated developmental screening: ASQ-3™. The services should be primarily provided by the contracted agency, but may be supplemented by a community partner as necessary. In cases where children require services beyond the basic services provided through the initial 8 week intervention, the contracted agency will refer the children to the Part B or Part C agency or to any other agency as soon as the need is identified and as deemed necessary to best meet the needs of the child.

Care Coordination

Approximately 10% of the children served under this program will require care coordination to ensure services are provided in a cohesive manner. The contracted agency will design and implement an integrated system to document and coordinate intervention and support services received by targeted children participating in the School Readiness, Early Head Start, Quality Counts and other preschool based programs.

The care coordination will include: (1) coordination of services for children identified through developmental/social emotional screening data/teacher observation data who receive supports and interventions, (2) coordinate individualized follow-up supports with the referring program/agency, (3) maintain individualized case management data on all follow-up supports provided to child(ren) and families (4) organize and lead specialized team meetings between all programs/agencies providing developmental and social emotional follow-up supports.
About the Screening Tool: The Ages & Stages Questionnaires®, Third Edition (ASQ-3™). The ASQ-3™ pinpoints developmental progress in children between the ages of one month to 5 ½ years. Its success lies in its parent-centric approach and inherent ease-of-use—a combination that has made it the most widely used developmental screener across the globe. Evidence shows that the earlier development is assessed—the greater the chance a child has to reach his or her potential.
Action Requested: Authorize the President and CEO to release a Request for Proposal for a Social Emotional Services Program.

Fiscal Impact: The contract is a not-to-exceed $200,000.00 for fiscal year 2016-2017, subject to approval for legal sufficiency and form. Note: The cost amount is for a twelve month period and will be prorated for fiscal year 2016-2017 to reflect the term of the contract.

Funding Source: Office of Early Learning, Administration for Children and Families U.S. Department of Health and Human Services

Strategic Goal:
- Neediest Children
- Youngest Children
- Educate All
- Providers
- Internal Capacity
- Funding

Resolution: 06012016-12

AUTHORIZE THE PRESIDENT AND CEO TO RELEASE A REQUEST FOR PROPOSAL FOR A SOCIAL EMOTIONAL SERVICES PROGRAM FOR MIAMI DADE AND MONROE COUNTIES.

WHEREAS, the Finance Committee has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Finance Committee is in agreement with the goals described therein;

WHEREAS, the Finance Committee recommends approving this action;

NOW, THEREFORE, be it resolved that the Finance Committee shall present this action to the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”), and shall recommend that the Board approve this action at the next meeting of the Board.
Background:

Social Emotional Services Program

The contracted agency will design and implement a program to promote social competence and emotional resilience in children. The program should employ evidence based practice around Trauma Informed Care and behavioral management programs such as Positive Behavior Support and Conscious Discipline®.

The contracted agency will (1) train childcare staff on Trauma Informed Care and an evidence based behavior management program, (2) perform individualized follow up for children whose social and emotional screening data or teacher observation data demonstrates a need, (3) provide support and consultation for families in search of mental health interventions to make the process less threatening, (4) deliver parent workshops that will focus on positive parenting practices, effective discipline, and developmentally appropriate developmental and behavioral expectations.
DRAIN STANDING WATER: Drain water from garbage cans, house gutters, pool covers, coolers, toys, flower pots or any other containers where sprinkler or rain water has collected.

DISCARD: Old tires, drums, bottles, cans, pots and pans, broken appliances and other items that aren't being used.

EMPTY AND CLEAN: Birdbaths and pets’ water bowls at least once or twice a week.

PROTECT: Boats and vehicles from rain with tarps that don’t accumulate water.

MAINTAIN: Water balance (pool chemistry) of swimming pools. Empty plastic swimming pools when not in use.

COVER YOUR SKIN WITH CLOTHING: If you must be outside when mosquitoes are active, cover up. Wear shoes, socks, long pants, and long sleeves.

REPELLENT: Apply mosquito repellent to bare skin and clothing. Always use repellents according to the label. Repellents with DEET, picaridin, oil of lemon eucalyptus, and IR3535 are effective. Use mosquito netting to protect children younger than 2 months.

COVER DOORS AND WINDOWS WITH SCREENS: Keep mosquitoes out of your house. Repair broken screens on windows, doors, porches, and patios.

DRAIN EL AGUA ESTANCADA: Drene el agua de los contenedores de basura, desagües del techo, cubiertas de piscina, neveras portátiles, juguetes, macetas o cualquier otro contenedor donde se haya acumulado el agua de lluvia o de los aspersores.

DESECHE: Llantas viejas, recipientes para agua, botellas, latas, macetas y ollas, aparatos rotos y otros artículos que no se estén utilizando.

VACÍE Y LIMPIE: Baños para pájaros y recipientes de agua para mascotas por lo menos una o dos veces por semana.

PROTEJA: Botes y vehículos de la lluvia con cubiertas que no acumulen agua.

MANTENGA: El balance químico de la piscina. Vacíe las piscinas de plástico cuando no se estén utilizando.

CÚBRASE LA PIEL CON ROPA: Si necesita estar afuera cuando los mosquitos están activos, cúbrase. Póngase zapatos, medias, pantalones largos y mangas largas.

SOLISYON KANPE LWEN POU MOUSTIK: Pase solisyon kanpe lwen sou po w ak rad ou. Toujou itilize solisyon kanpe lwen jan etikèt la di l la. Solisyon kanpe lwen ki fèt ak DEET, ikardin, esans sitwon ekaliptis, ak IR3535 efikas. Itilize moustikè an til pou pwoteje timoun pi piti passe 2 mwa.

DRENNEN DLO DÔM: Drennen dlo nan poubèl, goutèy, kouvèti pisin, glasyè, jwèt, potafèt oswa tout lòt resipyan kote dlo pou wouze oswa dlo laplè stòke.

JETE: Vye kwetchou, dwoum, boutèy, bidon, po ak kastwòl, aparéy kase ak lòt atik ki pap sévi.

VIDE EPI NETWAYE: Basen zwazo ak abrevwa bèt domestik yo, youn oswa de hwa pa semenn owens.

PWOTEJE: Bato ak machin kont laplè ak bach ki pa penbe dlo.

KENBE: Konpozisyon chimik dlo pisin yo. Vide pisin an plastik yo lé yo pap sévi.

KOUVRI PO W AK RAD: Si ou dwe rete deyò lè moustik yo aktif, kouvri kò w. Mete soulye, chosèt, pantalon long, ak chemiz manch long.

SOLISYON KANPE LWEN POU MOUSTIK: Pase solisyon kanpe lwen sou po w ak rad ou. Toujou itilize solisyon kanpe lwen jan etikèt la di l la. Solisyon kanpe lwen ki fèt ak DEET, ikardin, esans sitwon ekaliptis, ak IR3535 efikas. Itilize moustikè an til pou pwoteje timoun pi piti passe 2 mwa.

SKRINE PÒT AK FENÈT YO: Pa kite moustik ranaly nan kay la. Repare skrin fenèt, pòt, galri ak teras yo.

For more information, visit www.miamidade.gov/mosquito or call 311
PROGRAMS & POLICY COMMITTEE MEETING

June 6th, 2016
Too Small to Fail

Weaving Early Brain and Language Development into the Fabric of Communities
Too Small to Fail
A Joint Initiative of the Clinton Foundation and The Opportunity Institute

GOALS:
Increase awareness and spark positive change in parents and communities to boost early brain and language development in children ages 0-5.

• For parents and young children, make small moments big.

• For communities, empower people and places to make these moments happen more often.
Research: A Strong Base

Number of Words Addressed

- High Income
- Middle Income
- Low Income

Number of Words Learned

- Total Words
- Child’s Age in Months

Talking is Teaching: Talk, Read Sing
Cities Strategy

Our campaign’s **3 components** to motivate behavior change:

1. Trusted messengers in community touch points
2. Environmental prompts & paid media
3. Tools to facilitate change
Tools for Parents & Caregivers

- Tote Bag
- Baby Blanket
- Book
- Tip Sheet
The Miami Campaign

Partners:
• Univision
• Jackson Health System
• Miami Dade County Public Library System
• Healthy Start Coalition
• Help Me grow

Launch Date:
June 2nd as part of a National White House Announcement set in Miami

Roll Out Date: September 1, 2016
### EVALUATION, COMMUNITY-WIDE:

**Have we magnified attention?**

<table>
<thead>
<tr>
<th>HAVE YOU RECENTLY HEARD ANYTHING ABOUT THE IMPORTANCE OF READING, TALKING OR SINGING TO YOUR CHILD?</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tulsa</td>
<td>25%</td>
<td>47%</td>
</tr>
<tr>
<td>Oakland</td>
<td>27%</td>
<td>57%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HAVE YOU READ, SEEN OR HEARD ANYTHING ABOUT THE IMPORTANCE OF READING TO CHILDREN?</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tulsa</td>
<td>43%</td>
<td>79%</td>
</tr>
<tr>
<td>Oakland</td>
<td>54%</td>
<td>90%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOW MUCH OF AN IMPACT DO YOU PERSONALLY HAVE ON BRAIN DEVELOPMENT/LANGUAGE SKILLS OF CHILDREN UNDER 2?</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tulsa</td>
<td>83%</td>
<td>92%</td>
</tr>
<tr>
<td>Oakland</td>
<td>75%</td>
<td>78%</td>
</tr>
</tbody>
</table>

Lake Research Partners findings from phone & online survey conducted in 2014 & 2015, Oakland & Tulsa
EVALUATION, TRUSTED MESSENGERS:

Have we magnified attention? Have we motivated action?

59% learned something new from the pediatrician
- 80% of Latinos
- 56% of African Americans
- 55% of Whites

47% recalled that talking, reading, and singing promotes brain development, school readiness or language development

32% recalled that it’s just “good” to talk, read and sing

What did you learn?

The relationship between talking, reading and singing and brain development

Babies are learning “more than I knew”
Lessons Learned Nationally

- Not “one-size fits all” approach
- Intentionally integrated into existing efforts
- Intended to enhance, not duplicate, existing efforts
TALKING IS TEACHING

Learning begins at birth.

When you talk, read and sing to your child, you build their brain and help them prepare for success in school and in life.

But it's not always easy to talk to babies – especially since they can't talk back – so we've made it a little easier by giving you this bag full of cute little things covered with stuff to talk about!

TALKINGISTEACHING.ORG
Fiorella Altare Christie, Director
Participants: Who is part of QC?

423 early care & education programs and 26,650 children as of April 30, 2016
Participants: Who is part of QC?

Program Participation Over Time

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-15</td>
<td>395</td>
</tr>
<tr>
<td>Aug-15</td>
<td>404</td>
</tr>
<tr>
<td>Sep-15</td>
<td>411</td>
</tr>
<tr>
<td>Oct-15</td>
<td>420</td>
</tr>
<tr>
<td>Nov-15</td>
<td>425</td>
</tr>
<tr>
<td>Dec-15</td>
<td>422</td>
</tr>
<tr>
<td>Jan-16</td>
<td>415</td>
</tr>
<tr>
<td>Feb-16</td>
<td>421</td>
</tr>
<tr>
<td>Mar-16</td>
<td>421</td>
</tr>
<tr>
<td>Apr-16</td>
<td>423</td>
</tr>
</tbody>
</table>
Participants: Who is part of QC?

Children in Programs Over Time

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul-15</td>
<td>24,911</td>
</tr>
<tr>
<td>Aug-15</td>
<td>25,150</td>
</tr>
<tr>
<td>Sep-15</td>
<td>25,818</td>
</tr>
<tr>
<td>Oct-15</td>
<td>26,036</td>
</tr>
<tr>
<td>Nov-15</td>
<td>25,902</td>
</tr>
<tr>
<td>Dec-15</td>
<td>26,148</td>
</tr>
<tr>
<td>Jan-16</td>
<td>26,142</td>
</tr>
<tr>
<td>Feb-16</td>
<td>25,889</td>
</tr>
<tr>
<td>Mar-16</td>
<td></td>
</tr>
<tr>
<td>Apr-16</td>
<td>26,650</td>
</tr>
</tbody>
</table>
Participants: How long have programs participated in QC?

n= 423 programs as of April 30, 2016
Priority Programs: Who are we serving?

n = 423 as of April 30, 2016

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

Percentage of QC Gold Seal Accredited Programs as of April 30, 2016

Total number of QC Gold Seal Programs = 268

- **Centers:** 228/362 (63%)
- **Family Homes:** 26/47 (55%)
- **Head Start:** 8/8 (100%)
- **RCMA:** 6/6 (100%)

**Gold Seal Accredited**
Participants: Who is Accredited?

Quality Counts Gold Seal Accredited Programs Over Time

Number of Gold Seal Programs

- Gold Seal Programs
QC Waitlist

(TCT Year 9: July 2015 – June 2016)

Programs on the waitlist as of April 30, 2016= 5

*Of the seven programs on the waitlist, all are located in the central region of the county.*
QC Assessment Levels

Distribution of Learning Environment Levels
n=411 as of April 30, 2016

*12 programs are in some stage of their Self-Study process.
## 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 3.0</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 3.5</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=411 as of April 30, 2016

*11 programs are in some stage of their Self-Study process.
QC Staff Qualifications Levels

Staff Qualifications Levels Over Time

- Level 0
- Level 1
- Level 2
- Level 3
- Level 4
- Level 5
## 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 requirements.
Belkis Torres, Vice President
Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>563</td>
<td>592</td>
<td>652</td>
<td>672</td>
<td>688</td>
<td>730</td>
</tr>
</tbody>
</table>
Parenting Journey

- First cohorts graduated on Monday, May 16, 2016.

- “This has been a journey of self discovery for me. I am a better person because of it”.
- “I have learned that being a good parent to my child is the foundation to creating a positive future for her”.
- “Each week here has been a growing experience for me. Not only am I honoring my child’s identity but I am honoring the child that I once was”.

- The next Parenting Journey cohort will begin in August 2016.
Children with Disabilities

Percentage of Identified Children with Special Needs

- December 4.26%
- January 5.41%
- February 6.13%
- March 7.29%
- April 8.28%
- May 9.04%

Goal: 49%
Jackson Health System

Medical Services
N=221
- Successful: 38%
- Not Successful: 22%
- Denied Services after making appointment: 17%
- Pending: 5%

Dental Services
N=191
- Successful: 49%
- Not Successful: 30%
- Denied Services after making appointment: 21%
- Pending: 7%
NAEYC Accreditation Project

• Project will begin with a kick-off for all cohorts on June 7, 2016.
• First Cohort and EHS and QC staff participate in assessor training on June 8 and 9.
• Staff from EHS and QC will work with 1st Cohort on preparing for the accreditation.
• South Florida Association for the Education of Young Children (SFAEYC) will conduct Community of Practice with Owners and/or Directors.
• The process will repeat with Cohorts 2 and 3.

<table>
<thead>
<tr>
<th>Cohort 1 (June 2016)</th>
<th>Cohort 2 (September 2016)</th>
<th>Cohort 3 (January 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>America’s Little Leaders</td>
<td>Cambridge</td>
<td>My Little Angels</td>
</tr>
<tr>
<td>Liberty Academy</td>
<td>Excel Kids Academy Miami</td>
<td>Lord’s Learning Center</td>
</tr>
<tr>
<td>Precious Moments</td>
<td>Lincoln Marti 905</td>
<td>Lincoln Marti 450</td>
</tr>
<tr>
<td>Our Little Hands of Love</td>
<td>Shores School</td>
<td>Kids Small World</td>
</tr>
<tr>
<td>Kinderland 4 Kids</td>
<td>Little Red School House</td>
<td>Greater Love</td>
</tr>
<tr>
<td>Excel Kids Academy Opa-Locka</td>
<td>Rainbow</td>
<td>Wynwood II</td>
</tr>
<tr>
<td>Wynwood I</td>
<td>Le Jardin #4</td>
<td>Room 2 Bloom #4</td>
</tr>
<tr>
<td>Sheyes #3</td>
<td>Sheyes #4</td>
<td>Sheyes #1</td>
</tr>
<tr>
<td></td>
<td>Miami Gardens Learning Ctr.</td>
<td>Naranja Prep</td>
</tr>
</tbody>
</table>
Miami-Dade College CDA Credentialing

Total Number of Teachers Expected to Participate:

N=60

- English: 37
- Spanish: 23
Research and Evaluation
Assessment and Inclusion

Dr. Anabel Espinosa, Director
Screening

Ages & Stages Questionnaire, 3rd Edition (ASQ-3) Compliance
Past Due ASQ-3
(FY 2015-2016)

*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: May 2016

**Withholding Provider Payments**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19 Providers identified with ASQ-3 &gt; 60 days Past Due</td>
<td>Non-compliance reviewed and confirmed daily.</td>
<td>On-Site Technical Assistance: 4 Providers</td>
<td>No Payments withheld May 20th</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compliance due date 5.15.16</td>
<td></td>
</tr>
</tbody>
</table>
Action Plan: June 2016
Withholding Provider Payments

Provider Portal Report
(May 18th)
27 Providers identified with ASQ-3 > 60 days Past Due

Daily Review of Compliance
(May 9th – May 13th)
Non-compliance reviewed and confirmed daily.

Site Visits
(May 16th)
On-Site Technical Assistance:
6 Providers
Compliance due date 6.15.2016

Withholding of Payment
(June 15th)
One (1) provider are scheduled to have payment withheld
June 20th, 2016
Provider Payments Withheld

Number of Providers Payments Withheld

- Feb-16: 1
- Mar-16: 3
- Apr-16: 1
- May-16: 0
- Jun-16: 1
Screening

Identification of Children with Delays/Disabilities
## Screening, Intervention & Identification

<table>
<thead>
<tr>
<th></th>
<th></th>
<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>13</td>
<td>9</td>
<td>66 (9.1%)</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>2,119</td>
<td>1,718</td>
<td>47,339</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>297</td>
<td>233</td>
<td>6,528</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>115</td>
<td>70</td>
<td>2,020</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>65</td>
<td>53</td>
<td>329</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>5</td>
<td>5</td>
<td>238</td>
</tr>
</tbody>
</table>
Identifying children with disabilities

\[
\frac{662}{19,107} = 3.5\%
\]

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

Total number of children (ages 0 – 5) paid SR in Apr. 2016
Developmental Screening Follow Up and Intervention Services: FY 2015-2016 (YTD)

- **23,602**: Total screenings via Developmental Screening Program
- **957**: Total children with validated developmental concerns
- **128**: Total children identified with a Developmental Delay/Disability

- Received follow-up & short term intervention
- Referred, evaluated & linked to Early Intervention
Paths to Identification of Delay/Disability: Ongoing Identification

- The Neighborhood Place for Early Head Start
- Call Center Pilot Project
- Revised Citrus Reporting
- Special Needs Assessment
- OEL- SR 24 Optional Addendum
Update to the Developmental Screening Requirement

1,570 Children receiving Part Time (PT) School Readiness supports will be added to Provider Portal for ASQ-3

868 would flag as having a PAST DUE ASQ-3 if added to the system TODAY

The additional children will interfere with compliance monitoring. We would need 30-60 days to identify and respond to challenges.
The Professional Development Institute (PDI) provides instructor led and web based educational opportunities for childcare professionals in Miami-Dade and Monroe. We support statewide initiatives and legislative mandates in addition to best practice models that support the practitioners ability to serve as a responsive partner in the classroom.

**Home Instruction for Parents of Preschool Youngsters (HIPPY)** program provides home based parent education to (TANF eligible) families with children ages 3-5 weekly.

**READY4K** literacy based texting education service offered in partnership with Stanford University reaches the parents 18K VPK students weekly.

**The Parenting Journey™** educating parents from a strength based perspective via 12 week classes.

A professional, informed and engaged workforce is critical in providing quality services. PDI hosts continuous quality improvement workshops for internal staff based on performance data. Information based sessions on socioeconomic disparities, diversity, and current events impacting society.
Provider Training

TOTAL NUMBER OF PARTICIPANTS & STAFF
APRIL 2016 = 305

- VPK GOLD
- GOLD Information Sessions
- Making the Most of Classroom Interactions (MMCI)
- VPK Core Classes
- School Readiness
- In-Service Trainings
134 CONTACT HOURS
27 Trainings Offered in April

TOTAL HOURS TRAINED IN APRIL 2016

- **VPK GOLD**: 36 hours
- **GOLD Information Session**: 48 hours
- **Making the Most of Classroom Interactions (MMCI)**: 12 hours
- **VPK Core Classes**: 15 hours
- **Eligibility Trainings**: 12 hours
- **On-Site Technical Assistance**: 11 hours
New Training Site Launch - July 1

http://trainings.elcmdm.org
PARENT EDUCATION

HOME INSTRUCTION FOR PARENTS OF PRESCHOOL YOUNGSTERS (HIPPY)
A LOVE OF LEARNING BEGINS AT HOME

Updates as of April 30:

- HIPPY Florida Site Visit April 27-28, 2016
  - All essential features of HIPPY model observed
  - Home Visit Observation with fidelity
  - Home Visitors cited as well trained
  - Ongoing recruitment efforts 16 families enrolled
CAPACITY BUILDING
Monroe Early Childhood Conference: Mission Possible Accomplished

- Marathon High School- May 14
- Science, Technology, Engineering, Mathematics (STEM) focus
- Beth Davis Hands on Minds On-Featured Presentation
- 112 in attendance/ 120 registered
- 4 concurrent sessions/ 1 in Spanish
- Quality Materials Sponsored by Ocean Reef Community Foundation and ELCMDM
- Raffle prizes provided by: Lakeshore Learning, Kaplan Early Learning, Becker's School Supply, Discount School Supply
Health Priorities

Wilfredo Ayala, Director
Nemours / LET’S MOVE! Initiative

- 183 low-income centers in Miami-Dade & Broward counties have completed the project to date.
- 57 centers are currently enrolled in the project and will completed it by the end of May 2016.
- By the end of May 2016,
  - 240 low-income centers will have completed the project.
  - ~12,500 children will have been served.

Health Foundation of South Florida funded Structured Physical Activity Project

- From 2016 – 2018, through CATCH, we will educate 165 low-income centers in Miami-Dade & Broward counties on how to conduct 60 minutes of Structured Physical Activity with preschoolers. In addition, in order to build capacity, we will train 7 ELC staff members on how to teach the CATCH curriculum.
- First training is scheduled for July 07-09, 2016.