



# 2013-2014 Office of Early Learning Annual Report

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## *Moving in the Right Direction*

In 2013-2014, initiatives from the year before began culminating in more efficient governance, increased accountability, greater transparency and higher quality in early learning across Florida. House Bill 7165 became law and guided much of the work within the Office of Early Learning.



# 2013-2014 Office of Early Learning Annual Report

*Moving in the Right Direction*

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

## Introduction

While fiscal year 2012-2013 was a year of transition for the Office of Early Learning, fiscal year 2013-2014 proved to be a year when new leadership, organizational structure, direction and vision coalesced, producing results that demonstrated the office was **moving in the right direction**.

The first day of the fiscal year—July 1, 2013—was also the day that House Bill 7165 went into effect. Designed to improve quality, while increasing accountability and transparency for the state’s early learning programs, this important legislation moved OEL into the Florida Department of Education. The law consolidated 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.

The impact of HB 7165 was immediately felt as the challenge of making changes to existing rules and creating new ones dictated the need for statewide workshops and strict schedules. Not unlike building a new model of an aircraft while the plane is in mid-flight, OEL’s work proceeded apace throughout the year at the same time that new responsibilities and functions were being incorporated. A dynamic 2013-2014 strategic plan guided our work, ensuring that we remained true to our mission—to administer and deliver a high-quality, comprehensive system of early learning services—and to our vision of a Florida where every child has access to quality early learning services.

This annual report provides an overview of the activities and accomplishments of OEL, early learning coalitions and partner organizations across the state during the 2013-2014 fiscal year period.

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## Accomplishments for Fiscal Year 2013-2014

The beginning of fiscal year 2013-2014 also marked the official enactment of House Bill 7165, legislation designed to improve quality and bring more accountability and transparency to the state's early learning programs. While stipulating that OEL should operate independently and not be construed to be part of the K-20 system, the law moved OEL into the Florida Department of Education, consolidated 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.

**Implementing this important legislation** shaped much of the work carried out during the fiscal year. Rules were being promulgated to align the state's early learning system with the new law. At the same time, business continued to be conducted as usual according to the laws and rules in place when coalitions, child care providers and OEL entered into agreements. Throughout this complicated process, the goal of all those responsible for delivering services was to ensure that any adjustments were not felt by children and families receiving services.

Underscoring the desire for a cohesive approach to early learning across the state, HB 7165 called for standard statewide contracts for prekindergarten and school readiness child care providers, standard monitoring tools and a uniform chart of accounts for fiscal reporting. The law revised eligibility categories for children in school readiness programs and required the adoption of a health and safety checklist to be used by child care providers not licensed by the Department of Children and Families.

As part of its design to bring **more accountability** to the state's early learning programs, the law required early learning coalitions to implement comprehensive plans to identify and prevent fraud. It enhanced OEL's ability to remove providers from the program and outlined penalties to be imposed on those found guilty of fraudulent activity.

Working in conjunction with early learning coalitions, OEL's inspector general continued to step up efforts to prevent and eliminate any instances of fraud in the statewide early learning system of services. As of June 30, 2014, more than one million dollars in restitution had been ordered.

**Greater transparency** requires more efficient, effective communication, especially with external audiences. Accordingly, throughout 2013-2014, OEL dramatically ramped up its communication efforts. New branding, introduced just before the start of the year, was reinforced in print and electronic communication. The branding was evident in a new monthly newsletter produced for a general audience, which includes information from early learning coalitions around the state. The office also introduced new special-purpose newsletters to provide targeted information to specific external audiences—a monthly **fraud report**, monthly **technology update** as well as a periodic report from the executive director regarding **information about rulemaking, programs and policies**.

In December, following five months of office-wide engagement, OEL launched an entirely **new website**. The conversion added search functionality and included data resources and information not offered previously. Within the first six months of launch, the website attracted nearly 70,000 visits. This number continues to increase proportionally. The striking web makeover earned an award of distinction from a regional communications professional association.

Spring brought occasion to celebrate **continued improvement in kindergarten readiness rates** for students who completed VPK. Florida consistently leads other states in terms of access to prekindergarten. When it comes to results, Florida measures how prepared children are when they enter kindergarten.

The results of the 2013 Florida Kindergarten Readiness Screener showed that nearly 82 percent of children who completed a VPK program were ready for kindergarten, compared to about 53 percent of those who did not participate. Florida's children who attended some VPK fared better than those who did not attend at all. Approximately 66 percent of those who attended some VPK were kindergarten-ready. This was the fifth consecutive year of higher readiness rates.

Florida Governor Rick Scott drew attention to VPK program successes when he visited centers in Panama City, Jacksonville and Miami with OEL's executive director.

As part of OEL's continuing efforts to **enhance quality**, the office worked throughout 2013-2014 with groups across the state to create a coordinated statewide structure—a framework—for professional development and prioritize how to implement the framework over the next two to four years. Improving education and training opportunities for the early child education and care workforce contributes to high-quality early learning experiences for children. The addition of online courses for VPK and school readiness staff throughout the year made it easier, and more convenient, for early education professionals to improve their skills and grow professionally.

On July 11, 2013, OEL entered into a settlement agreement with HP, the vendor contracted to deliver a statewide early learning information system. Per the terms of the agreement, HP delivered the source code, documentation, hardware and supporting software to OEL. After closing out activities with HP, OEL began relocating the hardware to a regional data center to provide server support for interested early learning coalitions.

The office is moving forward with the critically needed statewide early learning information management system, evaluating other states that were handling similar demands as well as third-party solutions being used by coalitions for possible inclusion in Florida's end-to-end solution.

In the fourth quarter of 2013-2014, OEL took a significant step toward a comprehensive statewide system when it introduced a single-point-of-entry registration portal for VPK.

## 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.

<b>Programs/Services</b>	<b>Served 2012–2013</b>	<b>Served 2013–2014</b>	<b>Waiting List 2013–2014 *</b>
School Readiness	222,950	224,149	45,885
Voluntary Prekindergarten	181,492	177,413	N/A
VPK Spec. Instruct. Svcs	3	77	N/A
<b>VPK Total</b>	<b>181,495</b>	<b>177,490</b>	<b>N/A</b>

*Source: OEL Consolidated database as of Sept. 30, 2014*

\* *Waiting lists are determined by individual early learning coalitions and self-reported to OEL. This figure is the average monthly waiting list for FY 2013-2014.*

A reflection of the economy, the number of children on the waiting list for the school readiness program jumped significantly between fiscal years 2008-2009 (57,987 children) and 2009-2010 (80,109 children). In the years since, the number has dropped steadily and is now slightly lower than in 2003-2004.

**Table 2 – Waiting List History**

<b>Fiscal Year</b>	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>
<b>July</b>	47,489	55,940	48,371	47,288	49,659	58,865	74,796	85,013	80,500	78,892	60,659
<b>August</b>	53,274	53,321	54,275	44,536	59,376	64,557	80,751	90,791	84,098	68,414	57,750
<b>September</b>	51,834	53,076	52,883	45,817	57,444	62,993	84,369	90,685	85,751	73,168	49,419
<b>October</b>	54,612	52,406	57,615	41,972	56,095	65,436	87,553	91,957	81,607	68,516	47,826
<b>November</b>	54,313	48,311	57,523	40,956	38,926	58,796	87,329	88,979	77,069	71,933	42,609
<b>December</b>	47,801	44,569	58,042	42,975	42,446	47,662	87,697	78,906	75,110	67,676	36,770
<b>January</b>	53,573	40,415	53,960	44,298	45,436	49,015	88,105	74,452	75,365	60,259	36,684
<b>February</b>	46,315	39,596	27,705	44,898	46,279	47,760	84,218	67,988	71,803	58,134	37,121
<b>March</b>	28,803	38,727	35,207	40,230	44,293	46,273	66,947	68,033	64,780	58,322	37,867
<b>April</b>	28,978	39,677	41,146	43,241	43,866	57,671	62,235	70,869	66,206	57,182	43,624
<b>May</b>	30,214	38,214	45,087	39,241	48,847	67,324	77,146	74,497	65,255	45,959	47,956
<b>June</b>	58,687	40,582	45,118	40,839	53,612	69,492	80,157	78,324	68,747	65,032	52,336
<b>Monthly Avg</b>	46,324	45,403	48,078	43,024	48,857	57,987	80,109	80,041	74,691	64,457	45,885
<b>Monthly Max</b>	58,687	55,940	58,042	47,288	59,376	69,492	88,105	91,957	85,751	78,892	60,659
<b>Monthly Min</b>	28,803	38,214	27,705	39,241	38,926	46,273	62,235	67,988	64,780	45,959	36,684

House Bill 7165 called for OEL to report the percentage of children served in the School Readiness Program, compared to the total number of children under the age of 5 in families whose incomes are below 150 percent of poverty level. (See Appendix B for a breakdown of the information by early learning coalition. Appendix C has the information broken down by county.)

## School Readiness Program

Funded by the Child Care and Development Fund Block Grant, state and local funds, the School Readiness Program assists families who are economically disadvantaged. It helps families at risk of needing temporary cash assistance, and those transitioning from public assistance, obtain child care so they can work or attend training and/or education programs. The program also provides child care to children at risk of being abused, neglected or abandoned, who are homeless or have parents who are victims of domestic violence, 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

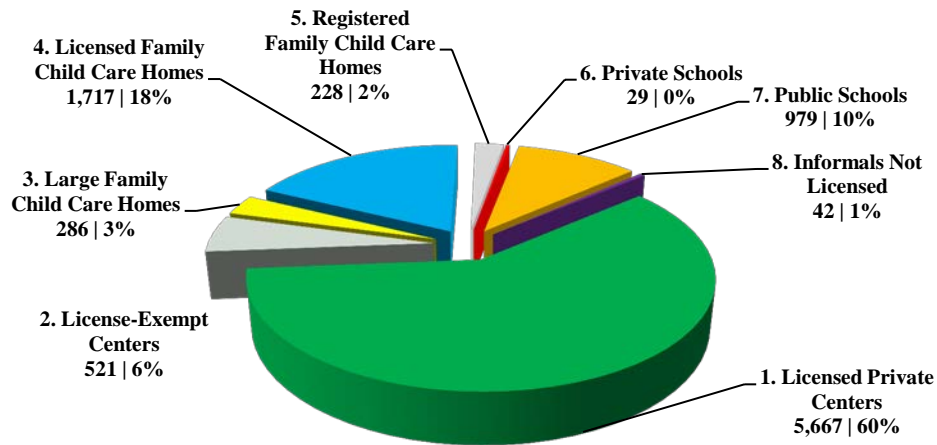
- Preparing children to become ready for school.
- Involving parents as their child’s first teacher.
- Services based on children’s physical, social, emotional and intellectual development.
- Extended-day, extended-year and school-age care for children.
- Providing family support and community resources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

The School Readiness Program reduces public assistance payments and state unemployment. The program increases state tax collections and economic productivity. When families are unable to keep jobs due to lack of affordable child care, it can 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 2013-2014 meant that the average cost for full-time child care was approximately six percent of a family’s income. Without this support, the average cost of child care has the potential to reach 55 percent of income.

In 2013-2014, early learning coalitions collaborated with 9,469 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, as well as faith-based program settings.

**Chart 1 - School Readiness Providers by Type:  
FY 2013-2014 (9,469)**

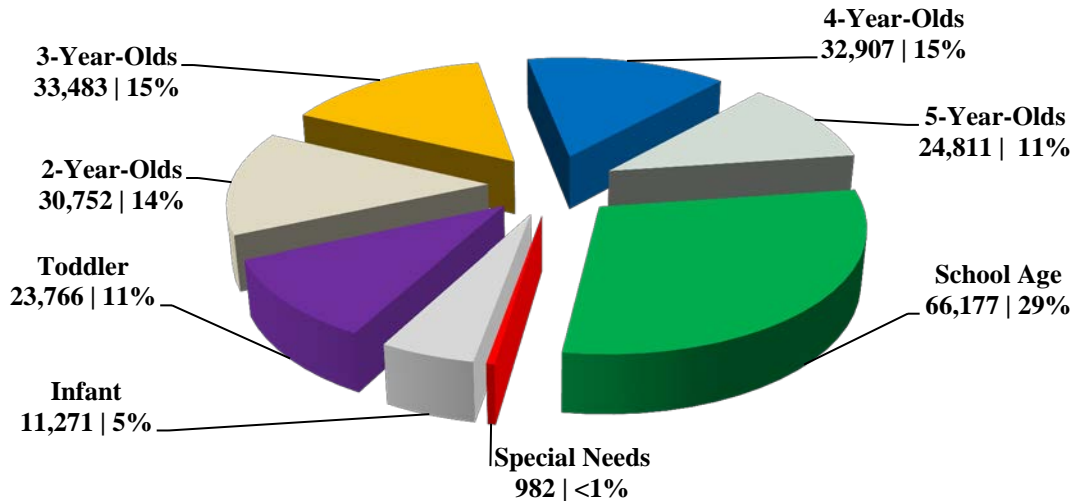


*Source: Consolidated database as of Sept. 30, 2014*



At these various locations, coalitions and local businesses partnered to serve 224,149 children of working families with incomes at, or below, 200 percent of the federal poverty level in addition to children at risk for abuse, neglect or abandonment.

**Chart 2 - School Readiness Enrollment  
by Age Group: FY 2013-2014 (224,149)**



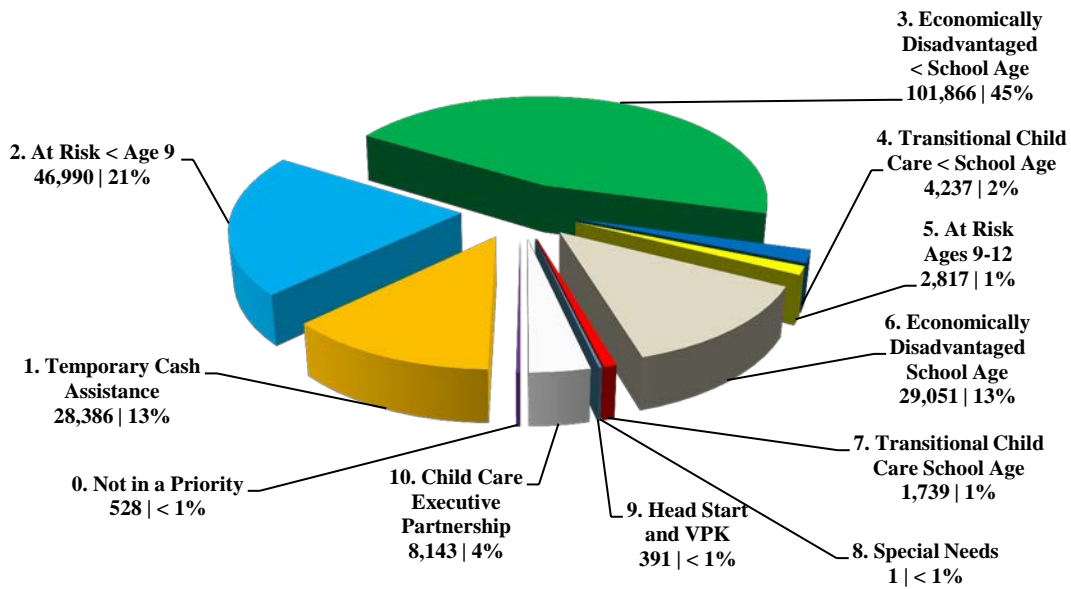
Source: Consolidated database as of Sept. 30, 2014

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 is that a participant’s gross income must be at, or below, 150 percent\* of the federal poverty level for family size. Finally, families must pay a co-payment for child care based on income and family size.

Florida law establishes eligibility priority criteria that early learning coalitions use when families apply for school readiness services, such as those receiving temporary cash assistance or transitioning from assistance, children whose care is funded by the Child Care Executive Partnership, children from migrant families, or children in families classified as “working poor.” Children with special needs and children who are considered at-risk of being abused, neglected or abandoned, are homeless or have parents who are victims of domestic violence may be eligible for school readiness services, regardless of parent or guardian income level.

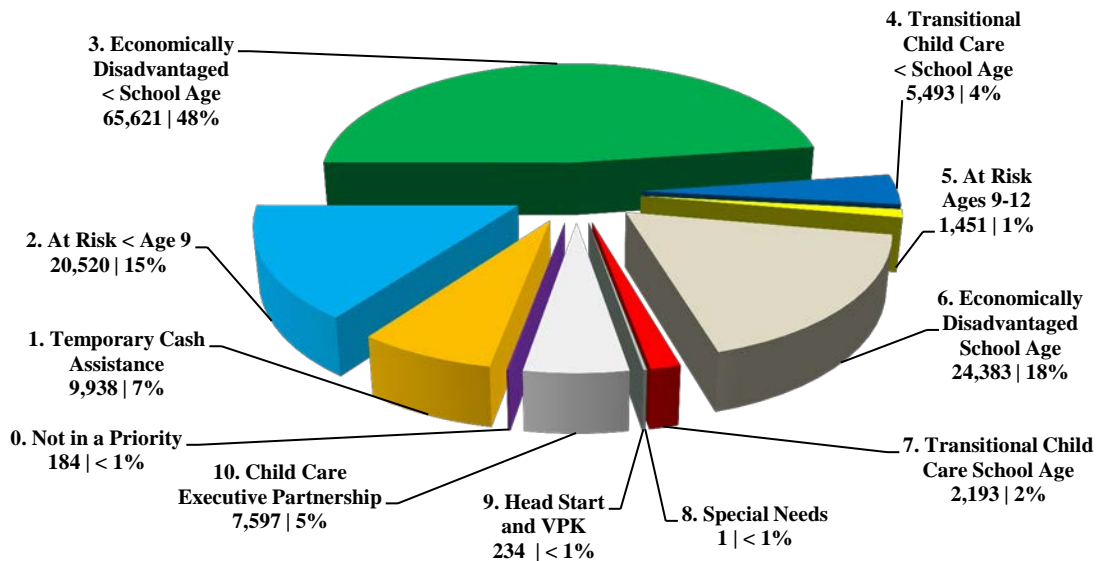
*\* With limited exceptions, the initial income eligibility requirement is gross income at or below 150 percent of the federal poverty level for family size. In certain situations, families with gross income at or below 200 percent of the federal poverty level may enter the program, while those already participating may continue in the program.*

**Chart 3 - School Readiness Enrollments  
by Priority Group: FY 2013-2014 (224,149)**



Source: Consolidated database as of Sept. 30, 2014

**Chart 4 - School Readiness Enrollments  
Monthly Average by Priority Group:  
FY 2013-2014 (137,615\*)**

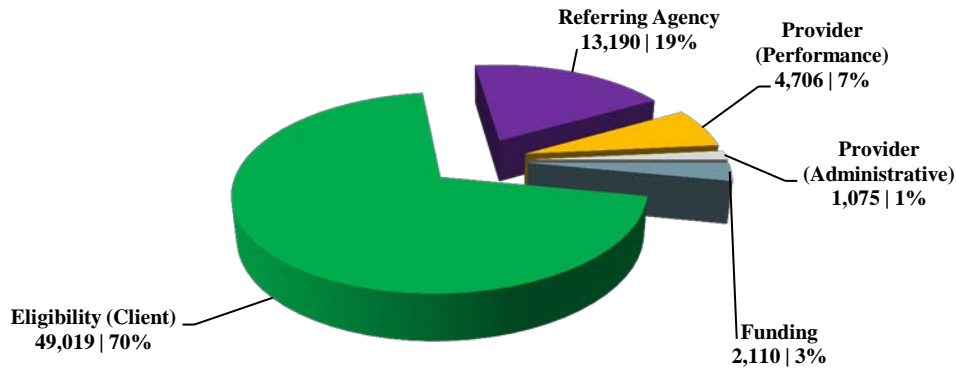


Source: Consolidated database as of Sept. 30, 2014

\*Total reflects children served in more than one priority group in any month. The total monthly average of distinct children served is 135,794.

When children are no longer eligible to receive school readiness services, early learning coalitions disenroll them from the program. During the 2013-2014 fiscal year, 70,100 children were disenrolled from the School Readiness Program. The chart below shows the reasons for that action.

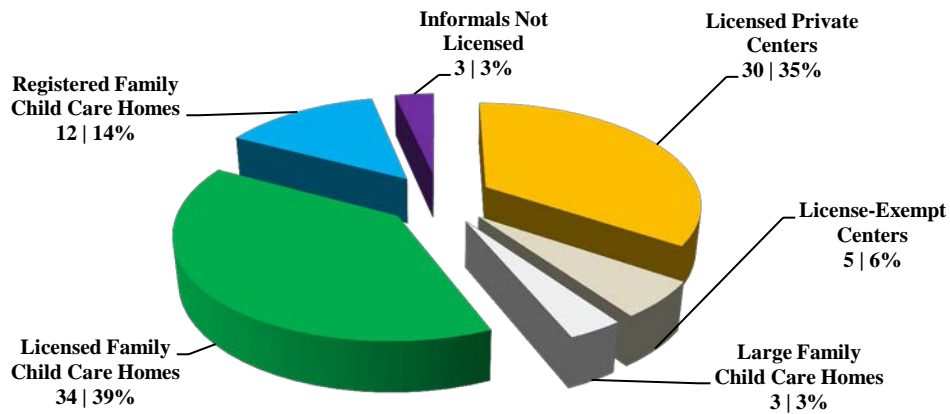
**Chart 5 - School Readiness Disenrollments by Source of Action: FY 2013-2014 (70,100)**



Source: Consolidated database as of Sept. 30, 2014

During the fiscal year, coalitions revoked 87 contracts with school readiness providers.

**Chart 6 - School Readiness Provider Contracts Revoked by Type: FY 2013-2014 (87\*)**

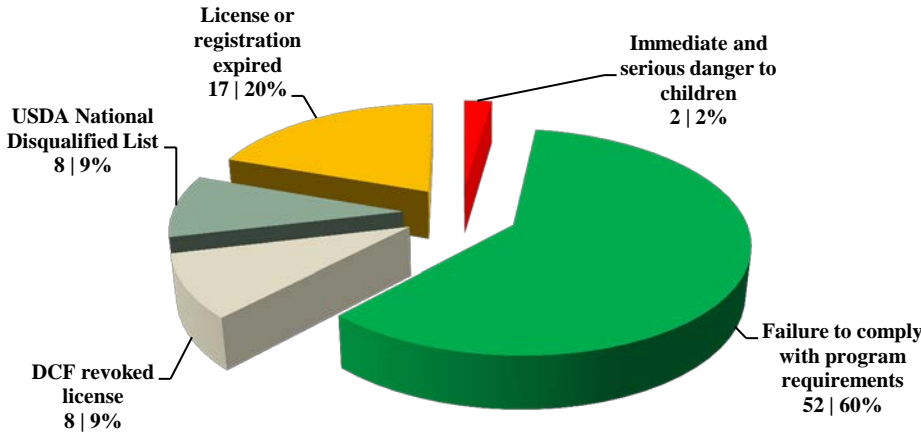


Source: Consolidated database as of Sept. 30, 2014

\* Coalitions did not revoke any provider contracts in the categories of private or public schools



**Chart 7 - School Readiness Provider Contracts Revoked by Cause: FY 2013-2014 (87)**



Source: Consolidated database as of Sept. 30, 2014

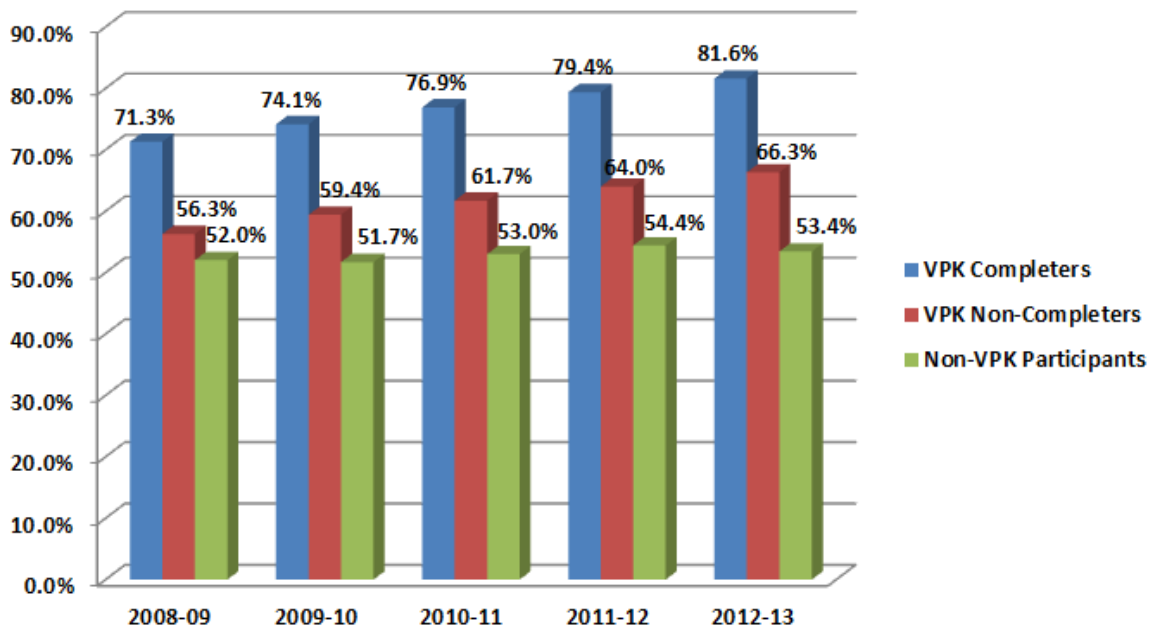
Coalition-level school readiness enrollment and provider data are available in the *OEL Fact Book* at [www.floridaearlylearning.com](http://www.floridaearlylearning.com).



## 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 the state. 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.

**Chart 8 – Percentage of Students Ready for Kindergarten**

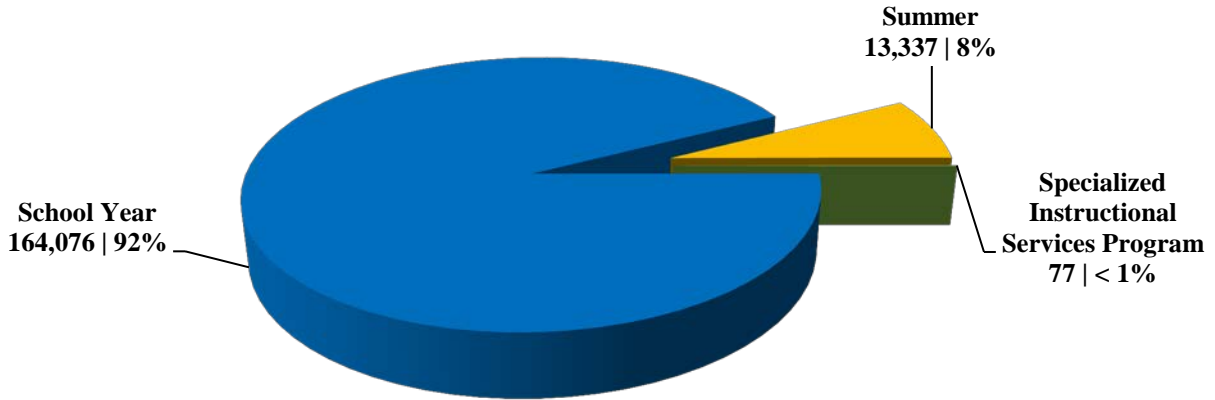


During fiscal year 2013-2014, there were 6,531 VPK programs, including private child care centers, family child care homes, public and private schools, as well as faith-based program settings. These providers served 177,490 4-year-olds (77.3 percent of all 4-year-olds in Florida) in the 540-hour school-year and the 300-hour summer VPK programs. It should be noted that VPK figures in the annual report reflect fiscal year totals, which differ from program year numbers used in other instances. Providers that offered VPK were required to meet standards mandating small class sizes, qualified teachers and using developmentally appropriate curricula.

During the 2012-2013 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. In 2013-2014, 77 children took part in the VPK SIS program.

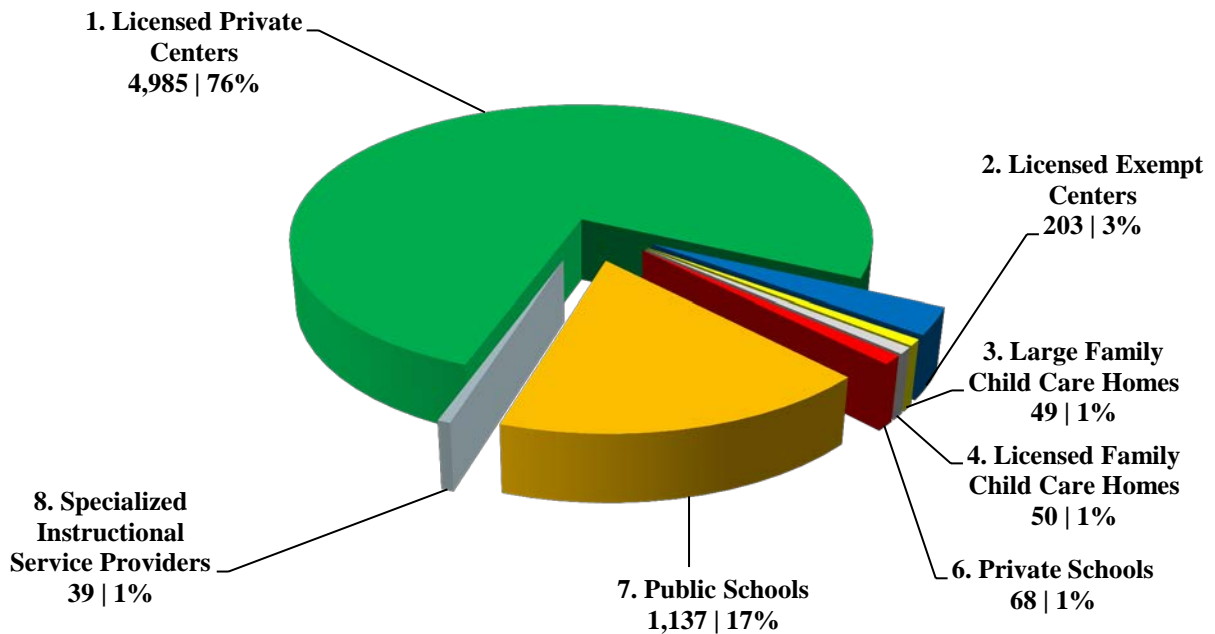
The variety of program options and quality of settings assures parental choice in selecting quality prekindergarten environments for their children.

**Chart 9 - Children Enrolled in VPK:  
FY 2013-2014 (177,490)**



Source: FY data from VPK Estimating Conference Dec. 9, 2014

**Chart 10 - VPK Providers by Type:  
FY 2013-2014 (6,531)**



Source: Consolidated database as of Sept. 2014

## Child Care Resource and Referral

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 enables local CCR&R programs to provide information about child care and community resources to families. Trained specialists provide parent education to help families choose quality programs that best meet their family's needs.

These services are available to anyone seeking early learning services in the state. To do this, OEL contracts with 30 early learning coalitions to ensure services are available in each of Florida's 67 counties. Each coalition is responsible for providing services to families in their service area. CCR&R provides education and the tools to help parents and caregivers choose quality programs that best meet their family's needs. Specialists also provide information and contacts for other local community resources. CCR&R network staff work closely with early learning coalitions and local CCR&R offices statewide to develop written materials, brochures and guidance documents and offer technical assistance and training to support local delivery of services to families. 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 D.)

As reported in the CCR&R database, early learning coalitions maintained a network of more than 16,000 legally operating providers in fiscal year 2013-2014. 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. It is the data source for families searching for quality early care and education programs, including families with special needs. In fiscal year 2013–2014, the CCR&R state-level call center, not including the 30 local CCR&R programs, provided almost 14,000 referrals for early learning programs and community resource information services for parents and families across the state. This was an increase of 70 percent from the previous year.

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. Each provider is responsible for delivering high-quality educational programs to Florida's youngest children.

CCR&R staff at the state and local level link families with early learning opportunities.

## 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 2013-14, OEL received \$1 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 25); 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 financial support to early childhood caregivers and center directors so they can work toward earning a credential, degree or director's credential. House Bill 7165 took effect July 1, 2013. OEL's next annual report will include new data collected to provide increased transparency of expenditures at the coalition level.

**Table 3 - 2013-2014 Budget for the Office of Early Learning**

<b>Program</b>	<b>Budget</b>
Local Coalitions School Readiness	\$552,527,228
Local Coalitions VPK	\$382,470,274
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
Head Start ARRA (\$1.5 m back-of-the-bill reappropriated)	\$1,485,825
T.E.A.C.H./Professional Development	\$3,000,000
Data Systems (includes ELIS) (includes \$4.5 m back-of-the-bill reappropriated)	\$7,434,009
VPK Outreach/Monitoring	\$990,000
SR Fraud Grants (restitution payments to coalitions)	\$300,000
Admin/Program Support	\$11,646,187
GAA Appropriation (includes VPK adjustment for enrollment – May 2014)	\$984,793,704
Reappropriated Back of Bill	\$5,947,916
<b>Total Appropriation</b>	<b>\$990,741,620</b>

## Expenditures

The following tables reflect actual expenditures during 2013-2014 at the state and coalition levels.

**Table 4 - State Level School Readiness Expenditures: FY 2013-2014**

The Children's Forum (T.E.A.C.H.)	\$2,999,998.88
Redlands Christian Migrant Assoc.	\$11,988,097.00
USF - H.I.P.P.Y.	\$1,398,351.75
University of North FL (technology support)	\$747,822.03
Child Care Executive Partnership	\$13,211,497.18
Technology Development	\$712,500.00
Other Contracts	\$793,375.47
<b>Total</b>	<b>\$31,851,642.31</b>

Source: OEL School Readiness Expenditure Workbooks FY 2013-2014

**Table 5 - Coalition School Readiness Program Expenditures: FY 2013-2014**

Coalition Name	Total Expenditures	Direct Services Expenditure Percentage	Total Non-Direct Services, Admin, Quality Expenditure Percentage	Admin Expenditure Percentage	Quality Expenditure Percentage (w/o Gold Seal)	
Alachua	9,399,294.69	80.48%	19.52%	4.37%	8.96%	100.00%
Big Bend Region	15,438,827.22	78.40%	21.60%	4.51%	7.95%	100.00%
Brevard	15,848,979.00	79.62%	20.38%	4.90%	6.11%	100.00%
Broward	41,099,106.33	79.74%	20.26%	4.68%	11.13%	100.00%
Duval	27,518,557.00	78.23%	21.77%	2.38%	13.43%	100.00%
Escambia	13,147,814.00	85.70%	14.30%	2.24%	4.80%	100.00%
Flagler and Volusia	13,233,670.85	82.61%	17.39%	4.68%	7.59%	100.00%
Florida's Heartland	8,394,947.00	78.91%	21.09%	4.85%	7.08%	100.00%
Florida's Gateway	6,945,800.00	78.90%	21.10%	3.61%	8.92%	100.00%
Hillsborough	40,316,495.91	81.90%	18.10%	2.88%	9.76%	100.00%
Indian River  Martin Okeechobee	7,316,518.78	82.36%	17.64%	3.91%	6.60%	100.00%
Lake	6,614,845.30	81.70%	18.30%	4.20%	9.01%	100.00%
Manatee	8,653,901.97	79.44%	20.56%	4.52%	11.93%	100.00%
Marion	9,044,457.00	86.92%	13.08%	4.90%	3.89%	100.00%
Miami-Dade/Monroe	107,862,890.13	87.84%	12.16%	4.56%	4.07%	100.00%
Nature Coast	7,437,330.00	80.78%	19.22%	4.21%	5.69%	100.00%
North Florida	14,170,226.37	80.69%	19.31%	4.22%	8.92%	100.00%
Northwest Florida	11,313,094.99	82.97%	17.03%	3.44%	9.15%	100.00%
Okaloosa and Walton	7,299,668.00	79.00%	21.00%	4.93%	6.69%	100.00%
Orange	35,402,107.00	82.84%	17.16%	3.78%	6.93%	100.00%
Osceola	6,157,868.00	80.68%	19.32%	4.50%	8.21%	100.00%
Palm Beach	34,200,768.37	83.98%	16.02%	3.52%	5.90%	100.00%
Pasco and Hernando	13,718,501.00	84.01%	15.99%	3.25%	6.26%	100.00%
Pinellas	28,786,871.61	82.73%	17.27%	3.32%	5.75%	100.00%
Polk	18,465,803.00	80.65%	19.35%	2.66%	9.95%	100.00%

Coalition Name	Total Expenditures w/Local Match	Direct Services Expenditure Percentage	Total Non-Direct Services, Admin, Quality Expenditure Percentage	Admin Expenditure Percentage	Quality Expenditure Percentage (w/o Gold Seal)	
Santa Rosa	3,587,490.03	79.58%	20.42%	4.11%	6.78%	100.00%
Sarasota	4,980,353.00	78.03%	21.97%	4.47%	8.59%	100.00%
Seminole	7,462,340.00	83.10%	16.90%	4.30%	5.59%	100.00%
Southwest Florida	19,053,022.71	84.03%	15.97%	3.72%	6.38%	100.00%
St. Lucie	8,118,812.81	82.06%	17.94%	3.57%	9.14%	100.00%
Statewide	550,990,362.07	82.74%	17.26%	3.90%	7.31%	100.00%

Source: OEL School Readiness Expenditure Workbooks FY 2013-2014

Descriptions of expenditure classifications are below.

**Direct Costs** – Costs for direct payments to child care facilities for the purpose of child care, including Gold Seal costs.

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

- Salaries, and related costs, of staff engaged in administering and implementing the program
- Developing agreements
- Evaluating program results
- Procurement and contract management
- Providing local officials and the public with information about the program
- Fiscal and budgetary activities
- Legal services
- 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 placement
- Social services
- Recruitment of providers
- Preparation and participation in judicial hearings
- Program development
- Services related to determining a particular person’s eligibility for child care programs
- Case management ensuring a child at risk of abuse or neglect continues in child care

**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 that meet quality standards.

As displayed in Table 5, there is some variation across coalitions due to differences in service delivery models and quality initiative priorities. There may also be cost differences associated with multi-county coalitions compared to coalitions that serve a single county.

**Table 6 - Voluntary Prekindergarten Program Expenditures: FY 2013-2014**

Coalition Name	Total Admin Expenditures	Total Direct Services Expenditures	Total All Expenditures	% for Admin
Alachua	153,847.26	4,117,690.50	4,271,537.76	3.74%
Big Bend	173,510.93	6,710,875.91	6,884,386.84	2.59%
Brevard	421,742.01	10,652,443.84	11,074,185.85	3.96%
Broward	1,429,017.97	35,731,545.61	37,160,563.58	4.00%
Duval	916,328.08	22,908,201.90	23,824,529.98	4.00%
Escambia	204,374.42	5,165,631.83	5,370,006.25	3.96%
Flagler and Volusia	393,984.78	9,849,619.60	10,243,604.38	4.00%
Florida's Gateway	100,514.11	2,513,106.06	2,613,620.17	4.00%
Florida's Heartland	173,036.86	4,329,778.03	4,502,814.89	4.00%
Hillsborough	1,047,974.25	26,175,554.96	27,223,529.21	4.00%
IRMO	209,606.04	5,379,711.39	5,589,317.43	3.90%
Lake	207,070.22	5,192,704.53	5,399,774.75	3.99%
Manatee	267,810.63	6,697,519.50	6,965,330.13	4.00%
Marion	191,213.67	5,180,949.63	5,372,163.30	3.69%
Miami-	2,084,710.92	53,234,364.08	55,319,075.00	3.92%
Nature Coast	162,683.82	4,067,095.73	4,229,779.55	4.00%
North Florida	435,005.55	11,891,914.34	12,326,919.89	3.66%
Northwest Florida	185,815.98	4,823,003.16	5,008,819.14	3.85%
Okaloosa and	208,804.03	5,220,811.89	5,429,615.92	4.00%
Orange	1,068,502.35	26,712,768.37	27,781,270.72	4.00%
Osceola	274,323.88	7,010,720.58	7,285,044.46	3.91%
Palm Beach	960,003.20	25,504,797.65	26,464,800.85	3.76%
Pasco and	380,818.91	11,167,392.30	11,548,211.21	3.41%
Pinellas	523,730.70	13,700,300.69	14,224,031.39	3.82%
Polk	339,245.29	10,340,179.79	10,679,425.08	3.28%
Santa Rosa	96,269.30	2,406,974.59	2,503,243.89	4.00%
Sarasota	184,743.41	4,623,909.53	4,808,652.94	4.00%
Seminole	363,858.55	9,132,621.74	9,496,480.29	3.98%
Southwest Florida	827,878.66	20,717,535.47	21,545,414.13	4.00%
St. Lucie	198,274.15	5,755,000.04	5,953,274.19	3.45%
Statewide	14,184,699.93	366,914,723.24	381,099,423.17	3.87%

Source: OEL VPK Expenditure Workbooks FY 2013-2014

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 reflects normal administrative costs, such as salaries, fiscal and budgetary activities, legal services, procurement and program evaluations. Funding for compliance monitoring of VPK providers and costs to establish and maintain a statewide computerized child care information system are reflected in this category as well. Direct services expenditures include program costs for both the school year and summer VPK programs.



## Improving Early Learning Quality Across the State

House Bill 7165 addressed improving quality across the early learning system. Activities occur at the state level and within each coalition. Tracking statewide and coalition level activities, expenditures and funding sources helps maintain a focus on quality.

The following table reflects expenditures during the 2013-2014 fiscal year for quality initiatives provided via statewide contracts.

**Table 7 - Statewide Quality Expenditures: FY 2013-2014**

The Children's Forum (TEACH)	\$2,849,998.88
Redlands Christian Migrant Assoc.	1,474,318.54
Paul H. Brookes Publishing Co., Inc.	68,559.90
<b>TOTALS</b>	<b>\$4,392,877.32</b>

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

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 Paul Brookes Publishing Co, Inc., provided quality expenditures in a social and emotional developmental screening instrument along with related training and data management services.

The child care development block grant that funds the majority of the School Readiness Program requires that specific amounts be expended on quality activities. The state statute further defines allowable activities. Coalition quality initiatives are unique to their community. There are five initiative categories.

**Table 8 – Coalition Quality Expenditures: FY 2013-2014**

Comprehensive Consumer Education	\$8,489,947.98
Early Learning Standards, Curriculum, Health and Development Screening and Assessment	7,543,998.53
Provider Training/Technical Assistance and Financial Support	17,066,004.08
Quality Activities for Infant and Toddler Care	5,921,485.59
Inclusion	2,663,712.25
<b>TOTALS</b>	<b>\$41,685,148.43</b>

**Comprehensive consumer education** involves developing, establishing, expanding, operating and coordinating CCR&R services specifically related to providing comprehensive education to parents and the public. It also includes CCR&R services that increase parental choice by helping families find answers to their questions about how to identify quality early learning programs and how to locate a provider that meets each family's needs when choosing early learning programs; and services that provide child care referrals customized to the needs of each family, as well as referrals and information

about other services available in local communities. Early learning quality activities also include providing or contracting for training and technical assistance for parental involvement in their children's early education, including family support, family literacy activities, child screenings, child assessments, developmentally appropriate curricula, character development, teacher-child interactions, age-appropriate discipline practices, health and safety, nutrition, first aid, recognizing communicable diseases, and child abuse detection and prevention.

Quality expenditures for **early learning standards, curriculum, health and developmental screening and assessment** include:

- Developmental and health screening for children ages 3 and older, including hearing, vision and speech
- Early learning standards and standards material for children ages 3 and older
- Developmentally appropriate curriculum and related classroom resources that support curriculum materials for children age 3 and older
- Assistance with implementing developmentally appropriate curricula and related classroom resources supporting curricula, and providing literacy supports for children age 3 and older
- Character development for children age 3 and older
- Pre/post assessment of children participating in the School Readiness Program
- Assessments of providers' early learning environments and costs associated with purchasing materials to conduct the assessments

Quality expenditures for **provider training, technical assistance and financial support** include a wide variety of quality supports for providers:

- One-time grants, awards or bonuses
- Collaboration with local licensing entities that does not result in duplicating services
- Program evaluation tools used to guide technical assistance
- Prevention and recognition of communicable and infectious diseases
- Healthy Child America and other health-related training, including those designed to provide social, emotional and physical development services for children that are not duplicative
- Age-appropriate discipline practices, nutrition, first aid and child abuse detection and prevention
- Minor remodeling and upgrading child care facilities to ensure providers meet health and safety standards
- Initiatives to assist providers obtaining a license or accreditation
- Teacher Education and Compensation Helps (TEACH) and other grants or scholarships, including wage incentives
- Tuition and fees to obtain a Florida Director Credential, Florida Child Care Professional Credential or Child Development Associate credential or to complete a degree in early childhood development

Expenditures for **quality activities for infant and toddler care** include activities for school readiness providers specific to infants and toddlers from birth to 36 months, such as training and other initiatives that focus on selecting age-appropriate materials, creating developmentally-appropriate environments, and using an infant/toddler mental health consultant.

Expenditures for **inclusion** include time, materials and resources related to assisting early learning or school-age programs that have a child with identified or suspected disabilities or special health care needs. Services include making accommodations for specific disabilities; quality enhancement; screening and assessment; training; and collaborative meetings with staff, parents and partner agencies; local training; and responding to warm-line requests from providers and parents.

## Preventing Fraud – Anti-fraud Actions Yield Return

Working in conjunction with early learning coalitions, OEL’s office of inspector general continued to step up efforts to prevent and eliminate any instances of fraud in the statewide early learning system of services. As of June 30, 2014, the **total restitution ordered year-to-date was more than one million dollars**.

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 36 school readiness child care providers to the Department of Financial Services Division of Public Assistance Fraud for criminal investigation in fiscal year 2013-2014. Twenty of these cases have been screened out and 12 are active investigations. Four were referred to the State Attorney’s Office for criminal prosecution. The referrals to the State Attorney’s Office have not yet been adjudicated.

OEL referred 836 recipients of school readiness child care support to the DFS Division of Public Assistance Fraud for criminal investigation. Of that number, 655 of the cases have been screened out; 110 are active investigations; and 71 have been referred to the State Attorney’s Office for criminal prosecution. Seventeen of those 60 cases have been adjudicated, resulting in 15 restitution orders for a combined \$180,768.66.

In 2013-2014, OEL collected \$337,800.66 in restitution payments, \$17,903.10 of which was for cases referred in 2013-2014.

During the fiscal year, the office of inspector general completed an internal audit of processes for cash receipts and made process improvement recommendations to management. The office of inspector general also coordinated several federal and local law enforcement task forces to investigate fraudulent child care providers.

## 2013-2014 Early Learning Coalitions – Year in Review

In 2013-2014, Florida’s early learning coalitions collaborated with community partners and implemented quality initiatives to spread the word about the importance of early learning. Coalitions worked to increase the quality of early learning programs for both parents and children through professional development offerings for school readiness and VPK providers. Resources and trainings were also provided for parents. Here are some examples of their efforts.

## Comprehensive Consumer Education

By using family needs assessments, child care resource and referral program staff connected parents to child care programs and community resources best suited to meet the family's needs. Families learned about the services available in their community through materials provided by coalitions at community events and meetings, on coalition websites and via social media.

Coalition resource libraries offered parents and providers opportunities to review research and other early learning materials, as well as borrow program materials to use at home or in the classroom.

Coalitions continued to implement and enrich efforts to support parent skill-building through outreach events in collaboration with other local entities. Community events gave parents and families an opportunity to learn about the importance of choosing quality child care, early literacy programs and age-appropriate developmental milestones that are central in their children's growth.

**The Early Learning Coalition of Manatee** held BLOCK Fest parent events and provider trainings with materials procured thanks to a donation from the Florida Family-School Consortium/Florida Parental Information and Resource Center at the University of South Florida. The BLOCK Fest is a research-based early learning system that fosters early math and science learning and the development of social, emotional, language, motor and cognitive skills through rich, hands-on/interactive block play experiences for families with young children.

Publix awarded the **ELC of Pinellas** a grant to implement the Backpacks for Home Literacy Program. The program promoted early literacy skills and a love of reading for children in family child care homes. Thematic books with literacy activities were sent home encouraging the entire family to participate.

## Provider Financial Supports

Coalitions supported professional development for contracted child care providers through a variety of financial support opportunities. Most coalitions provided scholarships, mini-grants, training and conference registration reimbursement, travel reimbursement and/or material donations to qualifying providers in a coalition's service delivery area to further their education and improve classroom environments.

The **ELC of the Big Bend** provided a grant to six local family child care homes that paid for all travel-related costs associated with the Family Child Care Home Association annual conference.

The **ELC of Seminole County** held monthly market day events that enabled providers to get a significant amount of classroom support and enhancement materials along with mini-trainings on maximizing complimentary resources provided by the coalition.

## Training and Technical Assistance

All coalitions provided hours of free training and technical assistance to providers on a range of subjects such as early learning standards, child screenings and assessments, developmentally appropriate curricula and character development, teacher-child interactions, age-appropriate discipline practices, health and safety, recognizing communicable diseases, and detecting/preventing child abuse.

The **ELC of Miami-Dade/Monroe** received a \$291,000 grant from the Florida Department of Education to provide training and technical assistance to 2012-2013 VPK providers on probation (those who do not meet the minimum kindergarten readiness rate).

### Quality Activities for Infant & Toddler Care

Most coalitions held professional development sessions designed to provide the practitioner with instructional support specific to developmental needs of infants and toddlers while expanding the number of caregivers with the necessary skills to care for infants and toddlers.

The **ELC of Lake County** held their first Infant/Toddler and School-Age Conference at the coalition's main office. The conference focused on promoting social-emotional competence in infants and toddlers; exploring the values and activities needed to build quality interactions with each child; and providing practitioners with tools to develop curricula that meets the needs of all children.

The **ELC of Northwest Florida** designed a Baby Basics Initiative to increase the knowledge base of infant and toddler caregivers/practitioners in order to increase their understanding of the way babies and toddlers form relationships with caregivers as well as to promote a conscious effort to support the child's social-emotional development.

### Inclusion

Coalition inclusion coordinators provided onsite technical assistance to providers about classroom routine, scheduling, classroom management, appropriate supportive activities and modifications that include all children. There were conferences with parents, directors and teachers to develop support plans for specific children and the overall classroom. Coalitions also offered developmental screenings to children from birth through the age they enter kindergarten, and completed follow-up referrals for children who scored outside the typical developmental range.

The **ELC of Alachua** participated in the Florida Expanding Opportunities for Early Childhood Inclusion Initiative, a cross-agency, statewide initiative promoting inclusive options for young children with disabilities.

The **ELC of Osceola** implemented the Sending Out Support Program. The program offered instructions and opportunities to practice skills that help early child educators create an environment where all children, regardless of their developmental level, can learn and play together. The program also provided instruction on how to include young children with disabilities in regular early education and care programs.

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 operates under the authority of Section 1002.94, Florida Statutes, which provides the board of directors and participating partners staff support through the Office of Early Learning.

Through the 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 available funding to provide early education and care to the children of Florida’s working families in these communities.

The program empowers early learning coalitions and community employers to work together to increase child care funding for lower-income working families, to provide access to school readiness services to more children, and to increase business productivity and profits by providing valuable benefits for employees. Funds granted to employers are monitored closely, and unexpended funds are re-distributed to other participants to benefit their employees. Table 9 (*CCEP Funding and Expenditures*) provides a record of fund management.

CCEP board member terms expired June 30, 2013. New members were not appointed during fiscal year 2013-14, which precluded reallocating funds and resulted in a decrease in expenditures.

**Table 9 - CCEP Available Funding and Expenditures: Fiscal Years 2008-2014**

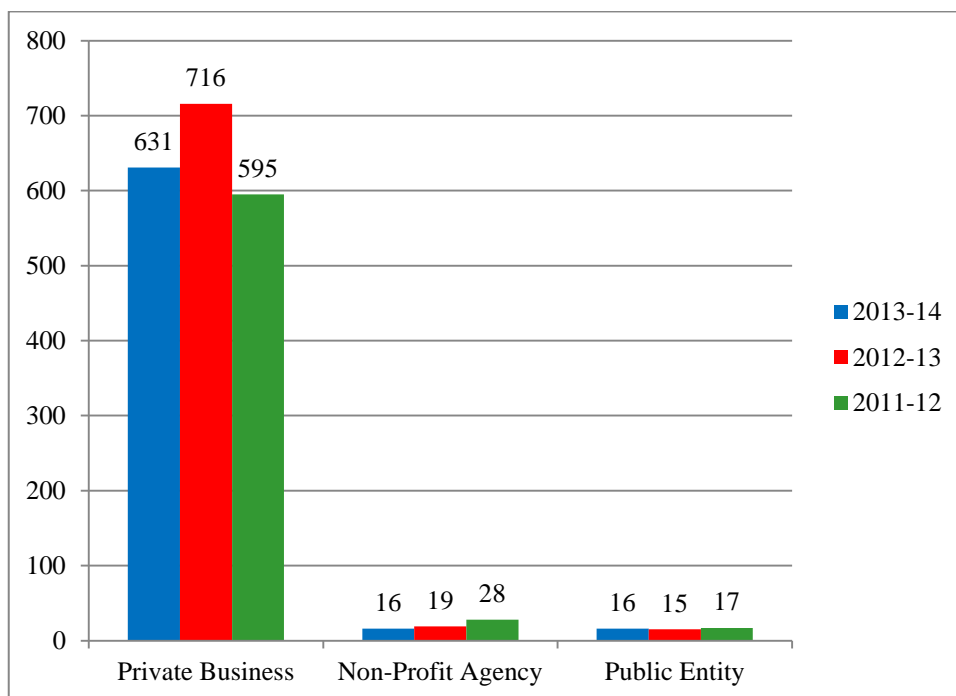
<u>Fiscal Year</u>	<u>Funding</u>	<u>Expenditures</u>	<u>Balance</u>	<u>Percentage</u>
2007-2008	15,000,000	14,533,943.24	466,056.76	96.89%
2008-2009	15,000,000	14,876,179.46	123,820.54	99.17%
2009-2010	15,000,000	14,595,296.43	404,703.57	97.30%
2010-2011	15,000,000	14,586,514.24	413,485.76	97.24%
2011-2012	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%
2013-2014*	15,000,000	13,211,497.18	1,788,502.82**	88.07%

\*Not having a CCEP board during the fiscal year meant funds could not be reallocated.

\*\* Section 19 of Chapter 2014-51, Laws of Florida, authorized the unexpended balance of funds provided in FY2013-14 be reverted and re-appropriated to FY2014-15; accordingly, \$1,772,081 was reverted and re-appropriated for FY2014-15.

Chart 11 (*Employer Participation in CCEP*) presents the number of employers, by employer type (e.g., government entity, non-profit agency and private business) participating in the CCEP program for fiscal years 2011-2012, 2012-2013 and 2013-2014.

**Chart 11 - Employer Participation in CCEP  
FY 2011-2012 to FY 2013-2014**



## Statewide Early Learning Initiatives

### Early Learning Information System

Begun in 2010, the Early Learning Information System Project was intended to replace a 15-year-old distributed data system with a comprehensive, web-based centralized information system to administer Florida's early learning programs—over \$1 billion in services to more than 300,000 children and families annually. The project encountered multiple challenges that eventually led to a decision to terminate the contract with the vendor, HP.

On July 11, 2013, HP and OEL entered into a settlement agreement. According to terms of the agreement, HP delivered the source code, documentation, hardware and supporting software to OEL.

OEL has completed closeout activities with HP, relocated hardware to the Northwest Regional Data Center and finished evaluating the software developed under the agreement. The office enlisted Ernst & Young to provide independent verification and validation services. The firm completed a comprehensive postmortem assessment and report. The findings were shared with legislative partners.

After considering several approaches to moving forward with the critically needed statewide early learning information management system, OEL decided to evaluate other states that were handling similar demands and had developed comparable payment systems internally. A technology team visited three states focusing on those developed using federal grant funding, which would make the

system transferable to Florida. At the same time, OEL identified and evaluated third-party solutions being used by coalitions for possible inclusion in Florida’s end-to-end solution.

In the fourth quarter of 2013-2014, OEL took a significant step toward a comprehensive statewide system when it introduced a single-point-of-entry registration portal for VPK. The response was immediate and positive. By June 30, 2014, 17 early learning coalitions had deployed or were in the process of deploying the new application.

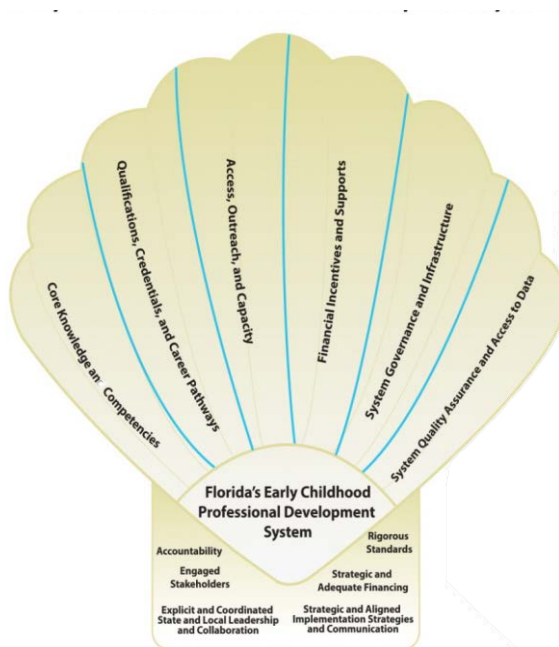
## Professional Development Framework

Key to successful early child education is the quality of early child care staff. Those who teach and work with young learners influence their development over a lifetime. Supporting the child care work force with a coordinated statewide professional development system is one of the primary quality initiatives in OEL’s strategic plan.

Historically, there have been numerous professional development initiatives, many of which have originated in one or more early child education and care stakeholder groups including the Children’s Forum, Department of Children and Families and Association of Early Learning Coalitions. Professional organizations and higher education institutions also offer professional development.

During the 2013-2014 fiscal year, OEL worked with groups across the state to create a coordinated statewide structure—a framework—for professional development and to prioritize how to implement that framework over the next two to four years. Beginning with a broad vision, narrowing down to individual elements, OEL identified what currently exists in Florida, including references to rules and statutes, and developed a model of what *should* exist, naming it *Florida SHELLS: Scaling Heights for Early Learning and Leadership Success*.

**Figure 1: Essential Elements of Florida’s Professional Development System**



***Florida SHELLS: Scaling Heights for Early Learning and Leadership Success***

*Florida Institute of Education at the University of North Florida*



## Program Specific Statewide Initiatives

### School Readiness

#### 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 (MMCI) Train-the-Trainer, Toddler Observer Training and Toddler Observer Train-the-Trainer. All early learning coalitions participated in the training and can now conduct CLASS observations and offer MMCI courses to local providers.

#### Developmental Screening

All children birth to age 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. Parents receive their child's screening results.

#### Online Training on Early Learning and Developmental Standards

Florida's Early Learning and Developmental Standards have information about how young children explore, create and think, based on their age. Florida created the standards knowing that children's early experiences determine later successes in school, life and careers. 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.

OEL released the *Florida Early Learning and Developmental Standards: Birth to Five* online courses during 2013-2014. The courses provide practitioners with high-quality online information to learn how children grow and develop. There are three levels of courses organized by the practitioner's level of experience: entry, career and director. Currently available in English, the courses will soon be available in Spanish. Participants register through the Department of Children and Families Child Care Training Portal.

### 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 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 receive 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. 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 online courses helps them get that training.

### 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 revised Rule 6M-4.710, Florida Administrative Code, regarding school readiness program curricula and released the 2014-2015 Approved List of School Readiness Curricula in September 2014.

### School Readiness Regional Facilitators

OEL has a team of five school readiness regional facilitators who work in tandem with early learning coalitions and contracted service providers to support professional development activities. Regional facilitators provide approved training, technical assistance and consultation services to providers and early learning coalitions. Training topics include early learning standards and guidelines, professional development, program assessment and developmentally appropriate activities.

## Voluntary Prekindergarten

### Bright Beginnings

The Bright Beginnings website houses instructor and family resources related to early literacy and mathematics. However, its primary function in 2013-2014 was online reporting for the VPK Assessment. This marked the second year of mandatory administration and assessment reporting for all VPK providers. The online reporting system features specialized reporting features and parent letters in three languages.

### Online and Face-to-Face Trainings

The VPK program now offers four instructor-led courses and four online courses. In 2013-2014, OEL completed its fourth online course, an online version of the *Standards for Four-Year-Olds* training, required for most VPK instructors. This three-hour training assists teachers and directors with understanding the standards and benchmarks that children should know and be able to do by the end of their VPK program/beginning of kindergarten. Instructor-led courses offer training on specific content areas, such as phonological awareness, standards, and how to use the VPK Assessment and interpret results. Online courses offer training in specific content areas of emergent literacy, language and vocabulary, standards, as well as content specific for directors of VPK programs. As part of a multi-step process addressed in HB 7165, OEL surveyed and reviewed VPK professional development in the area of mathematical thinking to determine what was needed and reported those results to the legislature.



### VPK Pre- and Post-Assessments

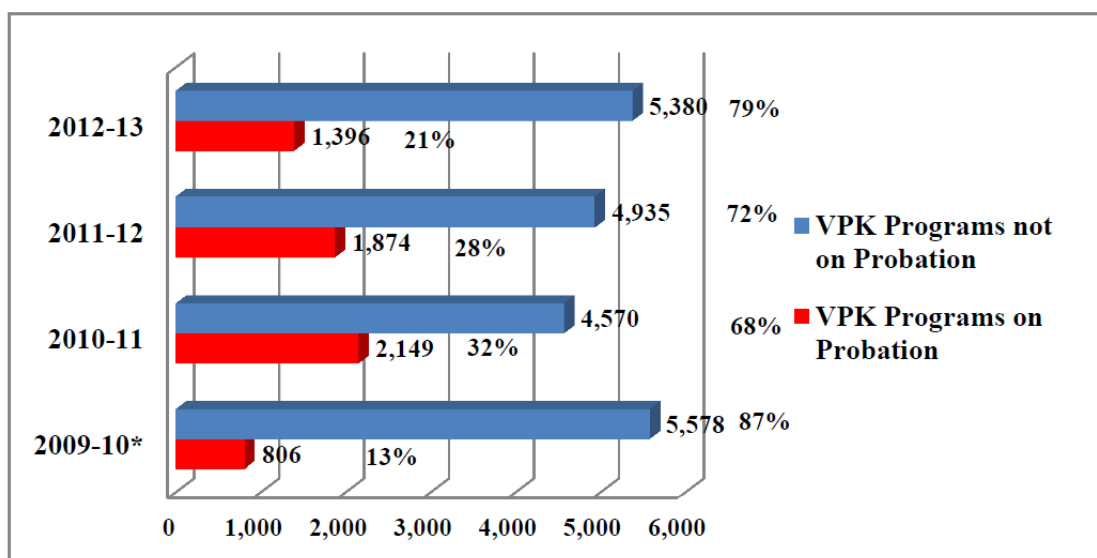
Fiscal year 2013-2014 marked the second year of mandatory administration of the VPK Assessment at the beginning and end of the VPK program. The instrument gives specific information about each child's skill level in four specific areas that have significant research support showing later educational success: phonological awareness, alphabet knowledge, oral language/vocabulary and mathematics (number sense). OEL-approved trainers offer instructor-led training on how to administer VPK assessments and how to interpret results of the assessment (instructional implications).

## VPK Accountability

OEL is responsible for calculating VPK provider kindergarten readiness rates, which indicate the percentage of a VPK provider's children served who are ready for kindergarten. These rates are part of a public VPK provider profile allowing families and others to have this information available when choosing a VPK provider.

For VPK providers on probation (those who do not meet the minimum kindergarten readiness rate), OEL offers training and technical assistance through a network of VPK providers. Providers on probation complete an improvement plan that includes implementing either an OEL-approved curriculum or an OEL-approved staff development plan. Chart 12, *VPK Provider Readiness Rate Trends*, shows the percentage of VPK providers that met the minimum required kindergarten readiness rates beginning with 2009-10 to 2012-13. Results from the latter year determined the readiness rates available to the public in 2013-14.

**Chart 12 - VPK Provider Readiness Rate Trends**



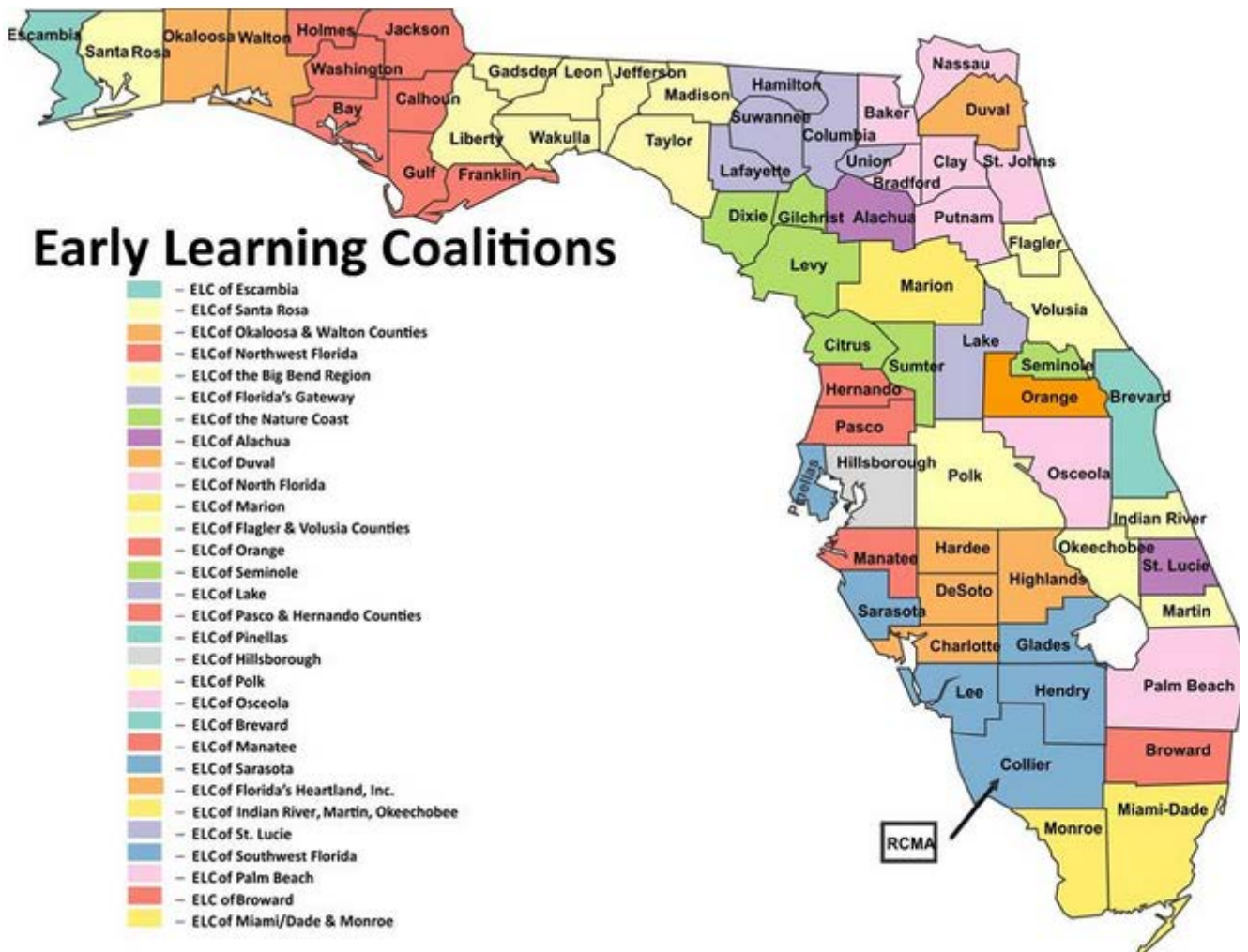
\*2009-10 data represents the previous standard where only the lowest performing 15 percent of VPK providers were deemed low performing. Subsequent years of data represent the current standard of 70 percent of VPK completers ready on both measures.

## Conclusion

Much of the work throughout 2013-2014 was influenced by House Bill 7165—the important early learning legislation that took effect at the beginning of the fiscal year. Rulemaking, assuming additional responsibility for statewide voluntary prekindergarten and developing standard statewide procedures moved Florida's early learning system in the right direction. The year's end saw a well-defined governance structure, strengthened accountability, greater transparency and improved quality.

In 2014-2015, OEL will continue to work closely and collaboratively with early learning stakeholders, agency partners, the Florida Legislature and the 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 – Percentage of Children in School Readiness Compared to Children in Poverty by Early Learning Coalition

### Percentage of Eligible Children in School Readiness Program Paid Enrollments\* by Early Learning Coalition: Fiscal Year 2013-2014

Early Learning Coalition	School Readiness Enrollments	Number of Children Below 150 Percent of Federal Poverty Level	Percentage of Children Served Compared to Number Below 150 Percent of Federal Poverty Level
Alachua County	2,061	5,489	38%
The Big Bend Region	4,145	12,481	33%
Brevard County	3,686	12,416	30%
Broward County	8,530	40,691	21%
Duval County	8,278	27,783	30%
Escambia County	2,687	10,155	26%
Flagler and Volusia Counties	4,325	14,879	29%
Florida's Gateway	1,281	5,522	23%
Florida's Heartland	1,660	9,558	17%
Hillsborough County	11,042	39,094	28%
Indian River, Martin and Okeechobee Counties	2,511	8,573	29%
Lake County	1,928	7,539	26%
Manatee County	2,121	9,643	22%
Marion County	2,968	11,371	26%
Miami-Dade/Monroe Counties	21,905	74,680	29%
The Nature Coast	1,740	7,527	23%
North Florida	3,637	13,602	27%
Northwest Florida	3,008	8,418	36%
Okaloosa and Walton Counties	1,738	7,264	24%
Orange County	8,442	35,106	24%
Osceola County	1,764	10,132	17%
Palm Beach County	6,971	33,528	21%
Pasco and Hernando Counties	4,236	15,149	28%
Pinellas County	5,666	18,615	30%
Polk County	4,650	22,402	21%
St. Lucie County	2,670	8,592	31%
Santa Rosa County	729	3,442	21%
Sarasota County	1,418	6,267	23%
Seminole County	1,993	7,522	26%
Southwest Florida	4,771	30,408	16%
<b>State **</b>	<b>130,837</b>	<b>517,848</b>	<b>25%</b>

Source: Demographic Estimating Conference Database updated November 2014; county population estimates for Jan.1, 2014.

Source: Office of Early Learning, OEL FactBook as of September 2014; School Readiness Program paid enrollments.

\* School readiness paid enrollments include infants, toddlers, 2-year-olds and preschool 3-year-olds and 4-year-olds.

\*\*The sum of coalition data does not equal the statewide total. Children may be served by more than one coalition.

Data revised Feb. 2016.

## Appendix C – Percentage of Children in School Readiness Compared to Children in Poverty by County

### Percentage of Eligible Children in School Readiness Program Paid Enrollments\* by County: Fiscal Year 2013-2014

County	School Readiness Enrollments	Number of Children Below 150 Percent of Federal Poverty Level	Percent of Children Served Compared to Number Below 150 Percent of Federal Poverty Level
Alachua	2,061	12,955	16%
Baker	318	1,882	17%
Bay	1,733	10,537	16%
Bradford	262	1,594	16%
Brevard	3,686	27,083	14%
Broward	8,530	104,792	8%
Calhoun	117	883	13%
Charlotte	633	5,793	11%
Citrus	797	5,530	14%
Clay	989	12,270	8%
Collier	1,045	17,293	6%
Columbia	787	4,172	19%
Desoto	241	2,242	11%
Dixie	33	856	4%
Duval	8,278	59,600	14%
Escambia	2,687	18,509	15%
Flagler	610	5,040	12%
Franklin	70	566	12%
Gadsden	706	3,139	22%
Gilchrist	93	920	10%
Glades	14	702	2%
Gulf	76	646	12%
Hamilton	79	778	10%
Hardee	214	2,130	10%
Hendry	344	3,108	11%
Hernando	1,131	8,546	13%
Highlands	572	4,894	12%
Hillsborough	11,042	84,554	13%
Holmes	154	1,119	14%
Indian River	1,076	6,606	16%
Jackson	579	2,516	23%
Jefferson	165	757	22%
Lafayette	24	492	5%
Lake	1,928	16,488	12%
Lee	3,368	34,786	10%

County	School Readiness Enrollments	Number of Children Below 150 Percent of Federal Poverty Level	Percent of Children Served Compared to Number Below 150 Percent of Federal Poverty Level
Leon	2,586	15,193	17%
Levy	325	2,240	15%
Liberty	40	468	9%
Madison	229	1,174	20%
Manatee	2,121	18,798	11%
Marion	2,968	17,416	17%
Martin	958	6,129	16%
Miami-Dade	21,338	152,260	14%
Monroe	567	3,049	19%
Nassau	233	4,061	6%
Okaloosa	1,413	11,890	12%
Okeechobee	477	2,569	19%
Orange	8,442	78,249	11%
Osceola	1,764	19,400	9%
Palm Beach	6,971	72,539	10%
Pasco	3,105	26,049	12%
Pinellas	5,666	42,551	13%
Polk	4,650	39,165	12%
Putnam	946	4,559	21%
St. Johns	889	10,724	8%
St. Lucie	2,670	17,033	16%
Santa Rosa	729	9,330	8%
Sarasota	1,418	14,880	10%
Seminole	1,993	24,230	8%
Sumter	492	2,625	19%
Suwannee	314	2,573	12%
Taylor	191	1,275	15%
Union	77	821	9%
Volusia	3,715	24,498	15%
Wakulla	228	1,749	13%
Walton	325	3,465	9%
Washington	279	1,423	20%
<b>State**</b>	<b>130,837</b>	<b>1,096,163</b>	<b>12%</b>

Source: Demographic Estimating Conference Database updated August 2013; county population estimates for Jan. 2014.

Source: Office of Early Learning, OEL FactBook as of September 2014; School Readiness Program paid enrollments.

\*School readiness paid enrollments include infants, toddlers, 2-year-olds and preschool 3-year-olds and 4-year-olds.

\*\*The sum of county data does not equal the statewide total. Children may be served by more than one county.



## Appendix D – Coalition Service Delivery

## Early Learning Coalition Service Delivery: FY 2013-2014

Services delivered by early learning coalitions (ELCs) (denoted by ✓)
CCR&R, school readiness, VPK or inclusion services delivered by service provider
Inclusion services delivered by separate service provider

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>	✓	✓	✓	✓
<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>Miami-Dade and Monroe</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>	✓	✓	✓	✓
<b>Sarasota</b>	✓	✓	✓	✓
<b>Seminole</b>	✓	✓	✓	✓
<b>Southwest Florida</b> (Collier-Lee-Hendry-Glades)	✓	✓	✓	✓
<b>St. Lucie</b>	✓	✓	✓	✓
<b>Broward</b>	Family Central, Inc.			
<b>Hillsborough</b>	<u>Early Childhood and Host Programs:</u> Early Childhood School Readiness Programs School District of Hillsborough County			Care Options
<b>North Florida</b> (Clay-Nassau-Baker-Bradford-Putnam-St. Johns)	Episcopal Children's Services			
<b>Okaloosa and Walton</b>	Okaloosa-Walton Child Care Services			
<b>Orange</b>	Community Coordinated Care for Children			✓
<b>Osceola</b>	Community Coordinated Care for Children			School District of Osceola County
<b>Palm Beach</b>	Family Central, Inc.			



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