



Interagency Strategic Planning Taskforce

December 14, 2009

2:00 pm

ELC Office

Goals:

- 1. Implement and maintain practices that are good for customers.**
- 2. Eliminate duplication of effort.**
- 3. Increase cost efficiencies to the greatest extent possible.**

- I. Welcome and Open Meeting
- II. Summary Review
- III. Recommendations
 - A. Professional Development – Fees for Training
- IV. Status Review
 - A. Quality Counts
 - B. Eligibility Priorities
 - C. Health and Safety Monitoring/Tracking
- V. Initial Review
 - A. Developmental Screening – Duplication Review
 - B. Developmental Screening – ASQ-3 Adoption
 - C. Infant Toddler Quality Programming
- VI. Adjournment- Next Meeting TBD

Resource: www.childtrends.org





Interagency Strategic Planning Taskforce Summary

Administration

Active Issues	Status	Timeline
Health and Safety Monitoring/Tracking	Research	Winter 2010
Future Issues		
Child Eligibility – Staff/Client		
School Readiness Contract/Agreement Models		FY 10-11
Completed		
Child Care Licensing Complaint Resolution	Date	Fiscal Impact
VPK Provider Certification	August 2009	N/A
	November 2009	\$33,000

Child Care Slots

Active Issues	Status	Timeline
Eligibility Priorities	Research	Spring 2010
Future Issues		
School Readiness Sibling Discounts	Tabled Pending FY 10-11 Budget	
CCEP	Tabled	Spring 2010

Quality Initiatives

Active Issues	Status	Timeline
Quality Counts	Research	TBD
Professional Development – Fees for Training	Recommend	January 2010
Developmental Screening – Duplication review	Initial Review	Spring 2010
ASQ-3 Implementation (AWI negotiating)	Initial Review	ASAP
Infant Toddler Programming	Initial Review	FY 10-11
Quality Programs in High Risk Areas (JWB)	Research	FY 10-11
Future Issues		
Informal Provider Contract Requirements		FY 10-11
Child Care Licensing Review (DCF) –Pilot Changes		
Completed		
Developmental Screening – Frequency	Date	Fiscal Impact
Developmental Screening – IEP/IFSP	9/23/09	-\$42,682
Caring For Kids Program – Program De-funded	9/2/09	TBD
Family Child Care Home Insurance Subsidy – Discontinued	8/09	-\$30,400
	8/09	-\$70,000

Family Involvement Minigrants	10/09	-\$34,995
Quality Plan Activities	FY09/10	
Second Level Screening	FY 08/09	-\$117,000
A.N.G.E.L.S. Eliminated	FY08/09	-\$42,000
Project Safety Net - Eliminated	FY08/09	-\$27,444

Strategic Planning Review Recommendation

Professional Development Fees

Background:

The Coalition provides professional development opportunities for child care providers and directors in Pinellas County. Traditionally trainings (2-3 hours) have been free of charge while conferences have required a fee of \$15 or \$20 depending for a half or full day respectively.

Providers register for training through the Coalition website. They will often register multiple times for the same class then choose one date to actually attend. This prohibits other providers from registering who would like to attend. The estimated "no show" rate is about 40%.

Recommendation: Charge participants at the time of registration beginning February 2010.

Rationale:

Funds generated will offset training costs.

Will eliminate:

- Providers from registering for same class multiple times and then choosing which date fits their needs.
- Holding training and having small group in attendance
- Waste from printing unnecessary handouts, CEU paperwork and certificates.

Status:

11/6/09

This was presented to the Professional Development Committee. The committee supported the practice as a way to offset training costs and reduce no shows.

11/19/09

Lindsay Carson presented the concept to the Provider Support Committee for input. Providers were supportive of a nominal fee. They also expressed frustration when their teachers are unable to register for a training because it is full.

12/14/09

Additional information including fiscal analysis will be provided at the meeting.

Notes:

This would require new or enhanced software to process payments. A credit card processing service would be required.

Fiscal Impact:

# of Trainings	Capacity	Estimated Fee	Total \$
68	35	\$10.00	\$34,000
1	100	\$15.00	\$ 1,500
3	300	\$20.00	\$18,000
			\$53,500

Strategic Planning Review
Status Update

Quality Counts

Background: In July of 2006, Pinellas County designed the Pinellas Five Star Quality Improvement System. The program, funded jointly by the ELC and JWB was designed to improve the quality of child care programs, help educate families to recognize, expect and seek out quality programs and provide financial incentives to providers to improve and maintain the quality of their programs. Programs are assessed using the Environmental Rating Scales (ERS) and at higher levels, other documents in the areas of environment, ratios/group size, staff education and training and accreditation are reviewed. Up to five stars are awarded based on the program's assessment scores and the documents reviewed. Training and technical assistance are provided.

Proposed Change: Quality Counts is based on a point system in which a program receives points for every quality benchmark it achieves. In addition to the using the ERS to evaluate the learning environments, points are achieved in the following areas: curriculum and instruction, family engagement, program administration, ratio and group size, screening and identification of special needs, and staff qualifications. It is a continuous quality improvement system that includes reviewing many sources of evidence that moves the program toward best practices. Technical assistance is provided based on the program's quality improvement plan. Training is offered in response to the needs assessments of the participants.

Status:

10/14/09

A survey was sent to all providers regarding the current program. The proposed changes were discussed with current staff and local licensing. Information was presented to the JWB Board on October 8th. Informational meetings are being scheduled for the end of October for those currently participating in the program.

11/10/09

A survey was sent to all providers regarding the current program. The proposed changes were discussed with current staff and local licensing. Information was presented to the JWB Board on October 8th. Additional information will be presented at the next JWB Board meeting on November 12th. Informational meetings for centers and homes were held in the end of October. 88% of the family child home providers who attended returned an application to enroll; 90% of the centers who attended returned the application. The first group of self study meetings are scheduled to be held beginning November 10th.

12/14/09

The Quality Counts workgroup is reviewing staffing models for technical assistance. They are also working to finalize the implementation timeline for QC participants. Next meeting 12/15/09.

Notes:

Strategic Planning Review
Status Update

School Readiness Eligibility Priorities

Background:

The Coalition provides School Readiness services for all children Birth to 13 years of age who meet eligibility criteria. In July 2009 there were 682 income eligible children ages 10 through 12 years enrolled and 317 on the waitlist. At the same time only 24 income eligible infants (0-12 months) were enrolled leaving 369 waiting for school readiness services.

Proposed Change:

Revise eligibility priorities to recognize additional risk factors to ensure the children most “in need” of services have access.

Status:

Initial Review

Notes:

Action Items:

Action	Responsible Party	Due Date

STRATEGIC PLANNING TASKFORCE

WAIT LIST
PRIORITIZATION ACCORDING TO
RISK LEVEL



LEGISLATIVE INTENT



411.01 School readiness programs; early learning coalitions.

This section may be cited as the "School Readiness Act."

(2) LEGISLATIVE INTENT.—

- (a) The Legislature recognizes that school readiness programs increase children's chances of achieving future educational success and becoming productive members of society. It is the intent of the Legislature that the programs be developmentally appropriate, research-based, involve parents as their child's first teacher, serve as preventive measures for children at risk of future school failure, enhance the educational readiness of eligible children, and support family education. **Each school readiness program shall provide the elements necessary to prepare at-risk children for school,** including health screening and referral and an appropriate educational program.
- (h) It is the intent of the Legislature that school readiness services shall be an integrated and seamless system of services with a developmentally appropriate education component for the state's eligible birth-to-kindergarten population described in subsection (6) and shall not be construed as part of the seamless K-20 education system.

COALITION MISSION AND VISION



Mission

To provide a comprehensive, high quality system of school readiness programs that enhance the emotional, social, cognitive and physical development of children is provided through collaboration with families, providers and the community.

Vision

To unite the community in the development and delivery of a high quality school readiness system and family support services to maximize each child's potential and promote the economic self-sufficiency of families.

RESEARCH

Disparities in Early Learning Development: Lessons From the Early Childhood Longitudinal Study - Birth Cohort ECLS-B. Child Trends, June 2009



Key Implications:

Start Early – Meaningful differences are being detected as early as 9 and 24 months; this speaks to the need to intervene early in children’s lives to address the gaps in development. In particular, research suggests that interventions should be high-quality, comprehensive and continuous for children ages 0 to 3 as well as ages 3 to 5.

Target Low-income Children – As income is the most prevalent risk factor at 9 and 24 months, children in low-income households should be the main targets of early interventions aimed at improving children’s health and well-being.

RESEARCH

Disparities in Early Learning Development: Lessons From the Early Childhood Longitudinal Study - Birth Cohort ECLS-B. Child Trends, June 2009



Key Implications cont.:

Engage and Support Parents – Given that maternal education is also noted as a prevalent risk factor, early childhood interventions should include a parental education component. A promising avenue is to promote the education of parents of infants and toddlers about issues related to early childhood development. In addition, interventions that support parents in their own educational attainment and/or income self-sufficiency are also pertinent.

Improve the Quality of Early Care Settings – Research indicates that (1) most infants and toddlers, especially those who are from low-income households, are cared for in home-based settings; and (2) high-quality early care and education has the potential to moderate the effects of demographic risk factors for young children. In particular, it is important to ensure a safe, supportive and stimulating environment for young children. Two promising ways to address the quality of early care environments would be to focus on curriculum development and professional development within both home-based and center-based settings that serve infants and toddlers.

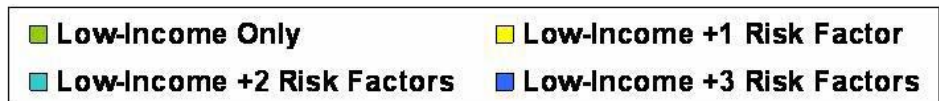
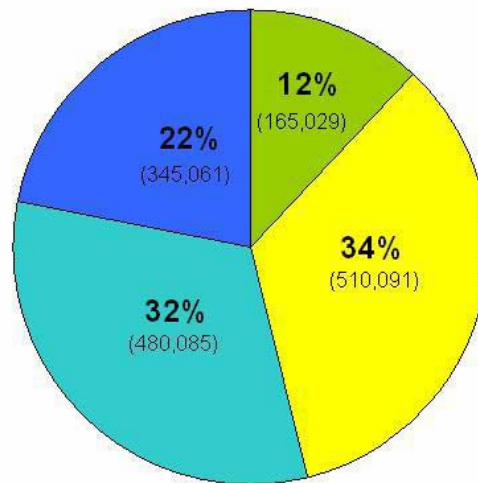
RESEARCH

Disparities in Early Learning Development: Lessons From the Early Childhood Longitudinal Study - Birth Cohort ECLS-B. Child Trends, June 2009



Figure 9. Percentage of Infants Living At or Below 200% Poverty with Cumulative Risk Factors

This represents 51% of 8-11 month olds in the ECLS-B analytic sample. Weighted Population Estimate is 1,500,267



(Weighted population estimates are in parentheses above.)

BIRTH TO FIVE YEARS CHILDREN SERVED



Age	Income Eligible Children	
		- Waiting List
Infants	- Enrolled	13
Toddlers	- Waiting List	640
	- Enrolled	142
2 Year Olds	- Waiting List	608
	- Enrolled	355
Preschool Includes 3-5 Year Olds (not in kindergarten)	- Waiting List	1,021
	- Enrolled	1,078

Source: October 2009
Management Report

SCHOOL AGE CHILDREN SERVED



Age	Income Eligible Children	
	SCH -5	- Waiting List
- Enrolled		361
6	- Waiting List	273
	- Enrolled	258
7	- Waiting List	258
	- Enrolled	255
8	- Waiting List	245
	- Enrolled	213
9	- Waiting List	216
	- Enrolled	195
10	- Waiting List	161
	- Enrolled	172
11	- Waiting List	128
	- Enrolled	100
12	- Waiting List	92
	- Enrolled	42

Source: October 2009 Management Report

STATEWIDE TRENDS



Birth to 5 years only

1. Alachua
2. Brevard
3. Broward
4. Flagler/Volusia
5. Heartland
6. Nature Coast
7. Okaloosa/Walton
8. Osceola
9. Palm Beach
10. Sarasota
11. St Lucie
12. Gateway

School age

1. Duval 8 years
2. Orange 8 years
3. SWFLA 9 years
4. Marion 9 years
5. Hillsborough 10 years
6. Manatee 10 years
7. Northwest Florida 10 years
8. IRMO 13 years
9. Escambia 13 years*
10. Pasco 13 years*
11. St. Johns Putnam 13 years*
12. Lake 13 years*
13. Marion 13 years*
14. CCNB 13 years*
15. Miami Dade *

*Evaluation of ages served in progress.
Movement toward reducing age or
eliminating school age care is expected.



RISK FACTORS



1. Child has documented developmental delay or physical handicap
2. Teen parent
3. Child has history of involvement with Child Welfare System
4. Homeless
5. Child on Academic Improvement Plan
6. Drug exposed new born
7. Parent/caregiver is developmentally delayed or has handicap.
8. More than three siblings under 5 years.



Health and Safety Monitoring and Tracking
for School Readiness Compliance

A School Readiness Compliance
workgroup is scheduled to meet on
Wednesday, December 9th.

**Strategic Planning Review
Initial Review**

Developmental Screening – Duplication Review

Background:

The Coalition is required to screen all School Readiness funded children ages birth to kindergarten for developmental delay. School Readiness funded children are screened using the Ages and Stages questionnaire (ASQ) 2nd version biannually for children ages 4 months – 30 months and annually for children 36 months – 60 months.

Many families receiving School Readiness funds are participating in Healthy Families, Healthy Start, Head Start and other programs that are also required to administer developmental screening. Some of these agencies use the ASQ while others use an alternative. In an effort by each agency to comply with their program requirements, children may be screened repeatedly resulting in duplication and inefficiencies.

Proposed Change:

Review confidentiality agreements and program compliance measures to find a more efficient solution.

Status:

Bonnie Touchton has begin surveying partnering agencies to identify duplication in developmental screening.

Notes:

Action Items:

Action	Responsible Party	Due Date
Review surveys from partner agencies.	Bonnie Touchton	
Review flexibility of program measures.	Lindsay Carson/ Bonnie Touchton	
Review confidentiality issues.	Bonnie Touchton	

**Strategic Planning Review
Initial Review**

Developmental Screening – ASQ-3 Adoption

Background:

The Coalition is required to screen all School Readiness funded children ages birth to kindergarten for developmental delay. School Readiness funded children are screened using the Ages and Stages questionnaire (ASQ) 2nd version biannually for children ages 4 months – 30 months and annually for children 36 months – 60 months.

Through contract with CCC the Coalition mails copies of the ASQ to the child care providers at the appropriate intervals for the School Readiness children enrolled. The provider completes the ASQ and returns it to CCC for scoring. CCC provides a list of all children identified by a failed screener or through comments by the provider to the Coalition. The Parent Advocate at the Coalition reviews the results of each screening and consults with the teachers and families to determine the next appropriate step.

Proposed Change:

Brookes Publishing, publishers of the ASQ have developed a newer version with additional measures to better identify autism spectrum disorder. Brookes Publishing has indicated that the current practice in Pinellas County will no longer be accepted as they are tightening their copy write restrictions. The Agency for Workforce Innovation is currently in negotiation with Brookes Publishing to establish a statewide contract and adoption of the new tool. The ASQ-3 now offers a web based option but does not yet have the ability to import or export data. Some Coalitions have already adopted the new tool, but the manual data entry is not realistic for Pinellas County.

Status:

AWI is in negotiation with Brookes Publishing.

Notes:

Action Items:

Action	Responsible Party	Due Date
Survey Coalitions using the ASQ-3 on their implementation process.	Jenny Hughes	

**Strategic Planning Review
Initial Review**

Infant Toddler Program

Background:

The Coalition is required to allocate a minimum 4% of School Readiness funding for quality initiatives. The quality initiatives funding must include 1% that is allocated specifically to improve infant toddler learning.

Currently, the Coalition contracts with CCC to provide a professional development program geared for infant toddler providers. Providers attend a multi-session training on Beyond Cribs and Rattles and receive regular coaching visits by an infant toddler specialist. This training is also provided by P-TEC without the coaching component.

Cohorts are subsequently invited to two shorter trainings on literacy and social emotional development.

Proposed Change: Review existing, alternative and enhanced infant toddler quality initiatives.

Rationale:

Recent discoveries on the brain development of infants and toddlers has led to innovative research and development of quality programming.

Status:

Initial Review

Notes:

Fiscal Impact: TBD

Action Items:

Action	Responsible Party	Due Date
Review alternative infant toddler initiatives with staff	Lindsay Carson	December 2009
Convene the Infant Toddler Committee for community input and discussion.	Lindsay Carson	January 2009