

CEO Report

March 3, 2014





CHILDREN FIRST: The Strategic Plan for the Early Learning Coalition of Miami Dade/Monroe 2013-2014

OUR VALUES

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

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

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

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

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

EQUITY - In working with parents, families, providers, and partners, we are committed to the principle of equity and balance, so that all may benefit from the work we do, while keeping children first.

OUR MISSION			OUR VISION		
To promote high-quality school readiness, voluntary prekindergarten and after school programs, thus increasing all children's chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social, emotional and intellectual development of Miami-Dade and Monroe County children with a priority toward the ages before birth through age 5.			CHILDREN FIRST To ensure a comprehensive and integrated system providing for all families and their children, beginning before birth to 5 years, the affordable opportunity to enter school ready to learn and succeed in life.		
NEEDEST CHILDREN	YOUNGEST CHILDREN	EDUCATE ALL	PROVIDERS	INTERNAL CAPACITY	FUNDING
<p>Improve outcomes for the children most distressed communities and of greatest risk for developmental delays</p> <p>TARGET NEEDEST AREAS Identify centers in distressed zip codes and those serving children with, or at risk for, developmental delays & provide extra support for them</p> <p>REDUCE THE NUMBER OF CHILDREN Revolving subsidies to permit higher quality services to those enrolled</p>	<p>Offer a continuum of care from before birth to age 8, focusing on the youngest</p> <p>TARGET AGES Set targets for after school care for children over 9 and 6-8 years of age</p> <p>AGE-BASED RATES Adjust reimbursement rates to offer incentives to serve the youngest children</p> <p>ENRICHMENT CENTERS Discontinue or cut back on centers that do not offer full educational programs</p>	<p>Educate all families and children about the benefits of early learning</p> <p>PARENTAL CHOICE Educate parents to choose child care centers that ensure better outcomes for their children</p>	<p>Improve ELC relationship with providers and provider performance</p> <p>Establish standards for child care providers and enforce them</p> <p>PROVIDER REIMBURSEMENT RATES Determine optimum rates & tie to performance standards</p> <p>TEACHER EDUCATION Increase the number of teachers with child care credentials</p> <p>ACCREDITATION Encourage or require accreditation for child care centers</p>	<p>Strengthen Board and Staff Capacity to carry out strategic goals</p> <p>ADVOCACY Engage aggressively & systematically in advocacy to drive better outcomes for children</p> <p>QUALITY COUNTS Enroll more centers in the ELC program</p>	<p>Increase public and private funding and reallocate funds to strategic goals</p> <p>PUBLIC Secure adequate resources to ensure high quality delivery to each child we serve</p> <p>PRIVATE Raise significant private funds to fill gaps</p>
<p>PARENT/FAMILY SELF-SUFFICIENCY Identify methods of encouraging self-sufficiency</p> <p>LIMITS ON ENROLLMENT BY FAMILY Set limitations on the years any family can receive a subsidy or on number of children</p> <p>TARGET PROVIDERS BY GEOGRAPHY Focus on distressed areas</p>	<p>PARENT ACCOUNTABILITY Offer incentives for parents to become more accountable</p>	<p>VISIBILITY Achieve visibility throughout both counties</p>	<p>FEWER PROVIDERS Drop low-performing providers</p> <p>TECHNICAL BUSINESS ASSISTANCE Offer business assistance to providers in distressed areas</p>	<p>TECHNOLOGY Expand systems for assessment, accountability, enrollment verification, and reimbursements</p> <p>COUNCIL OF PARTNERS Establish regular meetings with partners</p>	<p>MONROE COUNTY Establish a Children's Services Council with dedicated funding</p>

PRIORITY INITIATIVES

SECONDARY INITIATIVES

Early Learning Bill



Legislative Update (SO 1, 2 & 5)

- **2013:** Governance
- **2014:** Health and Safety
- **2015:** Quality (anticipated)

- Early learning bill filed as HB 7069 by Education Committee Chair Marlene O'Toole
- No Senate companion at this time, but one expected soon
- Bill was built with lots of input from stakeholders
- Our efforts and those of our partners resulted in many of our suggestions being incorporated into the bill
- The one change that was not accepted is the name
 - The chair feels strongly that the name of the program should be consistent with the federal block grant that funds it, so it is changing from School Readiness to Child Care and Development

Legislative Update (SO 1, 2 & 5)

- **Passed the House Education Committee, with 3 amendments.**
- **Amendment 1:** Gives OEL the authority to approve a program that has received a Class 1 violation to continue providing early learning programs if it is determined that they identified the problem and fired the staff person responsible
- **Amendment 2:** Provides that OEL will develop and implement, in coordination with coalitions and providers, resources to provide parent notifications of licensing violations in the parents' native language
- **Amendment 3:** Provides for a two-year pilot study to assess the impact of assessing literacy skills of VPK students that are English Language Learners in both English and Spanish and making recommendations
- It is anticipated that the bill will pass through at least two more House committees before being sent to the Senate for their decision-making process

Funding Formula Models



Overview of Funding Models (SO 6)

New funding

- Seven models proposed
- All models incorporate \$5,000,000 in new funding for the 2014-15 fiscal year

Funding rate per Full Time Equivalent (FTE)

- The models vary in terms of using current (2012-13) funding per FTE versus the average funding over the past 3 years
 - **“Current”** has the advantage of reflecting the most recent funding decisions
 - **“Average”** has the advantage of being less impacted by one-time variation

Notes on Individual Models (SO 6)

- **Model A1**

- Uses only 2012-13 FTE funding rates (current) and no demographic data
- Does not incorporate local economic conditions
- Gain/Loss: \$4,124,383

- **Model A2**

- Uses the average of the last 3 years for FTE funding rates and no demographic data
- Incorporates local economic conditions
- **Gain/Loss:** \$5,068,723

- **Model B**

- Uses only demographic (population) data (no FTE data)
- Incorporates local economic conditions
- **Gain/Loss:** -\$5,311,471

- **Model C1**

- Equally uses 2012-13 FTE funding rates (current) and demographic data (50/50)
- Incorporates local economic conditions
- **Gain/Loss:** -\$5,311,471

Notes on Individual Models (SO 6)

- **Model C2**

- Equally uses the average of the last 3 years for FTE funding rates as well as demographic data (50/50).
- Incorporates local economic conditions.
- Gain/Loss: -\$5,311,471

- **Model D1**

- Uses both 2012-13 FTE funding rates (current) and demographic data, but gives more weight to priority group data (60/40).
- Incorporates local economic conditions.
- Gain/Loss: \$0.0

- **Model D2**

- Uses both the average of the last 3 years for FTE funding rates as well as demographic (population) data, but gives more weight to priority group data (60/40).
- Incorporates local economic conditions.
- Gain/Loss: \$0.0

ELC Updates



Facilities (SO 4 & 5)

- Miami Gardens office remains our busiest service center
- The artwork for the walls and play area for the kids will soon arrive for Miami Gardens and Central
- All play areas are being reconfigured based on lessons learned about the need for child supervision by parents and concerns about child safety
- Hialeah satellite office opened several weeks ago and is running smoothly
- We continue to work on the lease for a Liberty City office with the Miami Children's Initiative
- The South Service Center will be ready in a few short weeks

Appointment Software (SO 5)

- Testing was completed and the software has been deployed
- Sample appointments will be sent to board members to demonstrate how parents are notified
- The software comes with a number of great efficiency and customer service friendly features that are being gradually activated
- Parents receive automated initial appointment, plus reminders

Eligibility Determination (SO 5 & 6)

- Initial monitoring reports indicate the need for additional training and quality assurance reviews
- We are benchmarking against the State of Florida's public assistance program which has one of the lowest error rates in the country and other ELCs
- Loss Prevention/Quality Assurance
 - Just like loan approvals at a bank, service center supervisors must approve (sign off) on every new enrollment and redetermination case before the eligibility determination can be considered approved
 - This is a solid requirement that will be monitored by QA staff and external auditors

VPK Registration (SO 2 & 5)

- Registration is now open with no lines and no waiting
- Families are able to register 24/7
- The goal is to process every complete VPK application daily so we do not build a backlog
- Continue to assist parents who experience technical problems with their browsers or problems uploading documents, this process will never end
- Other counties have started to roll out the system just in time for the summer program
- We will continue to improve our process and software as we actively seek and identify opportunities for improvement
- 120 days until the start of the new school year
- Certificates issued: just under 4,000
- Target: 23,000

Technology Modules (SO 5)

- We are working with the Department of Education, Office of Early Learning, to transfer our technology modules to the state
- This will allow them to improve what we have built and allow other counties to use them
- The Office of Early Learning is aggressively working to improve the state's data system, including a feature that will allow us to directly upload data
- Online VPK Registration: Complete
- Provider Portal: Complete
- Family Portal: Under Development
- Ages and Stages Questionnaire: System being refined
- Electronic Attendance Reporting: Complete
- SR and VPK Contracts: Complete
- Scheduling Software: Complete
- State Data System Upload: Under Development

VPK Workgroup (SO 5)

Workgroup hosted by the Office of Early Learning to discuss the over engineering of the VPK program

- No major changes have occurred since the program was signed into law in 2005
- We are trying to eliminate needless and redundant processes that create difficulties for providers, parents and ELCs
- The Office of Early Learning is very open to suggestions and to streamlining the process
- Possibilities: Elimination of Certificates of Eligibility, elimination of classroom reporting and entering in state data system, elimination of linking children with classrooms, elimination of teacher reporting

Payments (SO 4)

- Finance staff continue to live up to the commitment to make provider payments by the 20th of each month
- Providers appreciate the consistency
- An enormous amount of time and resources is being spent on provider training, provider payment reconciliation meetings, and in the provision of technical assistance in both counties
- Excellent results in terms of provider relationships and attendance and payment accuracy

Suggestion Box (SO 5)

- A good number of truly excellent ideas are provided by ELC team members from every department and service area
- An electronic suggestion box has been created (teamsuggestions@elcmdm.org)
- Anyone with ideas on how we can improve the organization, our processes, or anything else, can send them to this address
- All ideas are reviewed by our executive leadership team and a reply is provided

Call Center (SO 5)

- Running call centers is an art and a science
- Answering the telephones and providing answers to customers is just one aspect to the work
- Call volume has been very high
 - Ranges from 900 – 1,300 calls per day
- Staffing is being increased to be able to better handle the high volume of incoming calls
- We are benchmarking against a number of government and private sector call centers
 - Targets:
 - Average number of calls per agent: 50 - 60 in one day
 - Average time each call should take: 7 minutes
 - Average wait time: TBA
- We will continue to work with and train call center staff to improve our performance in this area

Frequently Asked Call Center Questions (SO 5)

- Status of SR application (because we are enrolling children from the waitlist)
- Their position on the waitlist (because they know that we have been trying to clear it)
- VPK online because they may not have an updated Internet browser or challenges uploading documents
- Providers are calling because they want to make sure their families come off the waitlist and for payment related issues

Creating Value for Our Customers (SO 3, 4, &5)

- At the beginning of the year we started to change our focus from general transition to Cocreation of Value
 - Examples include Home Depot's self-checkout; mobile deposits by taking a picture of checks without having to visit a bank or ATM; and IKEA's model that requires customers to assemble and transport products, our VPK online system, our online attendance
- The traditional service approach tasks the company for value creation
- Under the Cocreation of Value approach, both the company and the customer are responsible for value creation
- Cocreation of Value has the potential for improving the overall service experience and lowering costs

Overall Progress

- We are on the right track and making good progress
- Our performance and audits speak for themselves
- Our leadership team is strong and focused
- Our entire team has demonstrated that we can accomplish amazing things when we work together, listen, and learn from each other and from our partners and customers
- As we continue to learn more about customer behaviors and attitudes and the science of our work, we will incorporate lessons learned into professional development opportunities for staff and calibrate our systems to ensure optimal performance

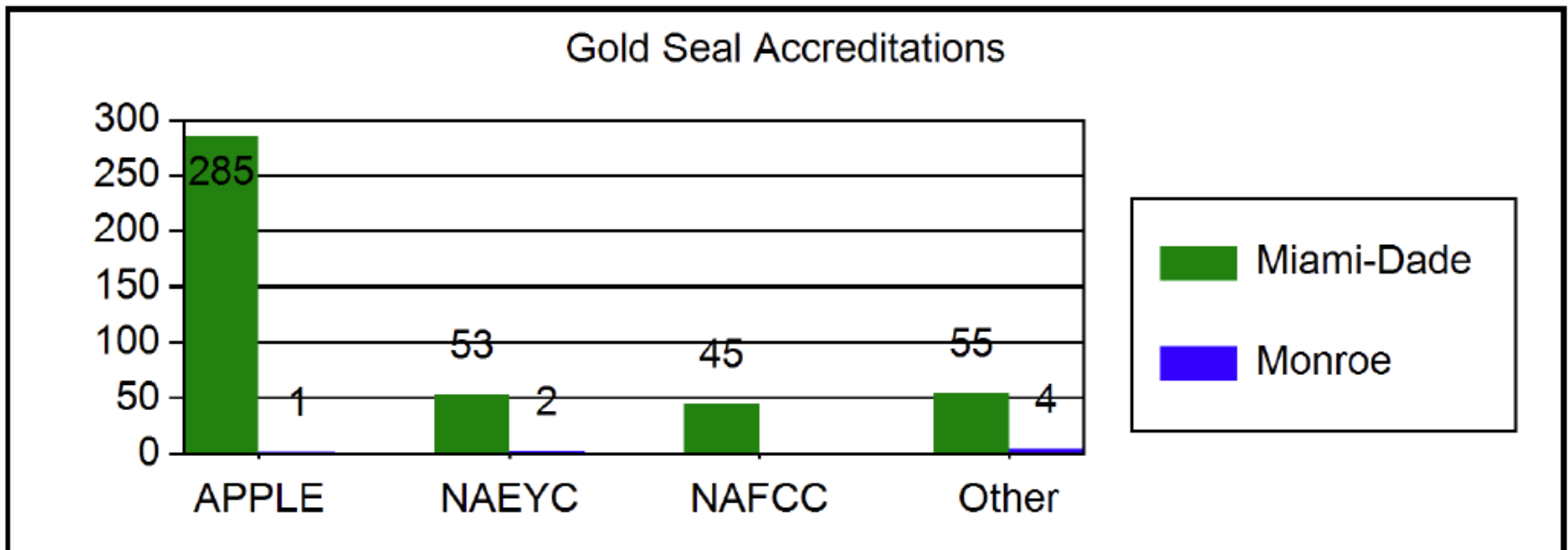
Quality Counts



Miami-Dade/Monroe - Accredited Individual Sites

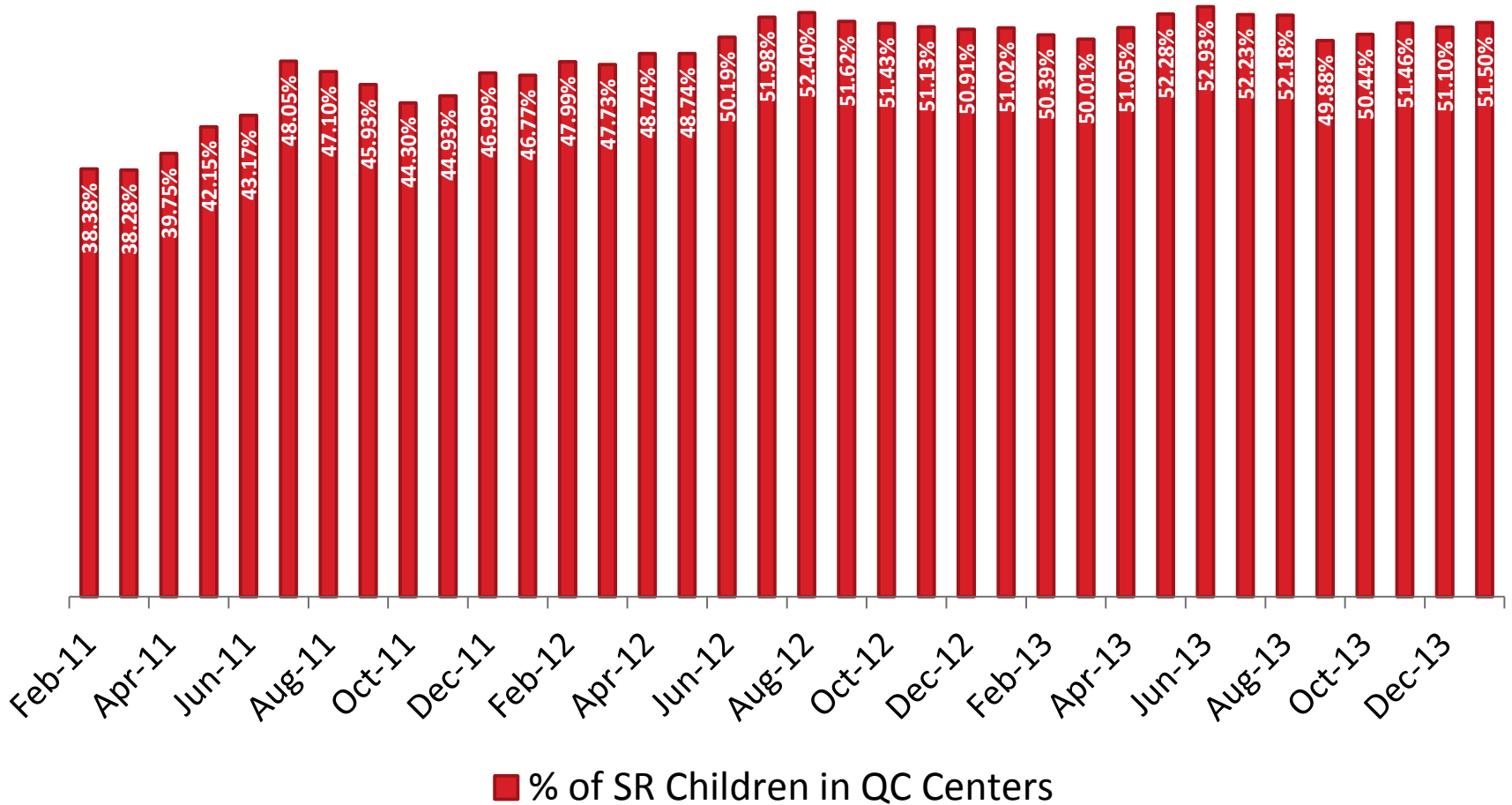
County	License Type	Sites
Miami-Dade	Center	415
Miami-Dade	Family	46
Monroe	Center	8
Total Sites		469

Miami-Dade/Monroe - Gold Seal Sites



Note: Some sites are accredited by more than one accrediting body.

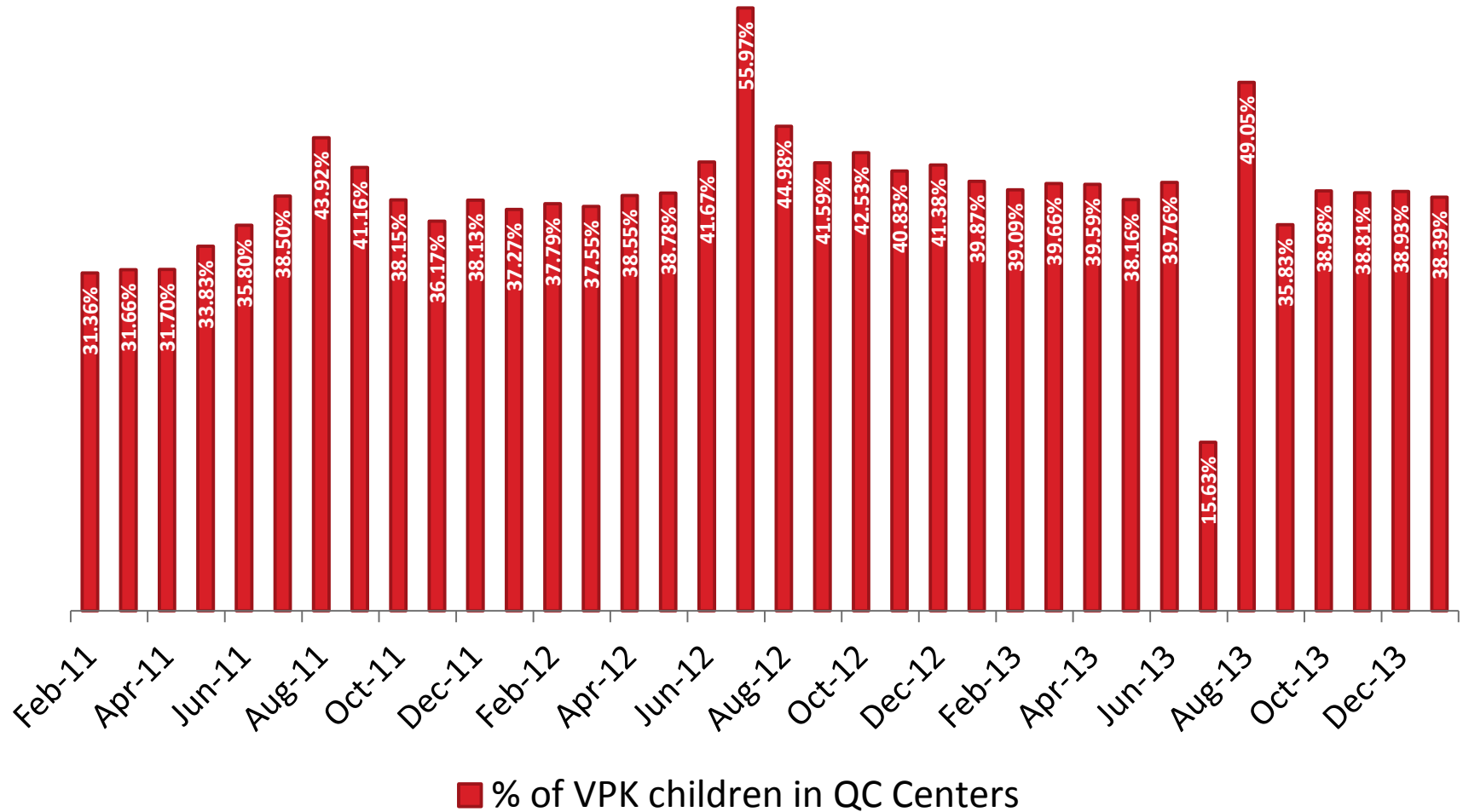
SR Children in Quality Slots



These slots are for children in 3, 4 and 5 star Quality Counts centers and/or non-expired Gold Seal Centers

Source: EFS Impromptu Query 2/25/2014

VPK Children in Quality Slots



Aug/ Sep 2013 numbers are low because of adjustments

These slots are for children in 3, 4 and 5 star Quality Counts centers and/or non-expired Gold Seal Centers

QUALITY COUNTS

Quality Counts Update

as of 1/31/14

(Quality Counts Year 7: 7/1/13 - 6/30/14)



Then and Now

2008: Launch

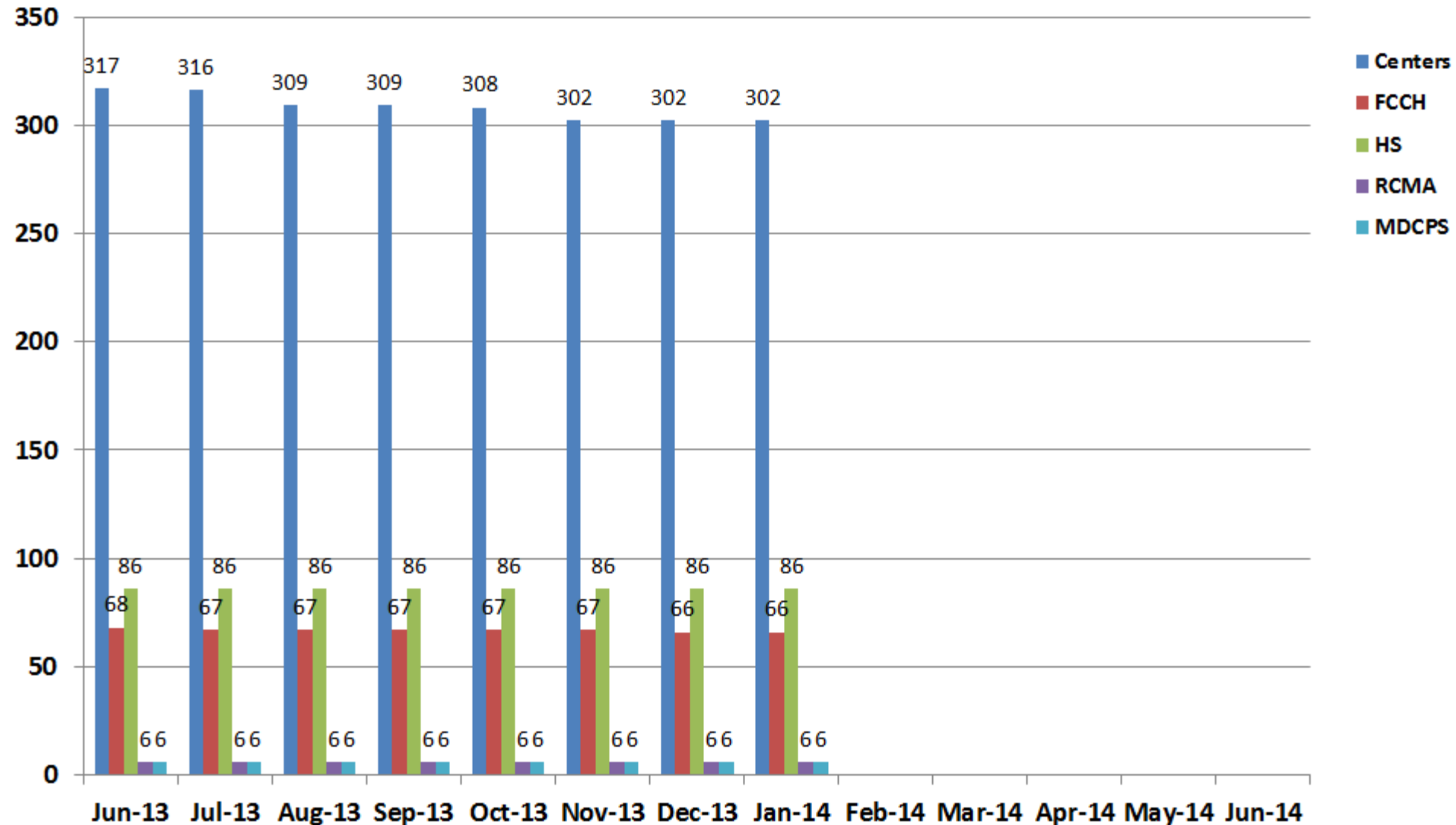
- 50 programs in Cohort 1
- Self-Study process all paper
- First baseline ratings conducted
- 42% programs serving low-income children & families

2013: Transition to QC 2.0

- 473 programs in 10 cohorts
- Self-Study process online
- Last QC 1.0 Star Ratings conducted
- 80% programs serving low-income children & families

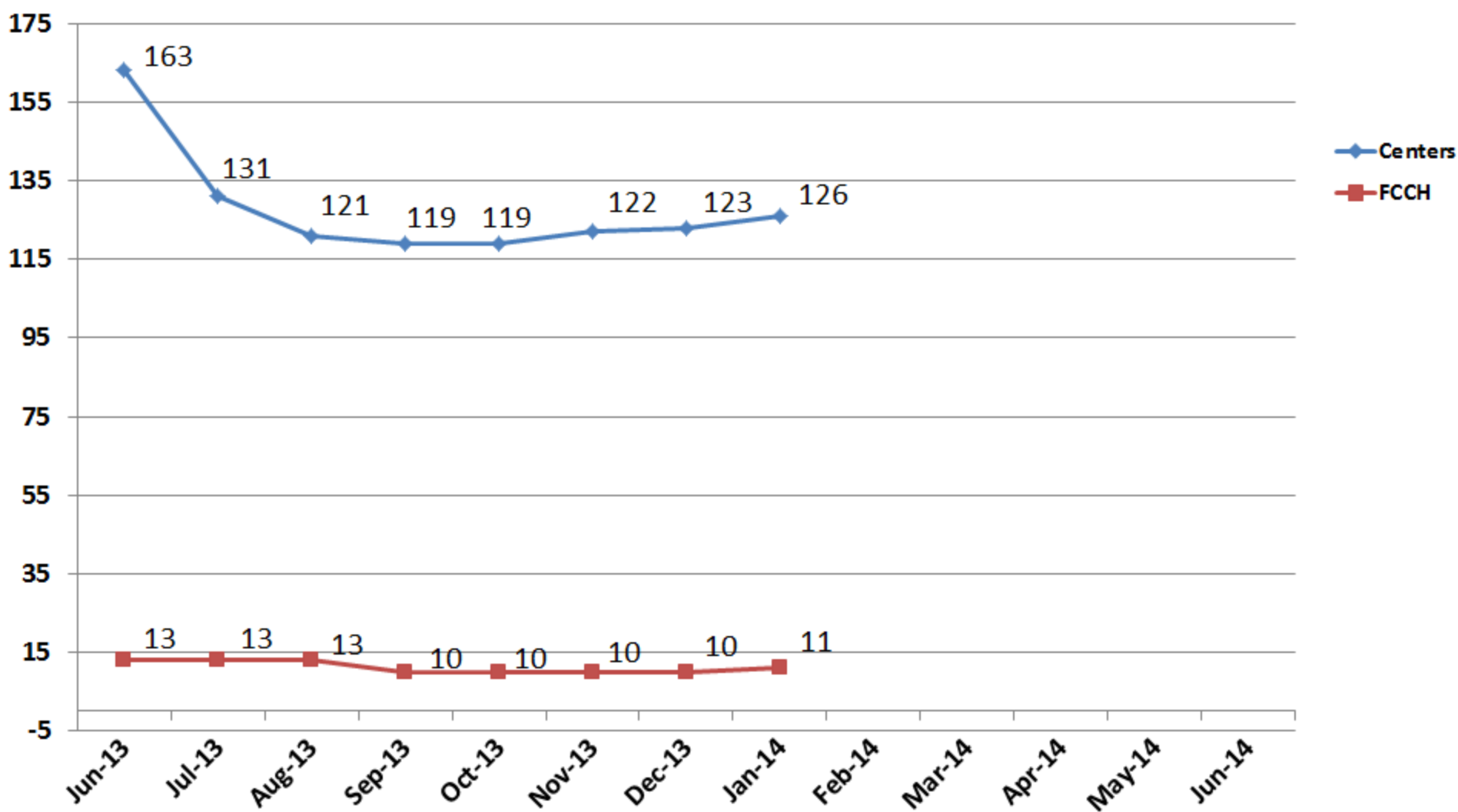
QC Participation

Programs in QC as of 1/31/13 = 466



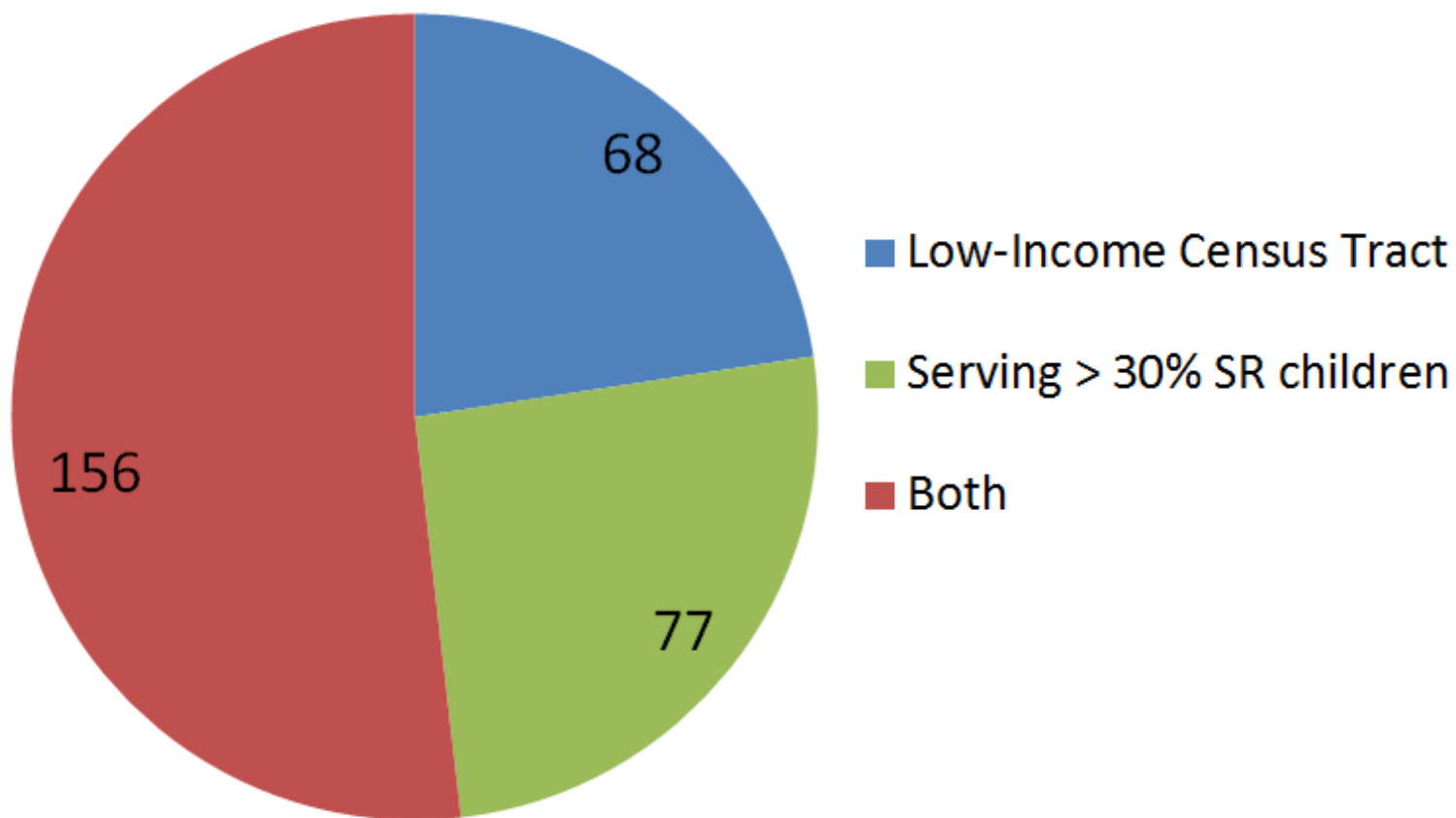
QC Waitlist

Programs on the waitlist for QC as of 1/31/14 = 137



Priority Programs

80% centers & homes are *priority* as of Feb. 2014



Tiered Reimbursement Update



Update Since Last Meeting

- Five community meetings held
 - Homestead, Liberty City, Miami Gardens, West Kendall, Hialeah
- Provider work group meetings held
- Possibility of progress in Tallahassee

Reminder of Quality Indicators

- Gold Seal Accreditation
- Classroom Assessment Scoring System (CLASS) scores
- Using Curriculum-based assessments to inform instruction
- Quality Counts Star Rating

General Feedback

Likes:

- Overall positive feedback on idea and model
- Appreciation for recognition that quality is expensive and there is thinking to create new quality driven investments
- Flexible model for providers
- Open to all
- Support for meeting higher standards

General feedback

Questions:

- Model may be too complicated
- Having too many choices will spread investments too thin to allow for higher reimbursement rates
- Must be able to sustain the investment once it is started
- Supply programs with additional supports to qualify for higher reimbursement rates

Next steps

- Complete and present cost projections for implementing to full scale with assumptions
 - All school readiness programs are eligible
 - All school readiness programs meet quality criteria for increased rate
- Address systemic barriers preventing moving tiered reimbursement forward
 - High-need differential
 - Investing in slots vs. quality
 - OEL approval

The End

