

2012-  
2013

# Office of Early Learning Annual Report



OFFICE OF  
**Early Learning**  
LEARN EARLY. LEARN FOR LIFE.

250 Marriott Drive  
Tallahassee, Florida 32399  
850-717-8550  
[www.floridaearlylearning.com](http://www.floridaearlylearning.com)



# 2012-2013

## Office of Early Learning

### Annual Report

**Office of Early Learning**  
**250 Marriott Drive**  
**Tallahassee, Florida 32399**  
**850-717-8550**  
**[www.floridaearlylearning.com](http://www.floridaearlylearning.com)**

The annual report for the Office of Early learning is required by Section 1002.82 Florida Statutes. Copies are available for downloading from the website [www.floridaearlylearning.com](http://www.floridaearlylearning.com) or by contacting the office at 850-717-8550.

## Introduction

For the Office of Early Learning, fiscal year 2012-2013 might be best described as a year of *transition*—transition in leadership, organizational structure, direction and vision. In December 2012, not quite six months into the fiscal year, a change in executive leadership brought new vision and strong early childhood educational expertise to OEL along with a systematic approach to ensuring that Florida’s youngest children have high-quality early learning opportunities. Over the following months, restructuring led to additional changes to the leadership team to reinforce and realize the new direction.

After first assessing existing processes, leadership purposefully introduced operational and administrative process reorganization, engaging and communicating with early learning stakeholders and partner organizations throughout. Results of this effort were apparent and constructive when the early learning community began preparing for the impact of significant legislative change that was to come.

As the Florida Legislature and Executive Office of the Governor readied for the 2013 legislative session, education was a priority for both branches of government. Members of the House Education Committee visited early learning coalitions and providers across the state to do their own first-person research about the state’s early learning system. The outcome? Important early learning legislation—House Bill 7165—passed unanimously and was signed into law on June 28. Anticipating the many changes addressed in the bill, OEL leadership and staff devoted much of the fourth quarter of the fiscal year laying the groundwork necessary to implement the legislation intended to take effect July 1, 2013.

This annual report provides an overview of activities and accomplishments of OEL, early learning coalitions and partner organizations across the state during the 2012-2013 fiscal year period.

## Table of Contents

Introduction.....	iv
Accomplishments for Fiscal Year 2012-2013.....	2
Summary of Early Learning Programs .....	3
<b>Children Served in Early Learning System Programs and Services</b> .....	4
<b>The School Readiness Program</b> .....	4
<b>The Voluntary Prekindergarten Education Program</b> .....	8
<b>The Child Care Resource and Referral Program</b> .....	9
Financial Review.....	10
<b>Budget</b> .....	10
<b>Expenditures</b> .....	11
Preventing Fraud – Methodical Approach Produces Results.....	14
2012-2013 Early Learning Coalitions – The Year in Review.....	15
Child Care Executive Partnership Program Activities and Expenditures .....	16
Statewide Early Learning Initiatives.....	17
<b>CLASS Program Assessment</b> .....	17
<b>Developmental Screening</b> .....	18
<b>Early Learning and Developmental Standards</b> .....	18
<b>Early Learning Information System</b> .....	18
<b>Inclusion Warm Line Services</b> .....	19
<b>Infant/Toddler Specialist Network</b> .....	19
<b>School Readiness Curriculum Approval</b> .....	20
Partnership Initiatives .....	20
<b>Early Learning Advisory Council</b> .....	20
<b>State Advisory Council</b> .....	21
Conclusion .....	22
Appendix A – Map of Early Learning Coalitions .....	23
Appendix B – Coalition Service Delivery .....	24
Appendix C – Early Learning Advisory Council Board Membership.....	26
Appendix D – State Advisory Council Board Membership.....	28

## Accomplishments for Fiscal Year 2012-2013

The fact that OEL was experiencing the effect of multiple changes throughout the year did not preclude making substantial progress in important areas.

This was the final year that the Florida State Advisory Council on Early Education and Care (SAC), for which OEL was fiscal intermediary, could spend funds from its three-year nearly \$5 million grant from the American Recovery and Reinvestment Act of 2009. SAC used the grant to initiate and complete projects that laid the groundwork for improvement in the early learning workforce, advanced research to benefit young learners in years to come and are leading to improvements in and out of early learning classrooms and care settings.

Of particular note was funding and completing a comprehensive **statewide early care and education workforce study**. The study provides baseline data, such as compensation, tenure, educational level, ethnic and linguistic background that can be used for projects to improve professional development pathways and opportunities for teachers of young children. The data will inform efforts to address chronic challenges like low wages, high turnover and inadequate access to training and education.

Currently, the state's early learning coalitions select and administer pre-and post- assessments to measure the impact of school readiness services; however, Florida law requires establishing a unified approach to enhancing school readiness. The SAC funded a **statewide pre-and-post assessment inventory project** as a basis to move toward that end. The project final report and analysis provide a statewide inventory of early care and education child pre-and-post assessment instruments currently in use statewide, determine if assessment instruments currently in use produce data that can be related to future student academic performance, and determine if the assessment instruments align to the Florida Early Learning and Developmental Standards. A taskforce of experts will use the report to identify a single or multiple instruments that will comply with Florida Statutes. The benefit to early learning coalitions, Redlands Christian Migrant Association (RCMA) and head start grantees will be a statewide purchasing contract.

At the direction of the Executive Office of the Governor, to ensure transparent, fair and equitable school readiness funding, groundwork began on establishing a **funding formula work group** to assess Florida's current method of funding the School Readiness Program across the state. The work group would also look at best practices in other states and then present recommendations for improvement.

The first several of four phases of **reorganizing OEL** for efficiency and business process improvement were completed by year end. The final phase of reorganization will take place as House Bill 7165 is implemented throughout fiscal year 2013-2014.

OEL implemented the process of **matching OEL data** about individuals receiving school readiness funding that requires a family member to be employed to reemployment data from the Department of Economic Opportunity. This data match is now a routine part of the arsenal that OEL uses to prevent fraud and ensure that Florida's taxpayer investment is being used appropriately.

After listening to early learning advocates across the state, visiting early learning coalitions and considering how to provide high-quality early learning opportunities to families in Florida, during the 2013 session, the Florida Legislature passed **important new early learning legislation—House Bill 7165**. Governor Rick Scott signed the bill and it took effect July 1. Designed to improve quality and bring more accountability and transparency to the state’s early learning programs, the law moved the OEL into the Florida Department of Education, consolidated current department duties and responsibilities for voluntary prekindergarten within early learning, and directed a number of additional changes to the early learning system across the state.

Prior to and in anticipation of possible passage of the bill that would entail sweeping changes, OEL convened implementation work groups to review data and impact information; identify and address issues; review technical assistance material; and conduct additional advance work in specific areas. The office began developing draft materials to send stakeholders for feedback and developed bi-weekly HB 7165 email updates.

In addition to that specific communication, OEL rolled out **new branding** – a colorful word design logo and a brand promise: Learn early. Learn for life. The office began sending monthly newsletters to early learning stakeholders.

The office also brought a complex, protracted and unsuccessful information technology project to a close in the final quarter of the fiscal year. Recognizing the indicators of a failing **Early Learning Information System (ELIS) project**, OEL worked with executive and legislative branches of state government to move the project toward settlement.

## Summary of Early Learning Programs

As the lead administrator for federal and state child care funds, OEL partners with local early learning coalitions across the state and the Redlands Christian Migrant Association to deliver comprehensive statewide early learning services. (See Appendix A for state coalition map.) The office is legislatively charged with developing and implementing the Voluntary Prekindergarten (VPK) Education Program and oversight of federal and state funds for the School Readiness Program, which includes child care resource and referral services.

OEL governs day-to-day operations of statewide early learning programs, allocating federal and state funds to early learning coalitions and other statewide providers. The state’s regional early learning coalitions are responsible for delivering local services. As nonprofit organizations, coalitions also leverage local private and public partnerships to meet families’ needs.



## Children Served in Early Learning System Programs and Services

The following table shows the total number of children served by the early education and care programs administered by OEL.

**Table 1 – Children Served by Early Education and Care Programs and Services FY 2012–2013 \***

<b>Programs/Services</b>	<b>Served 2011–2012</b>	<b>Served 2012–2013</b>	<b>Waiting List 2012–2013 **</b>
School Readiness	225,714	222,966	64,457
Voluntary Prekindergarten	175,125	174,258	N/A

\* *Source: OEL Data Quality Unit*

\*\* *Waiting lists are determined by individual early learning coalitions and self-reported to OEL.*

### The School Readiness Program

Funded by the Child Care and Development Fund Block Grant and state funds, the School Readiness Program assists families who are economically disadvantaged. It helps families at risk of receiving temporary cash assistance and those transitioning from public assistance to obtain child care so they can work or attend training and/or education programs. The program also provides child care to children who are at risk of being abused, neglected or abandoned, as well as children whose parent(s) have a disability. OEL is the lead agency designated to administer the School Readiness Program at the state level.

Services and supports offered through the program include

- Preparing children to become ready for school.
- Involving parents as their child’s first teacher.
- Services based on children’s physical, social, emotional and intellectual development.
- Extended-day, extended-year and school-age care for children.
- Providing family support and community resources for parents.

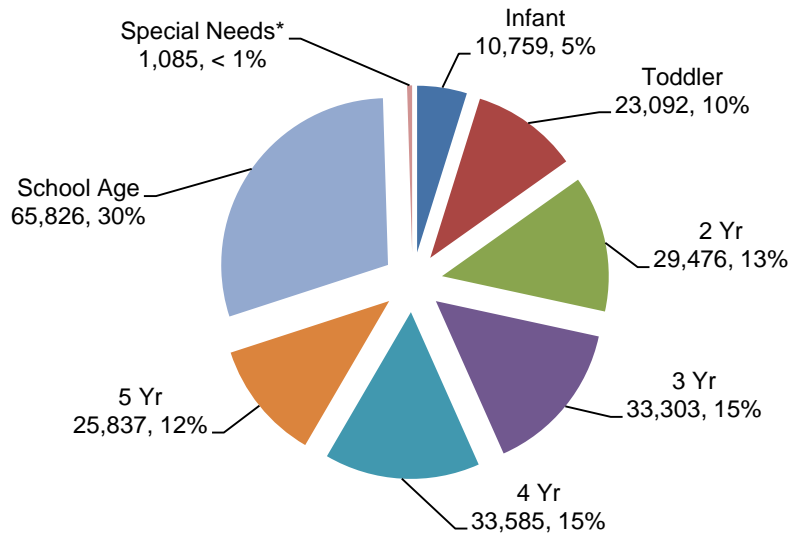
The School Readiness Program reduces public assistance payments, state unemployment and underemployment. The program increases state tax collections and economic productivity. When families are unable to keep jobs due to lack of affordable child care, it could cost Florida taxpayers much more in other assistance programs such as food stamps, housing subsidies and temporary cash assistance.

Subsidies provided by the program to eligible families during 2012-2013 meant that their average cost for full-time child care was approximately seven percent of income. Without this support, the average cost could have reached 50 percent of income.

In 2012–2013, early learning coalitions collaborated with approximately 9,819 small and large child care providers to deliver school readiness services including private child care centers, family child care homes, public and non-public schools and faith-based program settings. At these various locations, coalitions and local businesses partnered to serve approximately 222,966 children of working families with incomes at or below 200 percent of the Federal Poverty Level and children at risk for abuse, neglect or abandonment. These figures reflect a continuing, steady decline in the

numbers of children receiving school readiness services and providers offering the School Readiness Program.

**Chart 1 - School Readiness Enrollments  
by Age Group 2012-2013 (222,966)**



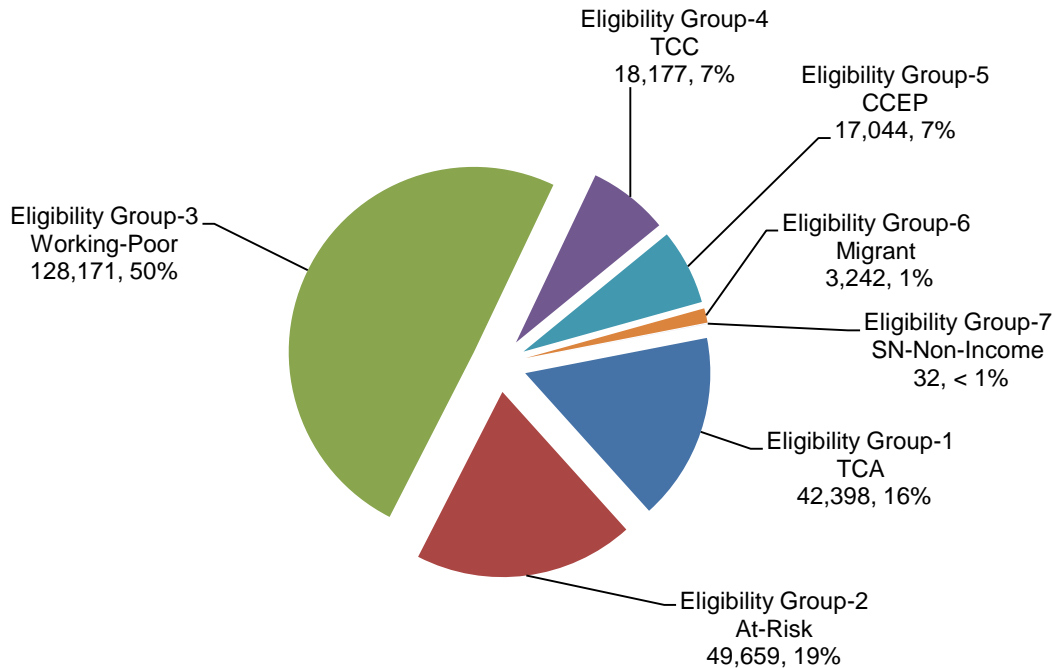
*Source: Consolidated Database as of October 2013.*

\* *Special Needs enrollment count is not included in enrollments by age groups.*

The program has three basic eligibility requirements. One requires parent(s)/guardian(s) to be working or participating in an educational activity such as attending college or trade school at least 20 hours per week. The second requirement to enter the School Readiness Program is that gross income must be at or below 150 percent of the federal poverty level for family size. Finally, families must pay a copayment for child care based on income and family size.

Within basic eligibility, Florida law establishes eligibility priority criteria that early learning coalitions use when families apply for school readiness services, including such categories as those receiving temporary cash assistance (TCA) or transitioning from that circumstance (TCC), children whose care is funded by the Child Care Executive Partnership (CCEP), children from migrant families, and children in families classified as working poor. Children with special needs (SN) and children who are considered at-risk of being abused, neglected or abandoned may be eligible for school readiness services regardless of parent or guardian income level.

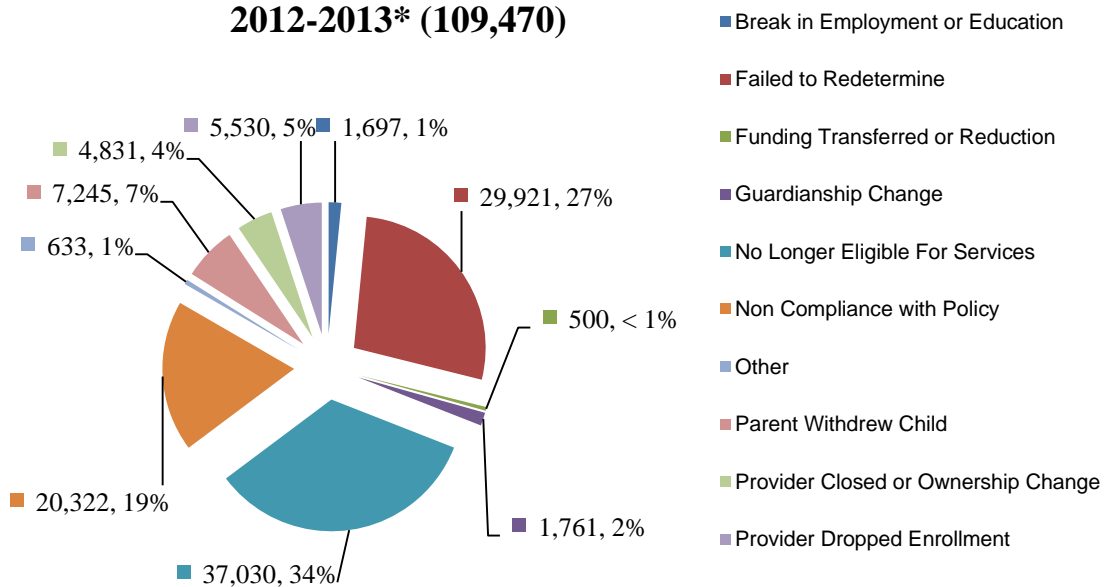
**Chart 2 - School Readiness Enrollments  
By Eligibility Group 2012-2013 (222,966)**



Source: Consolidated Database as of October 2013. service

When children are no longer eligible to receive school readiness services, early learning coalitions disenroll them from the program. During the 2012-2013 fiscal year, 109,470 children were disenrolled from the School Readiness Program. The chart below shows the reasons for that action.

**Chart 3 - School Readiness Disenrollments  
2012-2013\* (109,470)**

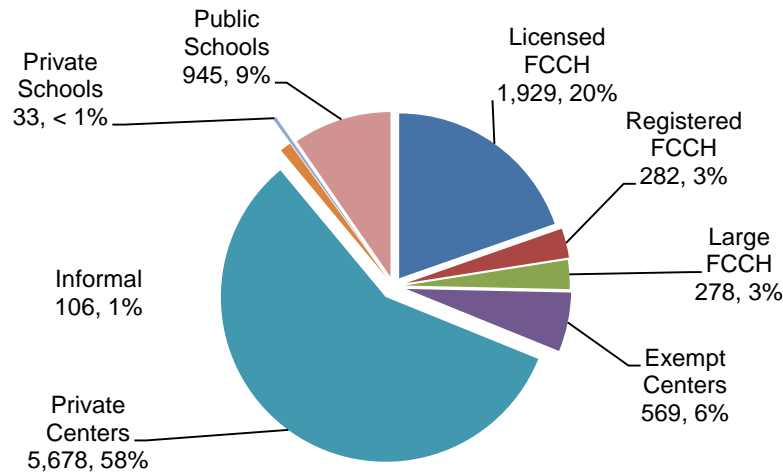


Source: Consolidated Database as of October 2013

\* Includes only terminations with no subsequent school readiness enrollments during FY 2012–2013.

Early learning coalitions collaborate with small and large child care providers for school readiness services. Providers include private child care centers, family child care homes, public and non-public schools and faith-based program settings.

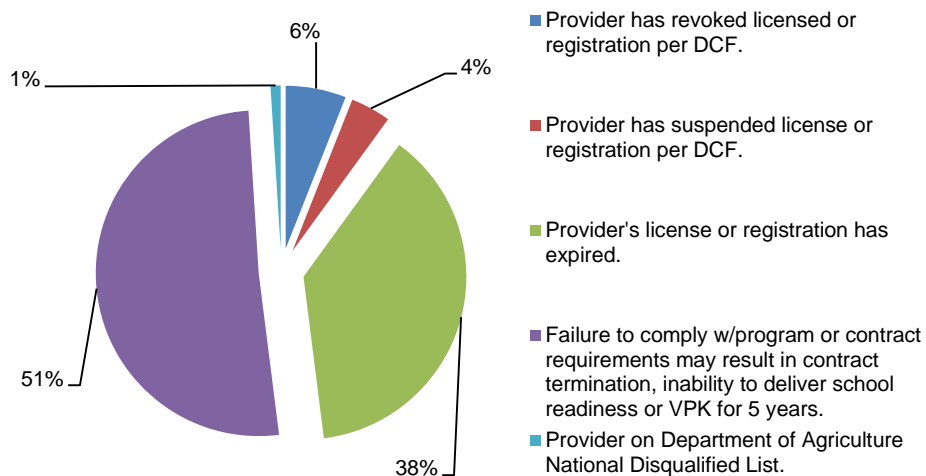
**Chart 4 - School Readiness Providers by Type  
2012-2013 (9,819)**



Source: Consolidated Database as of October 2013.

During the fiscal year, coalitions revoked 100 contracts with school readiness providers.

**Chart 5 - School Readiness Providers with  
Contracts Revoked 2012-2013 (100)**



Source: Consolidated Database as of October 2013.

Coalition-level school readiness enrollment and provider data are available in the *OEL Fact Book* at [www.floridaearlylearning.com](http://www.floridaearlylearning.com).

## The Voluntary Prekindergarten Education Program

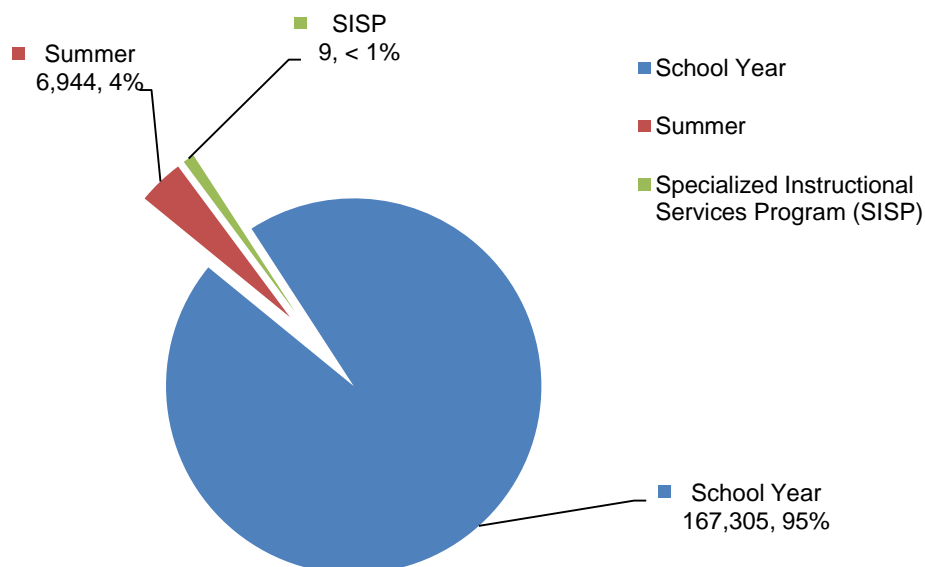
The Voluntary Prekindergarten (VPK) Education Program prepares Florida’s 4-year-old children for success in school and in life. The program is a free, high-quality education program available to all 4-year-old children residing in Florida. OEL administers day-to-day VPK program operations at the state level. Mandated by the Florida Constitution, the program originated from a ballot initiative proposing an amendment in 2002. Since it began in 2005, more than 1,184,000 children have participated and benefited from VPK. From the program’s start, test data collected by the Department of Education has shown that children who participate in VPK are more ready for kindergarten than children who do not participate in VPK.

In 2012–2013, there were more than 6,422 VPK programs, including private child care centers, family child care homes, public and non-public schools, and faith-based program settings. These providers served 174,258 4-year-olds (79.7 percent of all 4-year-olds in Florida) in the 540-hour school-year and the 300-hour summer VPK programs. Providers that offered VPK were required to meet standards including small class size, qualified teachers and use of developmentally appropriate curricula.

During the fiscal year, a new program option, VPK Specialized Instructional Services (VPK SIS), became available for VPK-age children with a current individual educational plan (IEP). This option allows parents of a VPK-age child to choose additional therapy(ies) consistent with the child’s IEP in lieu of attending VPK in a traditional classroom setting. VPK SIS providers must be approved by DOE and meet specific licensing or certification requirements based on the type of specialized service they provide. During the program’s 2012-2013 inaugural year, a few children took part in the VPK SIS program.

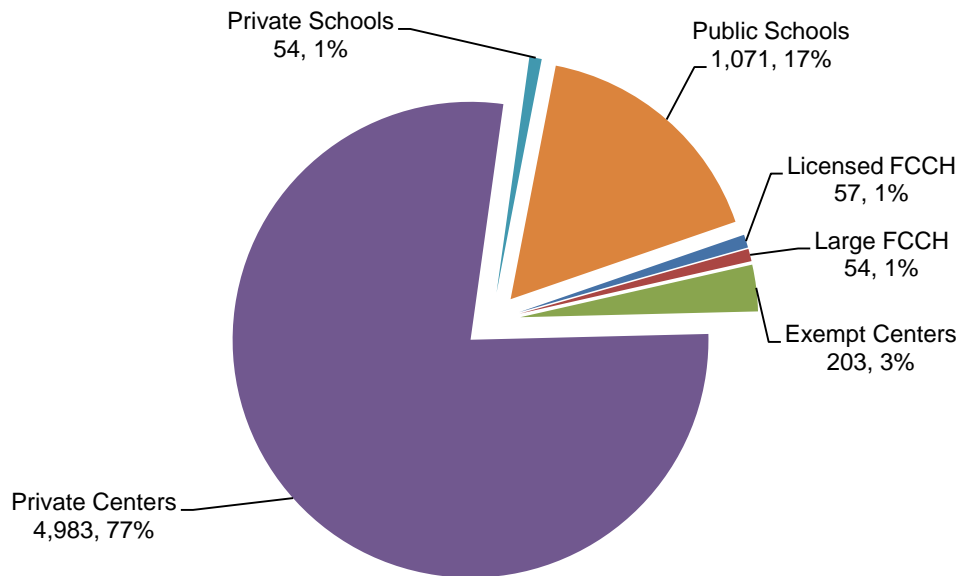
The variety of program options and quality of settings assures parental choice in selecting quality prekindergarten environments for their children.

**Chart 6 - VPK Enrollments by Program  
2012-2013 (174,258)**



Source: Consolidated Database as of October 2013.

**Chart 7 - VPK Program Year Providers by Type  
2012-2013 (6,422)**



*Source: Consolidated Database as of October 2013*

### **The Child Care Resource and Referral Program**

The Child Care Resource and Referral (CCR&R) program is a free federal program that helps families identify and select quality early learning programs. OEL is responsible for establishing a statewide resource and referral network that provides unbiased child care referrals and information about community resources to families. Trained specialists help families choose programs that best meet their family's needs and provide information and referrals to other local community resources. CCR&R services are available to anyone seeking early learning services in the state.

To do this, OEL contracts with state early learning coalitions to ensure referral services are available in each of Florida's 67 counties. Each coalition is responsible for providing the services to families in their service area. Over the past few years, there has been a trend for coalitions to bring all early learning services, including resource and referral services, in house. Currently more than 75 percent of early learning coalitions operate CCR&R, School Readiness and Voluntary Prekindergarten programs directly. The remaining coalitions contract with a sub-recipient. (See Appendix B.)

As reported in the CCR&R database, early learning coalitions maintained a network of more than 16,862 legally operating providers in fiscal year 2012-2013. The database includes licensed, license-exempt, faith-based, registered family child care homes, and school-age providers, as well as non-traditional child care providers, and is the data source for families searching for quality early care and education programs, including families with special needs. In fiscal year 2012–2013, the CCR&R state-level network early learning call center provided more than 9,876 referrals for early learning programs and community resource information services for parents and families across the state.

Each child care provider that participates in the School Readiness or VPK program must deliver services that comply with state law and ensure that its programs meet the educational requirements outlined by the Florida Legislature. These providers contract to receive federal and state funding through an early learning coalition or sub-recipient. The contract outlines each provider's responsibility to deliver high-quality educational programs to Florida's youngest children.

State-level CCR&R network staff work closely with early learning coalitions and local CCR&R offices statewide, developing written materials, brochures, guidance documents and offering technical assistance and training to support local delivery of services to families.

## Financial Review

The following sections provide a detailed review of the budget and expenditures for the School Readiness and VPK programs.

### Budget

In fiscal year 2012-13, OEL received \$1.01 billion in funding. In addition to school readiness, VPK and child care resource and referral services, funding was included for the Child Care Executive Partnership Program (see page 18); the Redlands Christian Migrant Association, an organization that provides child care and early education to children of migrant farmworkers and rural, low-income families in Florida; Even Start, a federally-funded family literacy program; the Home Instruction for Parents of Preschool Youngsters or H.I.P.P.Y. program, which is a parent involvement, school readiness home visitation program for eligible parents to help prepare their 3-, 4- and 5-year old children for success in school and life; and T.E.A.C.H., an early childhood scholarship program that provides direct support to early childhood caregivers and center directors so they can work toward earning a credential, degree or director's credential.

**Table 2 – 2012-13 Budget for the Office of Early Learning**

<b>Program</b>	<b>Budget</b>
Local Coalitions School Readiness	\$547,481,686
Local Coalitions VPK	\$413,312,552
Child Care Executive Partnership (CCEP)	\$15,000,000
Redlands Christian Migrant Association	\$11,988,097
Even Start	\$500,000
H.I.P.P.Y	\$1,400,000
Statewide Quality Initiative (\$1.7 m back of the bill reappropriated)	\$2,364,492
Head Start ARRA (\$2.2 m back of the bill reappropriated)	\$3,562,748
T.E.A.C.H./Professional Development	\$3,000,000
Data Systems (includes ELIS) (includes \$6.3 m back of the bill reappropriated)	\$12,996,523
VPK Outreach/Monitoring	\$990,000

SR Fraud Grants (restitution payments to coalitions)	\$300,000
Admin/Program Support	\$10,536,676
GAA Appropriation	\$1,013,310,675
Reappropriated Back of Bill	\$10,122,098
<b>Total Appropriation</b>	<b>\$1,023,432,773</b>

### Expenditures

The following tables reflect actual expenditures during 2012-2013 at the state and coalition levels.

**Table 3 - State Level School Readiness Expenditures FY2012-13**

The Children's Forum (T.E.A.C.H.)	\$2,999,960.29
Redlands Christian Migrant Assoc.	\$12,022,292.29
USF - H.I.P.P.Y.	\$1,389,591.03
University of North FL (technology support)	\$699,296.41
Child Care Executive Partnership	\$14,737,074.45
Technology Development	\$6,814,361.64
Other Contracts	\$481,076.83
<b>Total</b>	<b>\$39,143,652.94</b>

\* Source: OEL School Readiness Expenditure Workbooks FY 2012-2013

**Table 4 - Coalition School Readiness Program Expenditures FY2012-13**

Coalition Name	Total Expenditures w/ Cash Match	Direct Services Expenditure Percentage	Admin Expenditure Percentage	Non-Direct Services Expenditure Percentage (w/o Admin)	Quality Expenditure Percentage (w/o Gold Seal)	Gold Seal Expenditure Percentage
Alachua	\$9,423,112.01	74.08%	4.91%	6.73%	10.31%	4.0%
Big Bend	\$14,434,511.45	74.75%	4.85%	9.38%	8.80%	2.2%
Brevard	\$15,640,462.74	73.82%	4.92%	7.89%	4.81%	8.6%
Broward	\$41,693,089.54	70.74%	4.69%	6.33%	14.68%	4.5%
CNBB	\$7,525,695.93	71.55%	4.35%	7.38%	13.79%	2.9%
Duval	\$29,824,350.18	77.42%	2.39%	4.74%	13.73%	1.7%
Escambia	\$12,860,492.15	82.68%	1.34%	8.22%	3.91%	3.9%
Flagler/Volusia	\$13,443,929.04	75.22%	4.88%	6.33%	9.28%	4.3%
FL's Gateway	\$6,722,561.00	74.74%	4.93%	6.85%	9.69%	3.8%
Heartland	\$8,386,136.31	75.31%	4.91%	9.67%	8.18%	1.8%
Hillsborough	\$42,538,855.98	78.36%	3.18%	3.85%	10.86%	3.7%
IR-M-O	\$7,260,465.76	72.37%	4.85%	7.92%	8.52%	6.3%
Lake	\$6,836,003.95	77.96%	4.61%	5.81%	6.92%	4.7%
Manatee	\$8,895,704.52	77.18%	4.01%	6.16%	12.47%	1.9%
Marion	\$9,391,291.45	83.30%	2.51%	4.75%	4.87%	4.6%
Miami-Dade/Monroe	\$109,295,497.87	74.83%	4.78%	6.16%	6.47%	7.8%



Coalition Name	Total Expenditures w/ Cash Match	Direct Services Expenditure Percentage	Admin Expenditure Percentage	Non-Direct Services Expenditure Percentage (w/o Admin)	Quality Expenditure Percentage (w/o Gold Seal)	Gold Seal Expenditure Percentage
Nature Coast	\$7,608,872.26	77.59%	3.78%	9.47%	6.20%	3.0%
NW FLA	\$11,144,032.06	79.50%	4.08%	5.30%	10.54%	0.7%
Orange	\$36,659,691.55	79.27%	4.14%	6.68%	6.33%	3.9%
Okaloosa/Walton	\$7,223,971.41	75.70%	4.62%	9.68%	7.45%	2.6%
Osceola	\$6,301,616.83	72.02%	4.61%	6.77%	11.08%	5.5%
Palm Beach	\$37,653,305.63	76.52%	3.77%	7.17%	7.07%	5.5%
Pasco & Hernando	\$13,520,139.22	78.75%	4.71%	5.87%	6.47%	4.2%
Pinellas	\$25,479,924.23	73.24%	4.45%	9.69%	9.83%	2.8%
Polk	\$18,802,669.61	79.26%	2.50%	6.47%	10.59%	1.2%
Putnam & St Johns	\$6,921,246.67	75.79%	4.92%	5.57%	12.25%	1.5%
Santa Rosa	\$3,797,875.82	77.27%	4.30%	10.63%	6.38%	1.4%
Sarasota	\$5,389,622.78	75.17%	4.83%	8.21%	9.45%	2.4%
Seminole	\$8,039,243.81	73.43%	4.49%	7.66%	6.76%	7.7%
SW FLA	\$19,497,213.02	77.17%	4.17%	6.79%	8.28%	3.6%
St. Lucie	\$8,390,869.84	72.88%	4.69%	5.46%	8.53%	8.4%
<b>Statewide</b>	<b>\$560,602,454.62</b>	<b>75.98%</b>	<b>4.14%</b>	<b>6.61%</b>	<b>8.81%</b>	<b>4.6%</b>

\* Source: OEL School Readiness Expenditure Workbooks FY 2012-2013

Descriptions of expenditure classifications are below.

Direct Costs – Costs for direct payments to child care facilities for the purpose of child care.

Administrative Costs – Costs identified in 45 CFR 98.52 which include the following:

Salaries and related costs of staff engaged in administering and implementing the program	Providing local officials and the public with information about the program
Developing agreements	Fiscal and budgetary activities
Evaluating program results	Legal services
Procurement and contract management	Resolution of audit findings

Non-direct Costs – Costs for services not classified as administrative or direct payment for child care services. These costs may be grouped as follows:

Monitoring of child care placements	Service related to determining eligibility of a particular person for child care services
Social services	Case management ensuring a child at risk of abuse or neglect continues in child care
Recruitment of providers	
Preparation and participation in judicial hearings	
Program development	

Quality Costs – Costs related to quality such as child screening, technical assistance to providers, early learning curriculum, professional development, parental training and involvement, child care resource and referral, inclusion and the Infant/Toddler Specialist Network.

Gold Seal Costs – Costs related to the Gold Seal Quality Care program, which allows higher reimbursement per child for providers that are accredited by nationally recognized agencies and meet quality standards.

As displayed in Table 4, there is some variation across coalitions. Factors affecting these costs include

- The expansion of the definitions for expenditures to be classified as “quality” resulted in reclassifications of some costs, which increased quality expenditures for some coalitions.
- A limited number of coalitions did not report a full year of expenditures using the new accounting (other cost accumulators) codes.
- The elimination of contracted services for intake and eligibility processes by some coalitions resulted in a decrease in administrative costs.
- Increased personnel costs and leasing costs contributed to increases in administrative costs.

**Table 5 - Voluntary Prekindergarten Program Expenditures FY 2012-13**

<b>Coalition Name</b>	<b>Total All Admin Expenditures</b>	<b>Total All Direct Services Expenditures</b>	<b>Total All Expenditures</b>	<b>% for Admin</b>
Alachua	\$159,445.19	\$4,110,117.65	\$4,269,562.84	3.88%
Big Bend	\$258,072.34	\$6,665,447.75	\$6,923,520.09	3.87%
Brevard	\$440,488.76	\$11,021,831.83	\$11,462,320.59	4.00%
Broward	\$1,477,776.27	\$36,930,443.69	\$38,408,219.96	4.00%
CNBB	\$245,879.84	\$6,573,770.43	\$6,819,650.27	3.74%
Duval	\$902,537.00	\$23,137,346.49	\$24,039,883.49	3.90%
Escambia	\$211,614.82	\$5,310,300.14	\$5,521,914.96	3.98%
Flagler-Volusia	\$399,579.47	\$9,989,486.56	\$10,389,066.03	4.00%
Gateway	\$96,115.05	\$2,419,114.89	\$2,515,229.94	3.97%
Heartland	\$192,141.64	\$4,797,809.29	\$4,989,950.93	4.00%
Hillsborough	\$929,503.05	\$26,723,220.95	\$27,652,724.00	3.48%
IR-M-O	\$203,850.23	\$5,097,508.77	\$5,301,359.00	4.00%
Lake	\$209,654.50	\$5,276,613.44	\$5,486,267.94	3.97%
Manatee	\$264,128.58	\$6,878,150.33	\$7,142,278.91	3.84%
Marion	\$190,776.40	\$5,111,913.53	\$5,302,689.93	3.73%
Miami-Dade/Monroe	\$2,183,616.16	\$56,846,515.93	\$59,030,132.09	3.84%
Nature Coast	\$162,001.00	\$4,044,989.08	\$4,206,990.08	4.00%
NW FLA	\$190,140.00	\$4,754,632.99	\$4,944,772.99	4.00%
Okaloosa Walton	\$187,255.73	\$5,055,846.06	\$5,243,101.79	3.70%
Orange	\$1,091,767.26	\$27,289,106.45	\$28,380,873.71	4.00%
Osceola	\$279,251.20	\$7,008,373.03	\$7,287,624.23	3.98%
Palm Beach	\$1,010,948.75	\$26,317,028.36	\$27,327,977.11	3.84%
Pasco-Hernando	\$392,141.79	\$11,704,146.02	\$12,096,287.81	3.35%
Pinellas	\$530,813.12	\$13,615,746.72	\$14,146,559.84	3.90%
Polk	\$300,055.02	\$10,151,830.05	\$10,451,885.07	2.96%
Putnam-St Johns	\$198,321.84	\$5,273,609.80	\$5,471,931.64	3.76%
Santa Rosa	\$89,006.60	\$2,336,213.43	\$2,425,220.03	3.81%
Sarasota	\$189,581.16	\$4,788,283.07	\$4,977,864.23	3.96%
Seminole	\$352,141.27	\$9,097,524.34	\$9,449,665.61	3.87%
St. Lucie	\$211,797.96	\$6,113,084.44	\$6,324,882.40	3.46%
SW FLA	\$859,783.35	\$21,509,959.03	\$22,369,742.38	4.00%
<b>Statewide</b>	<b>\$14,410,185.35</b>	<b>\$375,949,964.54</b>	<b>\$390,360,149.89</b>	<b>3.83%</b>

\* Source: OEL VPK Expenditure Workbooks FY 2012-2013

Effective July 1, 2011, the Florida Legislature capped administrative costs at four percent of the total amount expended for VPK direct services. Administrative expenditures include three main types of expenditures. The largest is normal administrative costs, which includes salaries, fiscal and budgetary activities, legal services, procurement and program evaluations, as well as funding for VPK compliance monitoring of VPK providers and costs to establish and maintain a statewide computerized child care information system. Direct services expenditures include program costs for both the school year and summer VPK programs.

The following table reflects expenditures during the 2012-2013 fiscal year for quality initiatives provided through statewide contracts.

**Table 6 - Statewide Quality Expenditures FY 2012-13**

The Children's Forum (TEACH)	\$2,165,977.71
Redlands Christian Migrant Assoc.	\$1,323,911.48
University of North FL (Technology)	\$36,473.29
Paul H. Brookes Publishing Co., Inc.	\$ 8,992.27
<b>TOTALS</b>	<b>\$3,535,354.75</b>

The Children's Forum quality expenditures were used to develop, implement and analyze results of comprehensive early care and education workforce studies and then develop study reports.

Redlands Christian Migrant Association, which provides school readiness services to families of seasonal and migrant farm workers' communities, had quality expenditures for inclusive services and School Readiness Gold Seal Quality Care supplements.

The University of North Florida provided quality expenditures in the Internet technology area for child assessment and professional development projects.

The Paul Brookes Publishing Co, Inc., provided quality expenditures in the developmental screening instrument with related training and data management services.

Additional statewide quality expenditures were provided with American Recovery and Reinvestment Act of 2009 funds. (See *State Advisory Council* on page 23.)

## Preventing Fraud – Methodical Approach Produces Results

Anti-fraud activities focused in four main areas – attendance anomaly analysis, comparative attendance reviews with other public assistance programs, technical assistance to early learning coalitions and data matches with other government agencies.

As a result of these activities, OEL referred 22 providers to the Department of Financial Services Division of Public Assistance Fraud for criminal investigation in fiscal year 2012-2013. Eleven of these cases have been screened out; ten are active investigations; and one was referred to the State Attorney's Office for criminal prosecution. The referral to the State Attorney's Office led to an arrest, but the case has not yet been adjudicated.

OEL referred 1,514 recipients to the DFS Division of Public Assistance Fraud for criminal investigation. Of that number, 1,239 of the cases have been screened out; 197 are active investigations; and 60 have been referred to the State Attorney's Office for criminal prosecution. Eight of those 60 cases have been adjudicated, resulting in seven restitution orders for a combined \$54,781.95.

OEL collected \$238,936.14 in restitution payments in 2012-2013, \$10,480.77 of which was for cases referred in 2012-2013.

## 2012-2013 Early Learning Coalitions – The Year in Review

In 2012-2013, Florida's early learning coalitions collaborated with community partners and implemented quality initiatives to spread the word about the importance of early learning. Coalitions also worked to improve the quality of early learning programs in their service areas through professional development offered to school readiness and VPK providers.

Some examples of these efforts are

- Several coalitions have resource libraries that members of the community can use for materials and information. The libraries include children's books that parents and providers can check out, materials for parents and providers to guide them in teaching literacy skills to preschool children, and services such as lamination and copying tools for early learning teachers to improve their instructional materials.
- Coalitions also worked to improve literacy through collaborating with Barnes & Noble to host events at stores. The Early Learning Coalition (ELC) of Brevard County held a book fair at the bookseller that included age-appropriate activities related to the popular book *The Hungry Caterpillar* and children from local child care providers performed on the store's stage in the children's area.
- Through initiatives including Dolly Parton's Imagination Library, literacy volunteer programs and book bag programs, coalitions put books into the hands of thousands of preschool children, promoting reading and literacy skills.
- Quality Rating Improvement Systems used quality indicators focused around specific standards to guide their focus on improving child care programs. Some of the standards are screening and assessment, curriculum, family engagement, professional development and program administration.
- Eleven coalitions piloted the Classroom Assessment Scoring System (CLASS) Tool.
- Common community collaborations included partnering with local United Way chapters and local school districts to educate the community about early learning through local family-focused events. The ELC of Osceola County worked with its school district to provide information on school readiness, Child Care Resource & Referral services and VPK services.
- Most coalitions awarded mini-grants to early learning providers to use for quality classroom improvements.

- Coalitions awarded scholarships to early learning providers and teachers so they could further their educations. Recipients completed associate degrees in early childhood education, which allowed them to improve the level of instruction they offered young children in their centers.
- ELCs made hours of training and technical assistance available to their providers on subjects such as curriculum, early learning standards, screenings and assessments, among many other subjects.
- Besides early learning and child care assistance, coalitions helped needy families connect with resources to assist them with other necessities, such as paying their utility bills. Coalitions also connected families who needed child care assistance but did not qualify for school readiness funds with other entities that could help them with child care costs.

More information about the accomplishments of individual early learning coalitions throughout the year and copies of their annual reports are available on their websites. An interactive map that links to each coalition’s website is available at [www.floridaearlylearning.com](http://www.floridaearlylearning.com).

## Child Care Executive Partnership Program Activities and Expenditures

The Florida Child Care Executive Partnership (CCEP) program is a public/private partnership program that helps employers meet the needs of a growing segment of their workforce, working parents. It operated under the authority of Section 1002.94, Florida Statutes, which provided the board of directors and participating partners staff support through the Office of Early Learning.

Through CCEP, federal and state funding is “matched” with contributions from local governments, charitable foundations and private businesses on a dollar-for-dollar basis to provide child care services to participating families. This effectively doubles the funding available to provide early education and care to the children of Florida’s working families in these communities.

The CCEP program empowers early learning coalitions and community employers to work together to increase child care funding for lower-income working families, provide access to school readiness services to more children, and increase business productivity and profits by providing valuable benefits for employees. Funds granted to employers are constantly monitored, and unexpended funds re-distributed to other participants for use in the benefit of their employees. Table 7, *CCEP Funding and Expenditures*, provides a record of fund management.

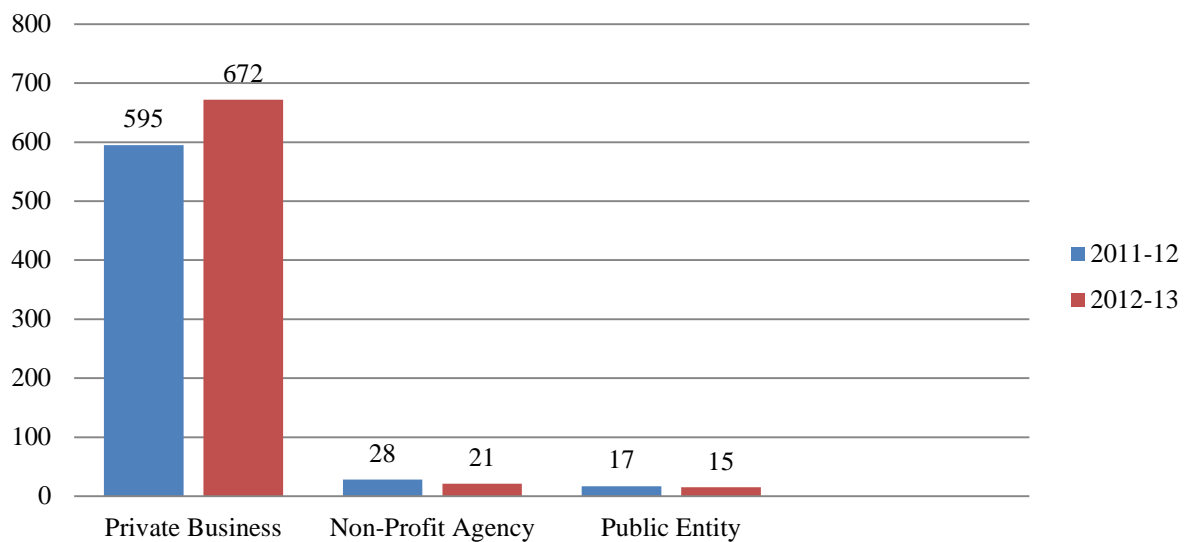
**Table 7 - CCEP Available Funding and Expenditures Fiscal Years 2008 - 2013**

<u>Fiscal Year</u>	<u>Funding</u>	<u>Expenditures</u>	<u>Balance</u>	<u>Percentage</u>
2007-2008	15,000,000	14,533,943.24	466,056.76	96.89%
2008-2009	15,000,000	14,876,179.46	123,820.54	99.17%
2009-2010	15,000,000	14,595,296.43	404,703.57	97.30%
2010-2011	15,000,000	14,586,514.24	413,485.76	97.24%
2011-2012	15,000,000	14,356,976.89	643,023.11	95.71%
2012-2013	15,000,000	14,737,074.45	262,925.55	98.25%

Through efforts of CCEP board members, staff and early learning coalitions, CCEP business participation increased approximately 10 percent this year.

Seventy-seven additional business partners, of whom 60 were new, in the private business category participated in the CCEP program during the 2012–2013 fiscal year. Non-profit and government participation decreased by 25 and 11.8 percent over the same period, respectively. Chart 8, *Employer Participation in CCEP*, presents the number of employers, by employer type (i.e., government entity, non-profit agency, and private business) participating in the CCEP program for fiscal years 2011–2012 and 2012–2013.

**Chart 8 - Employer Participation in CCEP  
2011-2012 to 2012-2013**



## Statewide Early Learning Initiatives

### CLASS Program Assessment

A voluntary statewide capacity-building Classroom Assessment Scoring System™ (CLASS™) initiative offers CLASS trainings to early learning coalition and RCMA staff, Head Start/Early Head Start staff, OEL staff, training partners and early education provider association representatives. CLASS is an observation-based program assessment instrument that measures teacher-child interactions in three broad areas—emotional support, classroom organization and instructional support. It describes multiple teaching components linked to student achievement and social development. More than 750 participants statewide have received this training, which includes these components—Pre-K Observer Training, Pre-K Observer Train-the-Trainer, Making the Most of Classroom Interactions Train-the-Trainer, Toddler Observer Training and Toddler Observer Train-the-Trainer. All early learning coalitions participated in the training and can now offer these courses to local providers.

## **Developmental Screening**

All children birth to 5 who participate in the School Readiness Program must receive a developmental screening. The purpose of a developmental screening is to capture a snapshot of a child's development at a single point in time. When screenings are given regularly, they provide information for tracking a child's developmental progress. That helps identify children who may not meet the milestones appropriate for their age and might benefit from further assessment and follow-up. Parents, coalitions or providers can complete the screenings. Results are shared with parents.

## **Early Learning and Developmental Standards**

Florida's Early Learning and Developmental Standards have information about how young children explore, create and think, based on age. Florida created the standards knowing that children's early experiences determine later success in school, career and life. Parents, caregivers and teachers can use this information to guide their interactions with young children and build upon the children's emerging talents and strengths.

The standards address five developmental areas reflecting a child's expected age-appropriate progress—physical development, approaches to learning, social and emotional development, language and communication, and cognitive development and general knowledge.

## **Early Learning Information System**

The Early Learning Information System (ELIS) Project was intended to develop a comprehensive, dynamic, web-based, centralized information system to support the state's administration of Florida's early learning programs and replace a 20-year-old distributed data system. The outdated technology is used to administer \$1 billion in services to more than 300,000 children and families annually, but has left OEL with a technology system that must be supplemented by extensive use of cumbersome, manual paper processes.

From December 2012 through April 2013, the ELIS system integrator (SI) encountered additional delivery challenges that would result in a significantly increased timeline, require considerable custom development and incur substantial additional costs to deliver the full contractual scope for ELIS. A corrective action plan failed to produce desired results and OEL moved forward to explore options to minimize costs and further delays associated with the state-wide implementation of ELIS.

Based on information provided by the SI, during April 2013, the Independent Verification and Validation reviewer recommended that OEL revisit the viability of the project including terminating the contract. During May 2013, OEL negotiated with the SI to either meet existing contractual obligations or terminate the contract. OEL determined that continuing the contract would result in further significant delays and the risk that similar issues might occur again during project execution. In late May, OEL communicated its intent to terminate the contract, with a desire to reach an amicable agreement for both parties.

In late May, a high-level agreement was reached to terminate the contract with the following provisions:

- The SI would pay OEL \$7 million.
- The SI would transfer ownership rights to OEL for all hardware and software procured to date if ownership had not already been transferred.
- The SI would grant OEL full intellectual property rights to all source code developed by HP necessary for ELIS.
- The SI would provide a reduced cost for legacy EFS maintenance and support of \$500,000 annually during the two-year period January 2014 – December 2015, should OEL determine continuation of EFS support was necessary.

OEL consulted and worked with parties in the Florida Legislature and the Executive Office of the Governor to determine options for subsequent planning and actions to achieve program objectives.

### **Inclusion Warm Line Services**

The state has a toll-free number to provide assistance and consultation about including children with disabilities and special health care needs. Known as the Warm Line, this service is available to any early care and education provider requesting information related to the disability and special health care needs of children. Each early learning coalition provides warm line services for child care providers on topics including positive behavioral support, curriculum strategies, child development, health, environmental adaptations and laws and regulations (e.g., The Americans with Disabilities Act).

### **Infant/Toddler Specialist Network**

Each early learning coalition has a designated representative assigned to the Infant/Toddler Specialist Network. Network representatives get training, technical assistance and resources that they pass on to local providers to help improve overall quality for birth to 3 programs. The network holds monthly meetings to discuss training opportunities and needs, research, resources and best practices in caring for children birth to age 3. There are also webinars and on-site trainings. Infant/toddler care providers should be familiar with the Florida Early Learning and Developmental Standards; enrolling in the corresponding courses helps them get that training.

### **Professional Development**

OEL's network of lead trainers, representing each of the 30 early learning coalitions, delivers professional development statewide. OEL chooses lead trainers for their education, early education experience, training experience and status as an outcomes-driven training facilitator. The Professional Development Initiative elements are core knowledge, qualifications and credentials, quality assurance, and access and outreach.

There is also an interactive online resource for child care professionals that has information about core competencies and resources to facilitate learning. At this time, lead trainers may schedule Florida Early Learning and Developmental Standards, Florida Core Competencies for Early Care and



Education Practitioners, Florida Core Competencies for Afterschool Practitioners, Florida Core Competencies for Early Care and Education Directors, Florida Core Competencies for Early Care and Education Technical Assistance Specialists, Outcomes Driven Training and the Pyramid Model for Positive Behavioral Support training modules.

### **School-Age Network**

Each early learning coalition and RCMA has designated representatives assigned to the School-Age Network, where they get training, technical assistance and resources. Network representatives pass on information and resources to local providers to help improve overall quality in K-5 school-age programs. The network holds monthly meetings to discuss training opportunities and needs, research, resources and best practices in school-age care. All after-school providers should be familiar with the Florida Core Competencies for Afterschool Practitioners, the Florida Standards for Quality Afterschool Programs and the Quality Self-Assessment and Improvement Guide.

### **School Readiness Curriculum Approval**

Legislation requires OEL to adopt a list of approved curricula that meet School Readiness Program performance standards and to establish a process for reviewing and approving a provider's curriculum to assess whether it meets the performance standards. OEL is currently revising Rule 6M-4.710, Florida Administrative Code, regarding School Readiness Program curricula.

## **Partnership Initiatives**

### **Early Learning Advisory Council**

The Early Learning Advisory Council (ELAC) includes private and public sector business and community leaders who bring business and community-focused perspectives to early learning. ELAC was established in 2005. The governor appoints council members who offer guidance and input to the Office of Early Learning. Membership consists of a chair, appointed and serving at the pleasure of the governor, the chair of each early learning coalition, a member who serves at the pleasure of the President of the Senate and a member who serves at the pleasure of the Speaker of the House.

The council leverages partnerships and resources to support workforce development through local access to quality care for working families and universally available education for young children. Council members work to coordinate local early learning coalition efforts with the state's early learning system. In addition, members act as advocates for legislative issues that impact the state's early learning system and help communicate important local and statewide perspectives to stakeholders. The council meets quarterly in cities across the state.

Appendix C is a list of ELAC board members.

## State Advisory Council

Established in March 2010, the Florida State Advisory Council on Early Education and Care (SAC) was funded by a three-year grant from the American Recovery and Reinvestment Act of 2009 and served as an advisory body to the Governor’s Children and Youth Cabinet.

Over the three-year period that concluded two months after the fiscal year end, the SAC used the \$4,983,079 grant to initiate and complete projects that laid the groundwork for improvement in the early learning workforce, advanced research to benefit young learners in years to come and are leading to improvements in and out of early learning classrooms and care settings. OEL served as SAC’s fiscal intermediary.

The council worked with recognized educational authorities including the Lastinger Center for Learning at the University of Florida, the University of North Florida Institute for Education, the American Institutes for Research, Palm Beach State College’s Institute for Excellence in Early Care and Education, Florida State University’s Center for Prevention and Early Intervention, the Children’s Forum, the Ounce of Prevention Fund of Florida, Web-based Early Learning System Systems Foundation and Teachstone Training, to initiate creative projects to improve early childhood education and care.

By the end of the fiscal year, SAC accomplished the following:

- Funded a comprehensive statewide early care and education workforce study. The study provides baseline data, such as compensation, tenure, educational level, ethnic and linguistic background that can be used for projects to improve professional development pathways and opportunities for teachers of young children. The data will inform efforts to address chronic challenges like low wages, high turnover and inadequate access to training and education.
- The University of Florida, Lastinger Center completed a comprehensive assessment of and developed a strategic plan to improve Florida’s early childhood professional development system with detailed recommendations on how to strengthen it. The Lastinger Center also conducted a Classroom Assessment Scoring System™ Early Implementation Project in 11 early learning coalitions to evaluate training’s impact on CLASS scores. The Lastinger Center in partnership with the University of Florida, Family Data Center began work on the Early Education and Care Needs Assessment.
- Approved funding for the Parent Leadership Ambassador Training (PLAT) initiative to support a statewide model for parent engagement. PLAT enhances existing family support services without duplication. Supporting parental engagement, particularly with interventions designed to reduce the incidence of abuse and neglect, parental drug use and other detrimental behavior can have a profound impact on a child’s school readiness.
- Commissioned CLASS training to provide observer training, train-the-trainer training, in-depth CLASS assessment training with access to their video library for coaches and observer calibration services for a two-year period. CLASS assesses programs based on observation that measures teacher-child interactions in three domains – emotional support, classroom organization and instructional support. Adopting a statewide, systematized approach will

ensure proper assessment of Florida’s school readiness programs, identify areas needing technical assistance and result in better social and academic outcomes for Florida’s children. To date 375 pre-K observers and 300 toddler observers have received training; 70 trainers have gotten *Making the Most of Classroom Interactions* training; 100 people have been trained to be train-the-trainers for pre-k observers; and 50 people have been trained as train-the-trainers for toddler observer trainers.

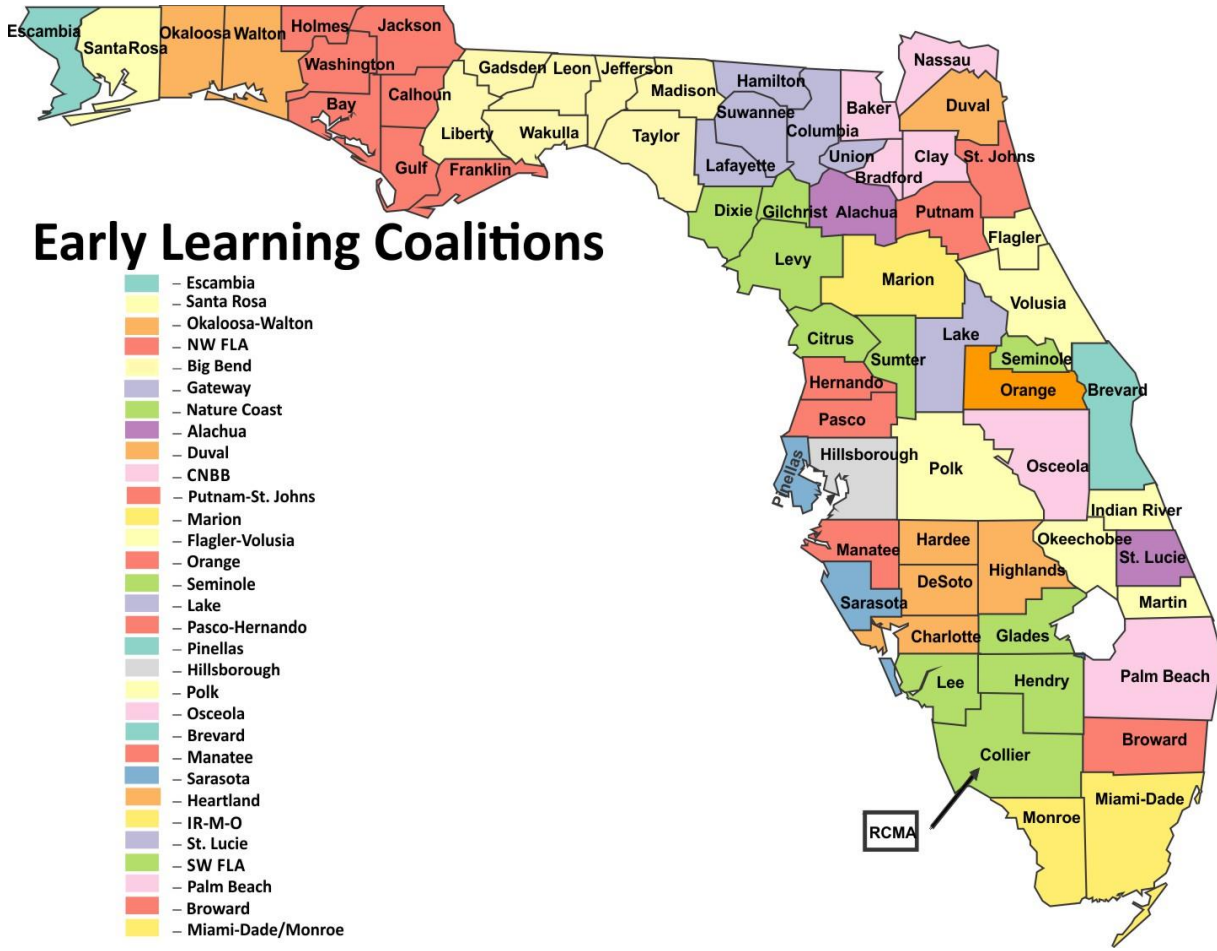
- Continued professional development and training including awarding 57 scholarships for the Family Child Care Home Association Conference and 309 scholarships for the Partnering for Success Conference.

Appendix D is a list of SAC board members.

## Conclusion

Fiscal year 2012-2013 was characterized by transition, as experienced, new leadership brought fresh vision, a business-like approach and thoughtful restructuring to OEL. The passage of House Bill 7165 assured additional change ahead. Fiscal year 2013-2014 will be the year when the new legislation takes effect. OEL will continue to work closely and collaboratively with early learning stakeholders, agency partners and the Florida Legislature and Executive Office of the Governor to realize positive, tangible results and provide every opportunity for high-quality early learning for Florida’s youngest children.

Appendix A – Map of Early Learning Coalitions



## Appendix B – Coalition Service Delivery

Office of Early Learning  
Early Learning Coalition  
Service Delivery FY 2012-2013

Services delivered by the ELC
CCR&R, SR, VPK or Inclusion services delivered by Service Provider
Inclusion services delivered by separate Service Provider

✓ = services delivered by the early learning coalition (ELC)

ELC (Counties Served)	CCR&R	School Readiness	VPK	Inclusion
<b>Alachua</b>	✓	✓	✓	✓
<b>Big Bend</b> Leon-Gadsden-Liberty-Taylor-Jefferson-Madison-Wakulla	✓	✓	✓	✓
<b>Brevard</b>	✓	✓	✓	✓
<b>Duval</b>	✓	✓	✓	✓
<b>Escambia</b>	First Call for Help (2-1-1)	✓	✓	✓
<b>Flagler and Volusia</b>	✓	✓	✓	✓
<b>Florida's Gateway</b> (Union-Columbia Suwannee-Lafayette-Hamilton)	✓	✓	✓	✓
<b>Florida's Heartland</b> (Charlotte-DeSoto-Hardee-Highlands)	✓	✓	✓	✓
<b>IRMO</b> (Indian River-Martin-Okeechobee)	✓	✓	✓	✓
<b>Lake</b>	✓	✓	✓	✓
<b>Manatee</b>	✓	✓	✓	✓
<b>Marion</b>	✓	✓	✓	✓
<b>Nature Coast</b> (Citrus-Sumter-Dixie-Levy-Gilchrist)	✓	✓	✓	✓
<b>Northwest Florida</b> (Calhoun-Franklin-Gulf-Homes-Jackson-Washington-Bay)	✓	✓	✓	✓
<b>Pasco and Hernando</b>	✓	✓	✓	✓
<b>Pinellas</b>	Pinellas 2-1-1	✓	✓	✓
<b>Polk</b>	✓	✓	✓	✓
<b>Santa Rosa</b>	✓	✓	✓	✓

ELC (Counties Served)	CCR&R	School Readiness	VPK	Inclusion
Sarasota	✓	✓	✓	✓
Seminole	✓	✓	✓	✓
Southwest Florida (Collier-Lee-Hendry-Glades)	✓	✓	✓	✓
St. Lucie	✓	✓	✓	✓
Broward	Family Central, Inc.	Family Central, Inc.	Family Central, Inc.	Family Central, Inc.
CNBB (Clay-Nassau-Baker-Bradford)	Episcopal Children's Services	Episcopal Children's Services	Episcopal Children's Services	Episcopal Children's Services
Hillsborough	<u>Early Childhood and Host Programs:</u> Early Childhood School Readiness Programs School District of Hillsborough County			Care Options
Miami-Dade and Monroe *	Miami-Dade Department of Human Services			
Miami-Dade:				
Monroe:	Wesley House Family Services			
Okaloosa and Walton	Okaloosa-Walton Child Care Services	Okaloosa-Walton Child Care Services	Okaloosa-Walton Child Care Services	Okaloosa-Walton Child Care Services
Orange	Community Coordinated Care for Children	Community Coordinated Care for Children	Community Coordinated Care for Children	✓
Osceola	Community Coordinated Care for Children	Community Coordinated Care for Children	Community Coordinated Care for Children	School District of Osceola County
Palm Beach	Family Central, Inc.	Family Central, Inc.	Family Central, Inc.	Family Central, Inc.
Putnam and St. John's	Episcopal Children's Services	Episcopal Children's Services	Episcopal Children's Services	Episcopal Children's Services

\*Miami-Dade will be bringing all services in-house July 1, 2013

### Appendix C – Early Learning Advisory Council Board Membership 2012-2013

<b>Representing</b>	<b>Name</b>	<b>Position</b>
1. ELAC	Harry Duncanson	ELAC Chair
2. Florida Senate	Ellyn Bogdanoff	Senate Representative
3. Florida House	Cathy Peckett	House Representative
4. ELC Alachua County	Remzey Paul-Samarrai	Chair
5. ELC Brevard County	Vacant	
6. ELC Broward County	Jeffrey Dwyer	Chair
7. ELC CNBB	Cranford Coleman	Chair
8. ELC Duval County	Toni Crawford	Chair
9. ELC Escambia County	Kermit Housh	Chair
10. ELC Flagler/Volusia Counties	David Batten	Chair
11. ELC Florida's Gateway	Connie Anderson	Chair
12. ELC Florida's Heartland	Deb DeKeulenaere	Acting Chair
13. ELC Hillsborough County	Filiberto Valero	Chair
14. ELC IRMO	Brandon Tucker	Chair
15. ELC Lake County	William Pruitt	Chair
16. ELC Manatee County	Howard Veltz	Chair
17. ELC Marion County	Vacant	
18. ELC Miami-Dade/Monroe	Octavio Verdeja	Chair
19. ELC Nature Coast	Robert Wardlow	Chair
20. ELC Northwest Florida	Jon McFatter	Chair
21. ELC Okaloosa & Walton Counties	Vacant	
22. ELC Orange County	Linda Landman-Gonzalez	Chair
23. ELC Osceola County	Charles Rogers	Chair
24. ELC Palm Beach County	Adam Hasner	Chair

---

25. ELC Pasco & Hernando Counties	Lisa M. Hammond	Chair
26. ELC Pinellas County	Julie Daniels	Chair
27. ELC Polk County	James Rhodes	Chair
28. ELC Putnam & St. Johns Counties	Nancy Pearson	Chair
29. ELC Santa Rosa County	Jill Sport	Chair
30. ELC Sarasota County	Amy Farrington	Chair
31. ELC Seminole County	Vacant	
32. ELC Southwest Florida	Gerry Poppe	Chair
33. ELC St. Lucie County	Jarrod Trefelner	Chair
34. ELC The Big Bend Region	Monesia Brown	Chair



**Appendix D – State Advisory Council Board Membership**

1. **Toni Crawford** State Advisory Council Chair and Chair of the Early Learning Coalition of Duval
2. **Zackary Gibson** Director, Governor’s Office of Adoption and Child Protection
3. **Shan Goff** Executive Director, Office of Early Learning
4. **Michelle Sizemore** Department of Education Office of Early Learning
5. **Bob Chilmonik** Representative of local educational agencies
6. **Nancy Brown, Ph.D.** Associate Professor of Early Childhood Education, Florida Atlantic University
7. **Cheryl Fountain, Ed.D.** Executive Director, Florida Institution of Education and Professor of Education, University of North Florida
8. **Lucia Zaikov** Owner, Helping Hands and Peppermint Tree Schools
9. **Louis Finney, Jr.** Vice President, Lutheran Services Florida, Head Start Division Board of County Commissioners
10. **James Finnegan** Administrator, East Coast Migrant Head Start Project
11. **Lilli Copp** Director, Head Start Collaboration Office
12. **Lynn Marie Firehammer** Bureau Chief, Children's Medical Services – Early Steps, Florida Department of Health
13. **Rob Siedlecki** Asst. Sec., Mental Health & Substance Abuse, Department of Children and Families
14. **Sandra Murman** Consultant
15. **Noelle Bee** Military Child Care Liaison – Florida NACCRRRA
16. **Susan Main** Representative of the Association of Early Learning Coalitions
17. **Deborah “Debby” Russo** Director of Child Care Services, Department of Children and Families
18. **Corey Best** Parent Leader



OFFICE OF  
**Early Learning**  
LEARN EARLY. LEARN FOR LIFE.

250 Marriott Drive  
Tallahassee, Florida 32399  
850-717-8550  
[www.floridaearlylearning.com](http://www.floridaearlylearning.com)