Early Learning Coalition of Broward County, Inc**. - Executive Committee Meeting Agenda**
March 23, 2021 – 1:30 pm
Virtual Meeting
Meeting Call-In Number: 1 (872)240-3412   Access Code: 534-097-765
Go To Meeting Access: https://global.gotomeeting.com/join/534097765

Members are reminded of conflict of interest provisions. In declaring a conflict, please refrain from voting or discussion and declare the following information: 1) Your name and position on the Board, 2) The nature of the conflict and 3) Who will gain or lose as a result of the conflict. Please also fill out form 8B prior to the meeting.			
		PAGE	
I.	**Call to Order**		Laurie Sallarulo, Chair
II.	**Roll Call**		Elsy Silvestre, Executive Assistant
III.	**Chair Report**		Laurie Sallarulo, Chair
IV.	**CEO Report**	**1**	Renee Jaffe, CEO
V.	**Executive Committee Consent Agenda** a. Approve February 2, 2021 Executive Committee meeting minutes	**4**	Laurie Sallarulo, Chair
VI.	**Executive Committee Regular Business** a. EXC214RB1 – CEO Evaluation Tool	**8**	Judith Merritt, COO
VII.	FYI • FYI-1 Wait List Report • FYI-2 Contract List • FYI-3 Education and Quality Training Calendar • FYI-4 2020/2021 Board Calendar • FYI-5 2021/2022 Board Calendar • FYI-6 Board Committee Member List 20/21 • FYI-7 FY 20-21 Executive Committee Meeting Attendance • FYI-8 Glossary of Terms	**15** **16** **17** **19** **20** **21** **22** **23**	
VIII.	Unfinished Business New Business Matters from the Board Matters from the CEO Matters from our Partners Public Comment Next Executive Committee: April 27, 2021 at 1:30 PM Adjourn		
	Please Note: *Agenda subject to revisions and additions per the discretion of the Chair of the Coalition. Notification will be sent of any such revisions or additions.* ***Members of the Public:*** *Please sign up at the entry desk for public comments to be made on particular agenda items no later than five minutes after the Coalition meeting has been called to order.*		

CEO Report
Executive Committee – March 23, 2021

Racial Equity
The Racial Equity group has been working with staff to continue to bring awareness towards an equitable organization. The group continues to focus on transforming the ELC to fit all people. This past month the group created a litany of events to celebrate Black History month. The ELC conducted a special social media event where books with black children and black authors were read. The group organized a virtual special event where Mayor Hazelle Rodgers kicked off our first ELC Café Series. She addressed "Inequities in Education and Considerations for Black Children and Youth in a COVID-19 Era." Additionally, daily emails were sent to ELC staff highlighted key figures in black history such as Ruby Bridges, Bessie Coleman, Flo Kennedy and Harriett Tubman. The events were informative and we are looking forward to the next Café event. Our hope is to continue to promote a culture at the ELC of Broward that influences advancement and equality for all.

School Readiness and VPK Enrollment/Attendance Update
As of March 8th, 977 School Readiness children have been enrolled, and the waitlist is at 2,029, up from 1,718 reported at the February 17th board meeting. This is probably due to a combination of factors, including the marketing plan put in place last month and customer to customer word of mouth advertising.

Because response/eligibility rates tend to fall between 40-50 percent, ELC continues to send notifications to families of approximately 400 children every two weeks. This began December 4th. Additionally, ELC Family Services staff are calling and emailing parents who were sent notification, as a reminder and to offer assistance in producing/uploading necessary documentation. Parents have also been offered the option of scheduling virtual meetings via Teams with Family Services Specialists for more in-depth conversations and questions. Staff is now also sending additional fliers, reminding parents they do not need to currently be employed to be eligible for child care.

In February, the reported attendance rate for School Readiness children was 90% (10,905) and the absence rate was 10%, (1,238) down from January's 11%. This data includes 1,721 children from first responders/medical personnel (who had an attendance rate of 92%). The first responder program is in its second month of being phased out statewide, and is scheduled to sunset by the end of March 2021.

As of March 8th, there have been 14,752 approved VPK applications for the current school year. However, only 11,577 children are actually enrolled with a VPK provider. Enrollments continue to be down from 14,990 children in FY 19/20, which is a decrease of 22%. Statewide numbers continue to be down as well. In February, the reported attendance rate for VPK children was 98% and absence rate was 2%. Since August 2020, the attendance rate has been fairly consistent fluctuating between 98% and 99%.

VPK & SR Waitlist Outreach Efforts
As we call approximately 800 children off of the SR waitlist each month, we want to make sure that Broward families are aware of the shortened wait times and encourage anyone who may be eligible to apply. Additionally, with low enrollment in VPK this year, likely due to the pandemic, we want to ensure that families are aware they can still enroll their 4 year olds in Voluntary Pre-Kindergarten (VPK) program for the 20/21 school year or summer VPK. As a result, as reported last month, the ELC has executed a VPK/SR waitlist outreach marketing plan that includes but is not limited to:
- Email blasts to community partners, providers and parents
- Social media (including paid Google and Facebook ads)
- Radio advertisements
- Broward Family Life Magazine (digital ads, email/web blasts, January and February Education Guide)
- The Sun Sentinel

We will continue to spread the word and track the impact of our outreach efforts

Provider Roundtables

The ELC held its third Provider Roundtable March 5th, and progress continues to be made on issues raised by the child care businesses. We had a huge win from a statewide level, as OEL has now programmed EFS to make identification of children's redetermination dates easy for Providers to see. This was a direct result of the Roundtable cheerleading Hubert to advocate heavily at the statewide level for this change.

Another win has been the creation of the A-Team, which was introduced to the board in last meeting's mission moment. The A-Team continues to provide trainings bi-monthly about doing business with the ELC.

CLASS Update

In preparation for FY 21/22, the Office of Early Learning (OEL) has revised the program assessment rules for CLASS observations. OEL is now proposing allowing scores from CLASS Observations conducted during FY 18/19, 19/20 or 20/21 to be used (towards the CLASS requirement) in next fiscal year's contracts. They are also suspending the rule passed last year that would have moved up the minimum acceptable CLASS score threshold for contracting with the ELC's from a 3.5 to a 4. This will impact 38 of Broward schools that received a score of between a 3.5--4 before we suspended observations due to the pandemic. Those schools will continue on a Quality Improvement Plan for the next year. For the 20 providers who scored between a 3 – 3.5 before we suspended CLASS Observations will be put in a waiver, which will them to continue their Quality Improvement Plan to allow them an additional year to improve their score.

Return to office – Scanning

The ELC office has now opened for a limited amount of parents/caregivers who may need help scanning their child care eligibility documents into the State's portal. Utilizing space in the lobby and in the back part of the large training room, ten scanner kiosks have been set up, with at least 6 feet of space between them.   Notice has gone out, and will continue to be sent to all parents currently in the process of applying from the waitlist or re-determining eligibility that this service is available on an appointment only basis.   Appointments will be available from 830 am – 5 pm, Monday through Friday. All safety protocols (temperature taking, masks, sanitizing, social distancing) have been put in place to ensure safety of both clients and staff.

Legislative Session 2021 Update

On Wednesday March 10th, Renee Jaffe presented a breakdown of House Bill (HB) 419, a huge early learning bill championed by State Representative Erin Grall. Attendees included Board Members, ELC Staff, and a few child care providers.

To date, HB 419 has cleared two Sub-Committees in the House of Representatives (Early Learning and Elementary Education and also PreK-12 Appropriations) with unanimous votes and broad bipartisan praise and support. An overview of HB 419 and links to the exact legislative language can be located HERE--
https://www.myfloridahouse.gov/Sections/Bills/billsdetail.aspx?BillId=70613&SessionId=90

Strategic Planning Update

ELC senior staff have met several times from December 2020 to March 2021 to discuss the strategic plan for FY 2021/22 onwards. The last two sessions have been facilitated by an external consultant in order to keep the process on track and meet the deadlines required. The consultant has met with the Chair of the Ad Hoc Strategic Planning Committee in order to ensure the future meetings are constructive and productive. At the previous Board meeting on February 17 volunteers were requested for the Ad Hoc Strategic Planning Committee, the committee now consists of, Chair Richard Campillo, Monica King, Cara Cerchione, Dawn Liberta and Laurie Salarullo. The first meeting with the Board will be scheduled in April.

Board Recruitment Efforts

Recruitment efforts have been underway throughout February for Board Private Business Sector candidates. To date we have received three applications, with others applicants indicating they will be submitting applications. A Nominating committee has been scheduled for March 23rd 2020 with the goal of bringing approved nominations to the Board in April
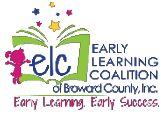
Early Learning Coalition of Broward County, Inc.
Executive Committee Meeting Minutes
February 2, 2021 – 1:30 pm
Virtual Meeting

Members in Attendance	Chair, Laurie Salarullo; Dawn Liberta, Michael Asseff; Richard Campillo; Khalil Zeinieh; Cindy Arenberg-Seltzer
Members Absent	Twan Russell
Staff in Attendance	Renee Jaffe, CEO; Christine Klima, CAO; Hubert Cesar, CIO; Howard Bakalar, CPO; Judith Merritt COO; Allison Metsch, Director of Education & Quality Initiatives; Reiner Potts, Financial Analyst; Stephanie Landreville, Controller; Pablo Calvo, Director of Community Engagement, Elsy Silvestre, Executive Assistant
Others in Attendance	Jacob Jackson, General Counsel

Item	Action/Discussion
Welcome & Call to Order	Chair Laurie Salarullo called the meeting to order at 2:27 pm. Roll was called and a quorum was established.
Chair Report	Laurie mentioned the School District meeting concerning students in danger of failing two or more classes, attended by several board members. She expressed her concern, and hoped the collective body involved in the meeting could find some innovative solutions.
CEO Report	Renee acknowledged the issues students are facing, pledged that the ELC will be creative and continue discussion around this topic to find solutions. Currently, our providers are open with only 1% closure rate. There are currently two programs that have reported COVID and are closed. Renee discussed the legislative town hall for childcare providers to speak about the challenges they are facing directly to the legislators. We have some commitments from legislators and some tentative. We have good provider participation, as approximately 60 providers have registered to attend. Renee also reported that we have enrolled 600 children from the waitlist, and we have outreach to get new families on our waitlist.
CONSENT AGENDA a. Approve December 1, 2020 Executive Committee meeting minutes	There was a **Motion** to approve the Consent Agenda by Dawn Liberta and **Seconded** by Khalil Zeinieh. **Motion Passes**. **Unanimously approved.**
REGULAR BUSINESS a. EXC213RB1 – CEO Evaluation Tool b. EXC213RB2 – Return to	**CEO Evaluation Tool** The COO discussed the DRAFT CEO Evaluation tool that was developed and drafted. The draft tool encompasses all areas the Board felt were not addressed in the prior review tool. We have gathered 7 tools from various ELC's throughout the state and

Office Plan	also from our community partners. There is a 5-point rating system. This will be a fillable form. In the "Comment" section, there will be a feature that will allow it to expand so that board members can enter as much information as they feel necessary. This would be more of a self-evaluation done by the CEO and submitted to the Board for their comments and then an analysis would be performed.
	Dawn thanked Judith for her work on this new tool and she is in agreeance with the 5-point system implemented. Richard mentioned that 5-point scale should be starting from does not meet expectations and build toward exceeds expectations. How do we translate the ratings to percentage bonus payout? The board would need to decide that. The next steps would be what process and what steps to take and then how to complete.
	Laurie had several comments/concerns to discuss regarding the Draft CEO Evaluation Tool. She hopes that we are going to develop our main KPI's. She stated she is not interested in the actions or operational plans. She is interested in high level key indicators. How much does each weigh?
	Laurie also felt the monitoring report should fall under programs and the audit should be under fiscal responsibility. She was confused about "Agency Wide: program and delivery." COO mentioned that she would change as the wording may be misleading. Cindy mentioned that this would be managing the organization. This would be providing leadership to the staff and strategic plan. Laurie suggested calling it "management".
	She further commented that "Diversity Commitment" which looks like it is about the workforce and not the board. She wants to know if we are filling the board with the right people and make sure it's diverse. Cindy mentioned that most of the Board is statutorily mandated by their position or appointed by the Governor. Laurie said her point is that in the past we have not stayed on top of recruiting for the Board.
	At least 33% of the Board must be a private sector position, one that is not statutorily required. Laurie feels that this is the responsibility of the CEO to make sure that we fill this with right candidates for the Board.
	Laurie also mentioned that under the "Agency Wide: Program Development and Delivery" section she would like to pull out the bullet point entitled "Shows creativity and initiative in creating new programs, parent/provider resources" and would like to be put under a new topic: "Innovation". Innovation is across the Board; it could be community innovation. How Renee creates new initiative or new ideas that make ELC Broward a leader across the board. Coming up with a couple of new bullets under that as well.
	Richard asked that between now and the next meeting each member look at their own evaluations. Let's ask what are the most important things that a CEO should be doing.
	COO reiterated Richard's point that committee should look at the draft tool and compare with their own and come back to her and Renee so that revisions can be made and brought back to the committee and then board for approval.

Cindy stated that this tool is very similar to what has been used at CSC for the past 20 years. The categories are broad, which allows you to look at many factors in decision-making. She hesitates to be too specific in the examples/details. There is a section added for the board members to add specific items. Cindy feels that the form should not be changed every year. Cindy feels that we are micromanaging our CEO in a way that is disconcerting. Laurie disagrees because she feels that we are not looking into action steps. It's about the bigger picture. Having 10-12 leadership traits on a CEO evaluation is not unusual. The workplace has evolved and so the tool has to evolve as well.

Laurie doesn't believe this evaluation tool touches on any innovation and it is critical in the world that we are living in with constant changes. She thinks these are important points and it is at a higher level. She wants to know if our CEO is able to have the ability to pivot during changing times; is our technology evolving?

Dawn believes that it is also the CEO's responsibility to make sure employee morale is there. Dawn does love the new format and she does agree with Cindy about the micromanaging. She is good with pulling out Innovation and adding morale. This is still a much easier format to complete and much easier than the previous one that the Board completed for CEO.

Having a few examples is helpful for the people filling out the evaluation and it helps with consistency.

Dawn suggested that we review our own evaluation tools and provide feedback to Judith and Renee so that they can incorporate those items into the tool. Monica mentioned that what they use at her job is similar to this tool.

Laurie ended the meeting with a quick summary stating that Innovation and Employee Morale/Culture are two things we want to add and what is put under to describe is up to ELC.

Richard wanted to emphasize that we should add a percentage between the "key indicators" and the "goals".

Laurie wants Renee to take a stab at telling the committee/board what Renee feels comfortable with, what her thoughts are and what Renee would be happy with. What percentage Renee feels should be on goals and leadership and management.

COO asked that everyone send comments, suggestions and revisions to her so that she could discuss with Renee and start working on implementing the changes then bring it back to executive committee and later on to the Board for approval.

Laurie mentioned that we should bring it back to executive committee and everyone agreed we should bring it back to the next executive committee meeting and then bring it to the board for approval.

	Return to Office Plan
	This topic was not discussed at the meeting.
NEW BUSINESS	There was no discussion.
MATTERS FROM CHAIR	There was no discussion.
MATTERS FROM COMMITTEES	There was no discussion.
PUBLIC COMMENT	There was no comment.
NEXT MEETING DATE	March 23, 2021 at 1:30 PM
ADJOURN	**A Motion** was made by Dawn Liberta to adjourn at 3:14 PM to adjourn the Executive Committee.

These minutes contain the action items of the Board meeting of the Early Learning Coalition of Broward. They do not include all the Committee's discussions or comments on each matter or issue raised during the meeting. A tape recording of the meeting is held in the Coalition office. Corrections from the Committee will be taken prior to approval at the next meeting.

ITEM/MEETING	EXC214RB1 / EXECUTIVE
DATE:	3/23/21
SUBJECT:	CEO Evaluation Tool
TIES TO PILLAR	N/A
FOR ACTION:	Yes
RECOMMENDED ACTIONS:	**Approve DRAFT and/or make suggestions/amendments for Board**
AS RECOMMENDED BY	N/A
FINANCIAL IMPACT:	N/A
ELC STAFF LEAD	J Merritt

Background/History

As per the Board meeting on September 23, 2020, ELC staff were tasked with researching and developing a new CEO Evaluation tool, along with a new Strategic Plan. Initially both were to be presented at a Retreat in 2021, however, given COVID 19's current status, the Retreat may/may not occur. With this in mind, ELC staff reviewed several other CEO Evaluation tools (of other ELC CEO's and community partners) as well as SHRM's Performance Evaluation Process for CEO's and created a DRAFT encompassing all of those elements that were relevant to a Non-Profit and CEO performance. There were many components that could be seen throughout all of the tools reviewed, and subsequently were included in the attached document.

At the Executive Board Committee Meeting on February 2, 2021 the Board discussed the proposed draft and made several comments and suggestions, they also agreed that the CEO Evaluation tools should be forwarded to the Executive Team so that they may review, and compare to other CEO evaluation tools. They were to provide feedback to Judith Merritt in order that the tool can be re-evaluated at the March Executive Committee meeting.

Current Status

ELC staff developed a new DRAFT CEO Evaluation tool which includes various core leadership components along with a corresponding rating scale (from 1-5). It encompasses all of those areas the Board felt were not addressed in the prior review tool. ELC staff were tasked with updating the draft submitted to the committee on February 2, 2021 and present the revised draft at the March 23, 2021 committee meeting. ELC staff are asking for the Executive Committee to review the second DRAFT, which contains all of the additions requested by the Board, along with clarification of a 60/40 weighting protocol. 60% for CEO Goals and 40% for CEO Performance Indicators. ELC staff will develop CEO evaluation procedure and timelines for review along with Goal setting timelines once the tool has been approved.

Supporting Documentation
- DRAFT ELC CEO Evaluation Tool – revised after February 2, 2021 Executive Committee Meeting

DRAFT Annual Performance Evaluation of the Chief Executive Officer (CEO)
Early Learning Coalition of Broward County

Employee: _____ **CEO**

Board Member: _____   **Date:** _____   **Review Period:** _____

Directions:

Rate the CEO on each of the performance categories using the performance rating scale and definitions below.

Review and consider all of the description bullets under each performance category and then assign a score between 1-5 (with 1 being the lowest score and 5 being the highest). There is an area to provide comments following each performance category. If your comments do not fit in the space provided, please attach a separate page with your additional comments.

(1=Below Expectations, 2=Needs Improvement, 3=Meets Expectations/Acceptable, 4=Exceeds Expectations, 5=Outstanding).

RATINGS:

BELOW EXPECTATIONS (1)- Performance at this level is unacceptable. The employee often fails to achieve basic requirements of the position and has exhibited little or no improvement in job performance. The employee performing at this level should not be continued in this position; or where extenuating circumstances exist, should be retained only upon significant improvements within a fixed period of time.

NEEDS IMPROVEMENT (2) - Performance at this level is minimal and below the level expected of the employee. Improvement is required in significant dimensions of the job in order to meet the expectations and standards for work quality, quantity and timeliness. The employee performing at this level may be denied merit increases until fully capable performance is demonstrated.

MEETS EXPECATIONS/ACCEPTABLE (3) - Performance at this level meets established expectations and standards for work quality, quantity and timeliness. The employee competently achieves the requirements of the position.

EXCEEDS EXPECTATIONS (4) - Performance at this level often exceeds established expectations and standards for work quality, quantity and timeliness. The employee exhibits mastery of most dimensions of the field of work performed.

OUTSTANDING (5) - Performance at this level is clearly unique and far in excess of established expectations. The employee consistently exceeds expectations in the outcomes achieved in work quality, quantity and timeliness. The employee exhibits leadership among peers in all dimensions of the field of work performed.

Chief Executive Officer's Annual Performance Assessment

SECTION I – PERFORMANCE INDICATORS
Section I includes 10 performance indicators which make up 40% of the overall score.

1. BOARD INTERACTIONS
- Works effectively with individual board members
- Works effectively with the board as a whole
- Keeps the Board up to date regarding important information and updates

(1=Below Expectations. 2=Needs Improvement, 3=Meets Expectations/Acceptable, 4=Exceeds Expectations, 5=Outstanding).
Use the above 5 point scale to rate performance during the evaluation period, enter the number rating for the competency in the Rating Box to the right   **Rating** [ ]

Please enter comments for each competency listed above in the text box below

[ ]

2. BUSINESS ETHICS/INNOVATION
- Provides leadership in program innovation
- Initiates technology innovation
- Shows creativity and initiative in parent/provider resources
- Upholds organizational values
- Works ethically and with integrity
- Inspires the trust of others

(1=Below Expectations. 2=Needs Improvement, 3=Meets Expectations/Acceptable, 4=Exceeds Expectations, 5=Outstanding).
Use the above 5 point scale to rate performance during the evaluation period, enter the number rating for the competency in the Rating Box to the right   **Rating** [ ]

Please enter comments for each competency listed above in the text box below

[ ]

3. COMMUNICATIONS
- Effectively expresses thoughts verbally and in writing
- Exhibits good listening and comprehension skills
- Keeps Board and others adequately informed
- Selects and uses appropriate communication methods
- Deals effectively with conflict

(1=Below Expectations. 2=Needs Improvement, 3=Meets Expectations/Acceptable, 4=Exceeds Expectations, 5=Outstanding).
Use the above 5 point scale to rate performance during the evaluation period, enter the number rating for the competency in the Rating Box to the right   **Rating** [ ]

Please enter comments for each competency listed above in the text box below

4. **COMMUNITY RELATIONS**
   - Effectively represents the ELC in the community
   - Establishes working relationships with organizations and individuals in early learning
   - Is involved in and aware of outside community affairs
   - Advocates effectively to the Florida Legislature, community leaders, stakeholders and policy makers
   - Serves as the primary spokesperson and public face for the organization
   - Establishes positive relationships with community partners, funders, government agencies etc.

(1=Below Expectations. 2=Needs Improvement, 3=Meets Expectations/Acceptable, 4=Exceeds Expectations, 5=Outstanding).
Use the above 5 point scale to rate performance during the evaluation period, enter the number rating for the competency in the Rating Box to the right   **Rating** [   ]

Please enter comments for each competency listed above in the text box below

5. **DIVERSITY COMMITMENT**
   - Shows respect and sensitivity for cultural differences
   - Promotes diversity initiatives
   - Builds a diverse Board and staff

(1=Below Expectations. 2=Needs Improvement, 3=Meets Expectations/Acceptable, 4=Exceeds Expectations, 5=Outstanding).
Use the above 5 point scale to rate performance during the evaluation period, enter the number rating for the competency in the Rating Box to the right   **Rating** [   ]

Please enter comments for each competency listed above in the text box below

6. **EMPLOYEE MORALE/CULTURE**
   - Shows respect and sensitivity for cultural differences
   - Promotes harassment free environment
   - Makes quality hiring decisions; builds a diverse workforce
   - Shows a commitment to equal opportunity
   - Maintains a climate which attracts, keeps and motivates a diverse staff of top quality people

(1=Below Expectations. 2=Needs Improvement, 3=Meets Expectations/Acceptable, 4=Exceeds Expectations, 5=Outstanding).
Use the above 5 point scale to rate performance during the evaluation period, enter the number rating for the competency in the Rating Box to the right   **Rating** [   ]

Please enter comments for each competency listed above in the text box below

7. FISCAL RESPONSIBILITY
- Works within approved budget
- Conserves organizational resources
- Brings fiscal recommendations to the Board
- Works ethically and with integrity
- Ensure no major/substantial audit findings

(1=Below Expectations. 2=Needs Improvement, 3=Meets Expectations/Acceptable, 4=Exceeds Expectations, 5=Outstanding).
Use the above 5 point scale to rate performance during the evaluation period, enter the number rating for the competency in the Rating Box to the right

Rating [   ]

Please enter comments for each competency listed above in the text box below

[   ]

8. JOB KNOWLEDGE
- Demonstrates knowledge of the ELC and the services provided
- Competent in required job skills and knowledge
- Keeps abreast of current developments related to/impacting the organization/community
- Uses resources effectively

(1=Below Expectations. 2=Needs Improvement, 3=Meets Expectations/Acceptable, 4=Exceeds Expectations, 5=Outstanding).
Use the above 5 point scale to rate performance during the evaluation period, enter the number rating for the competency in the Rating Box to the right

Rating [   ]

Please enter comments for each competency listed above in the text box below

[   ]

9. JUDGEMENT
- Displays willingness to make decisions
- Exhibits sound and accurate judgement
- Supports and explains reasoning for decisions
- Includes appropriate people in decision making process
- Makes timely decisions

(1=Below Expectations. 2=Needs Improvement, 3=Meets Expectations/Acceptable, 4=Exceeds Expectations, 5=Outstanding).
Use the above 5 point scale to rate performance during the evaluation period, enter the number rating for the competency in the Rating Box to the right

Rating [   ]

Please enter comments for each competency listed above in the text box below

[   ]

10. MANAGEMENT
- Ensures the ELC has a long-range strategy which achieves its mission/vision (Strategic Plan)
- Provides leadership in developing program and organizational plans
- Evaluates goals and objectives
- Upholds organizational values

(1=Below Expectations. 2=Needs Improvement, 3=Meets Expectations/Acceptable, 4=Exceeds Expectations, 5=Outstanding).
Use the above 5 point scale to rate performance during the evaluation period, enter the number rating for the competency in the Rating Box to the right   **Rating**

Please enter comments for each competency listed above in the text box below

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SECTION II - GOALS
Section II includes 5 goals which make up 60% of the overall score.

ANNUAL PERFORMANCE GOALS (CURRENT EVALUATION PERIOD)
(1=Below Expectations. 2=Needs Improvement, 3=Meets Expectations/Acceptable, 4=Exceeds Expectations, 5=Outstanding). *N/A can be used if business disruption has occurred preventing the goal from being achieved. i.e COVID 19, Natural Disasters etc.*
Use the above 5 point scale to rate goal performance during the evaluation period.

Goal #1

Rating

Goal #2

Rating

Goal #3

Rating

Goal #4

Rating

Goal #5

Rating

The below sections are included for additional comments on the CEO's performance

<u>**SECTION III**</u>
This section is not weighted and is not used to calculate the CEO's overall performance score.

CHIEF EXECUTIVE OFFICERS STRENGTHS/SPECIAL ACHIEVEMENTS

Specify the areas where the Chief Executive Officer has exhibited particular strength and special accomplishment during the evaluation period

CHIEF EXECUTIVE OFFICERS CAREER DEVELOPMENT GOALS/STRATEGY

Outline areas you feel the Chief Executive Officer may additionally increase or improve knowledge and/or skills and include goal strategies, where possible.

GENERAL COMMENTS

Detail comments about the Chief Executive Officers performance during the evaluation period.

SUGGESTED ANNUAL PERFORMANCE GOALS/OBJECTIVES (FUTURE PERIOD)

Include goals and objectives for the Chief Executive Officer to achieve during the next evaluation period.

Goal #1

Goal #2

Goal #3

Goal #4
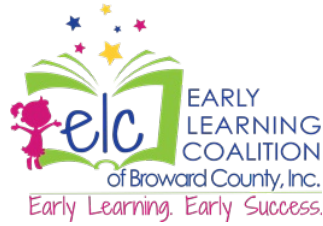
Waitlist Children by Age as of 3/8/2021

TOTAL CHILDREN

2,053
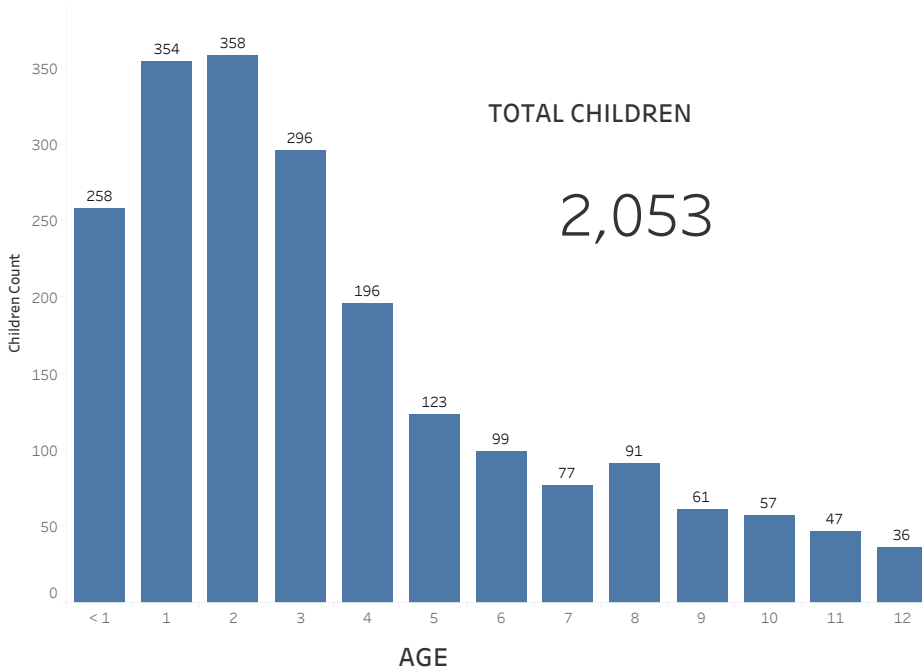
Prior Month	Children Count	+/-	%
Jan 2020	3,947	519	13%
Feb 2020	3,986	39	1%
Mar 2020	3,266	-720	-22%
Apr 2020	3,395	129	4%
May 2020	3,503	108	3%
Jun 2020	3,595	92	3%
Jul 2020	3,809	214	6%
Aug 2020	3,408	-401	-12%
Sep 2020	2,648	-760	-29%
Oct 2020	2,801	153	5%
Nov 2020	2,678	-123	-5%
Dec 2020	2,476	-202	-8%
Jan 2021	2,082	-394	-19%
Feb 2021	1,670	-412	-25%
Mar 2021	2,053	383	19%

Children Count (bar chart by AGE):
- < 1: 258
- 1: 354
- 2: 358
- 3: 296
- 4: 196
- 5: 123
- 6: 99
- 7: 77
- 8: 91
- 9: 61
- 10: 57
- 11: 47
- 12: 36

Children Count (line chart):
- February 2020: 3,986
- March 2020: 3,266
- April 2020: 3,395
- May 2020: 3,503
- June 2020: 3,595
- July 2020: 3,809
- August 2020: 3,408
- September 2020: 2,648
- October 2020: 2,801
- November 2020: 2,678
- December 2020: 2,476
- January 2021: 2,082
- February 2021: 1,670
- March 2021: 2,053

ELC Broward Contract 2020-2021 List

Funder or Vendor Name	Amount	*Purpose*	Type	Term	Status
Office of Early Learning	$121,306,212	*School Readiness, VPK & PDG*	Revenue	7/1/20-6/30/21	Active
Office of Early Learning	$50,388	*VPK Monitoring & Outreach*	Revenue	7/1/20-6/30/21	Active
Broward County	$2,342,795	*SR Match & Special Needs*	Revenue	10/1/20- 9/30/21	Active
Children's Services Council	$4,592,700	*Financially Assisted Child Care*	Revenue	10/1/20-9/30/21	Active
Children's Services Council	$4,196,000	*Vulnerable Populations*	Revenue	10/1/20-9/30/21	Active
Jim Moran Foundation	$200,000	*Learning Pods*	Revenue	9/22/20-11/30.21	Expired
United Way	$56,000	*Learning Pods*	Revenue	10/8/20-11/30/20	Expired
AELC/PNC Bank	$30,000	*3Ts Campaign Grant*	Revenue	7/1/2020-6/30/21	Active
City of Fort Lauderdale	$41,249	*SR Match Funds*	Revenue	10/1/20-9/30/21	Active
City of Pompano Beach	$22,500	*SR Match Funds*	Revenue	3/1/21-9/30/21	Active
United Way	$130,000	*SR Match Funds*	Revenue	7/1/20-6/30/21	Active
Children's Forum, Inc.	$450,909	*INCENTIVE$® Program*	Sub-recipient	7/1/20-6/30/21	Active
First Call for Help/211	$462,000	*Community Referral Services*	Sub-recipient	7/1/20-6/30/21	Active
School Board Broward County	$1,192,800	*Rising K Instruction*	Sub-recipient	10/6/20-3/31/21	Active
Abila	$5,500	*MIP Accounting Software*	Vendor	7/1/20-6/30/21	Active
Accessible Comm for the Deaf	$1,300	*Interpretation Services*	Vendor	8/13/18 Ongoing	Active
AT&T	$40,000	*Cell Phones and Hot Spots*	Vendor	7/1/20-6/30/21	Active
Atech Security	$420	*Panic Button*	Vendor	10/15/19-10/15/20	Expired
Biometrics4All, INC.	$70	*Live Scan Software Support*	Vendor	7/1/20-6/30/21	Active
BlueJean Software, Inc.	$33,000	*Hosting and Support Services*	Vendor	7/1/20-6/30/21	Active
Business Leadership Institute	$50,000	*Business Development*	Vendor	10/1/20-6/30/21	Active
Causetech DBA Achieve	$10,000	*Website Design & Hosting*	Vendor	10/1/20/6/30/21	Active
CLASS Observers (7)	$33,500ea	*Independent CLASS Observers*	Vendor	1/14/21-6/30/21	Active
Comcast	$4,446	*Internet*	Vendor	7/1/20-6/30/21	Active
CSPI Office 365 Services	$4,500	*Migration & Licenses Office 356*	Vendor	2/1/21-6/30/21	Pending
Crown Castle	$12,600	*Internet*	Vendor	7/1/20-6/30/21	Active
Crown Center	$416,078	*Office Lease (est. annual cost)*	Lease	2/1/19-1/31/29	Active
Devereux Foundation DECI	$15,800	*FLIP It Training & BECE Keynote*	Vendor	7/13/20-6/30/21	Active
Family Central	$14,420	*CEU Services*	Vendor	3/15/21-6/30/21	Active
FL Dept of Law Enforcement	$1,863	*LiveScan Service (annual cost)*	Vendor	10/29/18-Ongoing	Active
Jacob Jackson	$90,000	*Legal Services*	Vendor	4/1/20-3/31/21	Active
Keefe McCullough, LLP	$42,500	*External Audit Preparation*	Vendor	7/1/20-6/30/21	Active
LeBoffe & Associates LLC	$34,500	*Staff Professional Development*	Vendor	10/1/20-6/30/21	Active
Mitel	$40,000	*Business Telephone Lines*	Vendor	7/1/20-6/30/21	Active
Piccolo Picasso LLC	$25,000	*Online Learning Platform*	Vendor	1/1/21-6/30/21	Active
School Board Broward County	$12,000/yr	*Gulfstream Early Learning Ctr*	Lease	9/5/19-9/4/22	On Hold
Sharp (State Term Contract)	$9,569	*Copier and Printer Rental*	Vendor	11/1/20-6/30/21	Active
Teaching Strategies Gold	$19,425	*Child Assessment Software*	Vendor	7/1/20-6/30/21	Active
Tripp Scott Attorneys at Law	$14,000	*ERISA Legal Services*	Vendor	9/21/20-6/30/21	Active
Vantiv Health, LLC	$12,000	*Appointment Software License*	Vendor	7/1/20-6/30/21	Pending
Webauthor	$65,000	*CRM Software*	Vendor	7/1/20-6/30/21	Active
Brown & Brown	$0	*Information Sharing Agreement*	MOU	8/1/20-7/31/21	Active
Broward County	$0	*Crisis Intervention & Support*	MOU	11/18/20-11/17/25	Active
Child Abuse Prevention -CAPTA	$0	*Interagency Referrals*	MOU	9/1/16-8/31/21	Active
School Board Broward County	$0	*Community Partnership*	MOU	TBD-6/1/2045	Pending
Seventeenth Circuit Court	$0	*Cooperation Agreement*	MOU	6/23/20-Ongoing	Active
University of Florida	$0	*Data Use Agreement*	MOU	1/1/19-Ongoing	Active

Date	Time	Trainer	Training	Location
Tuesday 3/2/2021	7pm – 8:30pm	Beatriz Pillier, Q&E Coach, ELC	Seamos CLASSy: aprenda sobre las interacciones positivas (Let's Get CLASSy: Learn About Positive Interactions)	https://attendee.gotowebinar.com/register/1688197163239901963
Thursday 3/4/2021	1pm – 2:30pm	Agnieszka Boddie & Aida Brar, Q&E Coaches, ELC	The Wonders of Literacy for Infants and Toddlers	https://attendee.gotowebinar.com/register/8615008268102262541
Monday 3/8/2021	7pm – 8:30pm	Ana Avalos Atkinson & Natacha Herisse, Q&E Coaches, ELC	Relationships and the Environment: An Overview of the Growing Brain	https://attendee.gotowebinar.com/register/7703553810526014476
Tuesday 3/9/2021	7pm – 8:30pm	Antoinette Shaw & Natacha Herisse, Q&E Coaches, ELC	Sound Beginnings – Early Language Development: Best Practices for Early Learning Providers	https://attendee.gotowebinar.com/register/3605467265719456781
Thursday 3/11/2021	7pm – 8:30pm	Beatriz Pillier, Q&E Coach, ELC	Más que solo contar: matemáticas para niños pequeños y preescolares (More Than Just Counting – Math for Toddlers and Pre-K Children)	https://attendee.gotowebinar.com/register/6485904056721382667
Monday 3/15/2021	7pm – 8:30pm	Ana Avalos Atkinson & Natacha Herisse, Q&E Coaches, ELC	The Growing Brain- Unit 1-A: Introduction to the Brain, It's Parts, and Their Functions	Zoom (link will be sent to participants)
Tuesday 3/16/2021	7pm – 8:30pm	Beatriz Pillier & Gordia Ross, Q&E Coaches, ELC	Let's Get CLASSy: Learn About Positive Interactions	https://attendee.gotowebinar.com/register/9009417382577468686
Thursday 3/18/2021	1pm – 2:30pm	Agnieszka Boddie & Aida Brar, Q&E Coaches, ELC	Let's Learn About Teaching Strategies GOLD (TSG)	https://attendee.gotowebinar.com/register/3396214809711219726
Monday 3/29/2021	7pm – 8:30pm	Ana Avalos Atkinson & Natacha Herisse, Q&E Coaches, ELC	The Growing Brain-Unit 1-B: Understanding Neuroplasticity and the Role of Early Experiences	Zoom (link will be sent to participants)

Date	Time	Trainer	Training	Location
Tuesday 3/30/2021	7pm – 8:30pm	Ana Avalos-Atkinson & Grethel Arroyo, Q&E Coaches, ELC	Tips and Tricks - Preparing for the Transition to Kindergarten	https://attendee.gotowebinar.com/register/584920806189873165

All trainings appear on the ELC website on the calendar.
https://www.elcbroward.org/events

FY 20-21 – ELC of Broward County
2020-2021 Board/ Committee Meeting Calendar

July 2020
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
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August 2020
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September 2020
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October 2020
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November 2020
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December 2020
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January 2021
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March 2021
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April 2021
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May 2021
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June 2021
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20	21	22	23	24	25	26
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Executive/Finance Meetings

September 10, 2020 at 10:00 AM
October 27, 2020 at 1:30 PM
December 1, 2020 at 1:30 PM
February 2, 2021 at 1:30 PM
March 23, 2021 at 1:30 PM
April 27, 2021 (if needed) at 1:30 PM
June 1, 2021 at 3:00 PM

Full Board Meeting

September 23, 2020 at 2:00 PM
November 9, 2020 at 12:00 PM
December 21, 2020 at 12:00 PM
February 17, 2021 at 1:30 PM
April 12, 2021 12:00 PM
May 10, 2021 (if needed) at 12:00 PM
June 21, 2021 at 12:00 PM

Program Review Committee:
September 2, 2020 at 2:00 PM
December 15, 2020 at 10:00 AM
March 17, 2021 at 11:00 AM
June 7, 2021 at 10:00 AM

Governance Committee:
August 24, 2020 at 2:00 PM
September 11, 2020 at 3:00 PM
December 10, 2020 at 11:00 AM
February 10, 2021 at 1:30 PM
May 5, 2021 at 2:00 PM

Nominating Committee:
March 23, 2021 at 11:00 AM

Audit Committee:
February 12, 2021 at 1:00 PM
March 12, 2021 at 2:30 PM

ELC Offices closed for holidays on:
July 3; Sep 7; Nov 11; Nov 26 and 27; Dec. 25; Jan 1; Jan 18; Feb 15; May 31

FY 21-22 – ELC of Broward County
2021-2022 Board/ Committee Meeting Calendar

July 2021
Su	Mo	Tu	We	Th	Fr	Sa
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August 2021
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September 2021
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October 2021
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November 2021
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December 2021
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January 2022
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30	31					

February 2022
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27	28					

March 2022
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April 2022
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May 2022
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June 2022
Su	Mo	Tu	We	Th	Fr	Sa
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Executive/Finance Meetings

August 24, 2021 at 1:30p
October 26, 2021 at 1:30p
February 1, 2022 at 1:30 p
March 22, 2022 at 1:30 p
April 26, 2022 (if needed) at 1:30p
May 24, 2022 at 1:30p

Full Board Meeting

September 13, 2021 at 12p
November 8, 2021 at 12p
February 14, 2022 at 12p
April 4, 2022 at 12p
May 9, 2022 (if needed) at 12p
June 13, 2022 at 12p

Program Review Committee:

Nominating Committee:

Governance Committee:

Audit Committee:

ELC Offices closed for holidays on:

July 5; Sep 6; Nov 11; Nov 25 and 26; Dec. 24; December 31; Jan3; Jan 17;
Feb 21; May 30

COMMITTEE	Member Name	Seat	By Laws
EXECUTIVE	*Members consist of the Chair, First Vice-Chair, Second Vice-Chair, Secretary, Treasurer, Immediate Past Chair (if applicable) and each of*		
	the chairs of the Standing Committees)		
Officer	**Laurie Sallarulo**	**Chair**	effective 4/2014 - Governor appointment
Officer	Dawn Liberta	**First Vice Chair**	effective June 2020 -
Officer	Twan Russell	**Second Vice Chair**	effective June 2020 -
Officer	Monica King	**Secretary**	effective June 2020 -
Officer	Cindy Arenberg Seltzer	**Treasurer**	*effective June 2020 -*
	Khalil Zeinieh	**Program Review Chair**	
	Michael Asseff	**Nominating Com. Chair**	effective June 2020 -
	Richard Campillo	**Audit Com. Chair**	
FINANCE	*Members appointed by the Chair. Reports directly to the Board and shall consist of at least (5) five Members.*		
	Cindy Arenberg Seltzer	**Chair**	
	Renee Podolsky	Member	
	Laurie Sallarulo	Member	
	Zachary Talbot	Member	effective June, 2020
	Twan Russell	Member	
PROGRAM REVIEW	*Members appointed by the Chair. Ad Hoc members with particular expertise may be appointed to assist in the given particular area of*		
	program . Reports directly to the Board and shall consist of at least (3) members.		
	Khalil Zeinieh	**Chair**	effective 6/2020
	Laurie Rich Levinson	Member	
	Dawn Liberta	Member	
	Laurie Salarullo	Member	
	Renee Podolsky	Member	
	Richard Campillo	Member	
	Cindy Arenberg-Seltzer	Member	
	Cara Cerchione	Member	effective 10/2019
AUDIT	*Members elected by Board. Consists of at least (5) five Members. Ad Hoc Members may be appointed to assist in accounting or financial*		
	management experience. No more than (1) one Member of the Finance Committee shall be a Member of the Audit Committee and in no		
	event shall the chair of the Finance Committee be a Member of the Audit Committee.		
	Richard Campillo	**Chair**	effective 7/1/18
	Michael Asseff	Member	
	Twan Russell	Member	effective 12/9/16
	Monica King	Member	effective 4/7/17
	Beverley Batson	Member	effective 12/19/19
GOVERNANCE	*Members Elected by Board. Consists of at least (5) five Members. First Vice Chair shall serve as chair of the Governance Committee*		
	Dawn Liberta	**Chair**	effective 6/30/20-
	Cara Cerchione	Member	effective 6/2019
	Michael Asseff	Member	effective 6/2020
	Carol Hylton	Member	effective 2/2021
	Laurie Salarullo	Member	
NOMINATING	*Members Elected by Board. Consists of at least (3) three Members who are not Officers of the Coalition*		
	Michael Asseff	**Chair**	effective 6/2020
	William Karp	Member	effective 6/2019
	Twan Russell	Member	
	Dr. Amoy Reid	Member	effective 12/19/19
	Laurie Salarullo	Member	
AD HOC FUNDRAISING	**Michael Asseff**	**Chair**	*established 2/13/20*
	Amoy Reid	Member	effective 2/13/20
	Cara Cerchione	Member	effective 2/13/20
	Richard Campillo	Member	effective 2/13/20
	Twan Russell	Member	effective 2/13/20
	Michael Asseff	Member	effective 2/13/20
AD HOC STRAT PLANNING	Richard Campillo	Chair	effective 3/2021
	Monica King	Member	effective 3/2021
	Cara Cerchione	Member	effective 3/2021
	Dawn Liberta	Member	effective 3/2021
	Laurie Salarullo	Member	effective 3/2021

Executive Finance Committee Attendance Chart FY 2020-2021   **QUORUM # NEEDED: 5**

#	Member	Position	Term Started	Term Exp	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1	Laurie Sallarulo - CHAIR	Chair					X			X		X				
2	Dawn Liberta	First Vice Chair	June 2020	June 2023			X			X		X				
3	Twan Russell	Second Vice Chair	June 2020	June 2023			X			X		ABS				
4	Cindy Arenberg Seltzer	Treasurer	June 2020	June 2023			X			X		X				
5	Monica King	Secretary	June 2020	June 2023			ABS			X		X				
6	Khalil Zeinieh	Program Rev. Chair	June 2020	June 2023			X			X		X				
7	Michael Asseff	Nominating Chair	June 2020	June 2023			X			X		X				
8	Richard Campillo	Audit Chair	July 2018	June 2023			X			X		X				
												QUORUM # NEEDED: 3				
1	Cindy Arenberg Seltzer						X			X		X				
2	Renee Podolsky						X			X		X				
3	Laurie Sallarulo						X			X		X				
4	Twan Russell						X			X		ABS				
5	Zachary Talbot						X			X		X				

| X Present at meeting |
| ABS - Absent from Meeting |
| FM First Meeting   LM Last Meeting |
| C- Confirmed Attendance |
| P - Via Phone attendance |
| Shaded areas - no meeting scheduled |
| Operational\Board\Executive Committee Packets\Executive Committee Attendance 2019-2020 |

Except for Chair an Officers term is for two years

No officer may hold the same elected position for more than (1) term of two years

Rev. 7/2019 Subject	Acronym	Definition
Ages and Stages Questionnaire®	ASQ	A developmental and social-emotional screening for children from one month to 5 ½ years. Highly reliable and valid, ASQ looks at strengths and trouble spots, educates parents about developmental milestones, and incorporates parents' expert knowledge about their children.
Association of Early Learning Coalitions	AELC	The Association of Early Learning Coalitions (AELC) is an organization comprised of 31 Early Learning Coalitions throughout the State of Florida. The AELC supports the role of the Early Learning Coalitions to develop and administer a comprehensive school readiness program and voluntary pre-kindergarten program that prepares preschool children to succeed in school and in life Each Early Learning Coalition's service area is as unique as the population it serves, with some Coalitions serving a single county while others are serving two to seven counties.
Billing Group	BG	An eligibility category that aligns with Chapter 411, Florida Statutes, which describes the different groups or defined categories of children served; a category of direct service costs. The following defines the various billing groups: **BG1 – At Risk Populations:** School readiness services for a child in a family that is: referred for investigation by the Broward Sheriff's Office (BSO); under the supervision of ChildNet (in home, foster care or relative/no relative placement); in the custody of a parent who is homeless, as verified in law; in the custody of a parent who is the victim of domestic violence, residing in a certified DCF shelter or; actively participating in a diversion program as required by law. **BG3 –** Temporary Assistance for Needy Families (TANF), also referred to as Temporary Cash Assistance (TCA) Families who are receiving TCA, and subject to the federal work requirements. **BG3R – Relative Caregiver** Child who is in receipt of the Relative Caregiver (RCG) payment, who is adjudicated by a Florida court and placed in the home of a relative through ChildNet. **BG5 – Transitional Child Care (TCC)** Family that is transitioning from the receipt of TCA (from a workforce program) into employment, as defined by law. **BG8 – Income Eligible** Family that is economically disadvantaged. Parent must meet income and work requirements, which include employment, educational activities or disability. **CSC – Children's Services Council Vulnerable Populations Program** Eligibility mirrors the Income Eligible (BG8) criteria. Other conditions may be set by CSC, on an as needed (case-by-case) basis.
Categories Exempt from Licensing		Certain religious affiliated and non-public schools may be exempt from licensure but must register with Broward County and receive approval prior to operating. Programs for children grades six and above and summer day camps for elementary school aged children are exempt from licensure.
Center-Based Child Care Provider		A provider licensed or authorized as license-exempt to provide care and education of children in a nonresidential setting for fewer than 24-hours a day per child.
Child Assessment		An individual assessment performed on each child for the purpose of measuring the child's growth in specific developmental domains. Child care providers who perform this detailed assessment can be reimbursed at a higher rate per child. Teaching Strategies Gold (TSG) is one of three ongoing assessment tools that is approved by OEL for child care providers to receive a Quality Performance Incentive Differential. TSG helps teachers observe children during regular everyday activities, plan for their development and assess their needs. Training is needed to become a reliable observer in the tool.
Child Care Development Fund	CCDF	The federal Child Care and Development Fund (CCDF) is an aggregate of several funding sources that is distributed in block grants by the federal government to the states and territories. The majority of the funds are to be used to provide child care services to families who meet certain income and need criteria. A portion of the funding (at least 4 percent of the block grant amount) is to be used for activities to improve the quality of child care. Another portion (not to exceed 5 percent of the block grant amount) is to be used to pay for costs of administering the CCDF. The purpose of the CCDF is to increase the availability, affordability, and quality of child care services.
Child Care Development Plan		Every two years, states and territories receiving CCDF funds must prepare and submit to the federal government a plan detailing how these funds will be allocated and expended.

Child Care Licensing		The child care licensing program is a component of the services provided by Department of Children and Families. The program is accountable for the statewide licensure of Florida's child care facilities, specialized child care facilities for the care of mildly ill children, large family child care homes and licensure or registration of family day care homes. The purpose of the program is to ensure a healthy and safe environment for the children in child care settings and to improve the quality of their care through regulation and consultation. The department ensures that licensing requirements are met through on-going inspections of child care facilities and homes, thus preventing the continued operation of substandard child care programs
Child Care Resource and Referral Program	CCR&R	The Child Care Resource and Referral Network is dedicated to helping families find answers to their questions regarding how to identify quality child care and early education programs. The CCR&R program also conducts a search for providers that meet the specific needs of the family; the CCR&R program also provides information and community resources that may benefit the entire family.
Children's Services Council	CSC	A Children's Services Council is a local government body that oversees funding for programs and services that improve the lives of children and their families. Chapter 125 of Florida Statutes governs the creation and operation of a Children's Services Council, commonly referred to as a CSC. Florida is the only state in the nation that empowers communities to create a local government with the sole purpose of investing in the well-being of families.
Child Development Associate	CDA	A nationally recognized early childhood professional credential awarded to individuals who successfully complete the nationally established requirements of the CDA program to work with young children.
Classroom Assessment Scoring System™	CLASS	The Classroom Assessment Scoring System™ (CLASS™) is an observational tool that provides a common lens and language focused on classroom interactions that boost student learning. This tool is used as the basis for the State of Florida's Quality Rating System, and CLASS scores are used to calculate payment differentials for child care facilities serving subsidized children.
Continuing Education Units	CEUs	A measure used to track continuing education; in general, a CEU is defined as 10 clock hours of participation in a recognized continuing education program with qualified instruction and sponsorship through an accrediting CEU body.
Enhanced Field System Modernization	EFS Mod	The billing system currently in use for early learning programs.
Environment Rating Scales	ERS	The Early Childhood Environment Rating Scales are designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions. Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators such as staff to child ratio, group size, cost of care, and even type of care, for example child care center or family child care home (Whitebook, Howes & Phillips, 1995). There are four environment rating scales, each designed for a different segment of the early childhood field: (ECERS-R) The Early Childhood Environment Rating Scale-Revised (ITERS-R) The Infant/Toddler Environment Rating Scale-Revised (FCCERS-R) The Family Child Care Environment Rating Scale-Revised (SACERS) The School-Age Care Environment Rating Scale
Federal Poverty Guidelines	FPL	The set minimum amount of gross income that a family needs for food, clothing, transportation, shelter and other necessities. In the United States, this level is determined by the Department of Health and Human Services. FPL varies according to family size. The number is adjusted for inflation and reported annually in the form of poverty guidelines. Public assistance programs, such as Medicaid in the U.S., define eligibility income limits as some percentage of FPL. The poverty guidelines are typically issued every February and correspond to the year in which they are issued.
Florida Child Care Professional Credential	FCCPC	Florida Child Care Professional Credential (FCCPC)," pursuant to Section 402.305(3)(b), F.S., is a department approved training program that consists of a minimum of 120 hours of early childhood instruction, 480 contact hours with children ages birth through eight (8) and at least two (2) methods of formal assessment that offers two (2) areas of certification; "Birth Through Five (formerly the department approved CDA Equivalency training programs)" and "School-Age (formerly the Florida School-Age Certification)."
Florida Kindergarten Readiness Screener	FLKRS	The Florida Kindergarten Readiness Screener (FLKRS) is administered to assess the readiness of each child for kindergarten. The FLKRS assessment is the Star Early Literacy®, which is an online, adaptive instrument that students complete independently in approximately 15-20 minutes. The assessment covers 3 main domains: Word Knowledge and Skills, Comprehension Strategies and Constructing meaning, and Numbers and Operations.

Florida Administrative Code	FAC	The Florida Administrative Code is the official compilation of the administrative rules and regulations of state agencies.
Florida Child Care Professional Credential	FCCPC	Florida Child Care Professional Credential (FCCPC)," pursuant to Section 402.305(3)(b), F.S., is a DCF approved training program that consists of a minimum of 120 hours of early childhood instruction, 480 contact hours with children ages birth through eight (8) and at least two (2) methods of formal assessment that offers two (2) areas of certification; "Birth Through Five (formerly the department approved CDA Equivalency training programs)" and "School-Age (formerly the Florida School-Age Certification)."
Florida Department of Children and Families	DCF	A state agency of Florida. The Department provides social services to children, adults, refugees, domestic violence victims, human trafficking victims, the homeless community, child care providers, disabled people, and the elderly.
Florida Department of Economic Opportunity	DEO	A state agency of Florida. The Department promotes economic opportunities for Floridians through workforce, community, and economic development strategies.
Florida Department of Education	DOE	A state agency of Florida. The Department governs public education and manages funding and testing for local educational agencies (school boards).
Florida Department of Health	DOH	A cabinet level agency of the state government, headed by a state surgeon general who reports to the governor. The Department is responsible for protecting the public health and safety of the residents and visitors of the state of Florida.
Florida Office of Early Learning	OEL	The Office of Early Learning is the lead agency for the administration of state and federal child care funds and partners with 31 Early Learning Coalitions, the Redlands Christian Migrant Association, and others to deliver a comprehensive early learning system of services statewide.
Florida Sunshine Law		The "Sunshine Amendment," adopted by Florida voters through a constitutional initiative in 1976 as Article II, Section 8, Florida Constitution, contains standards of ethical conduct and disclosures applicable to public officers and employees; it also requires the Legislature to adopt the code of ethics (see Code of Ethics definition above).
Gold Seal		In 1996, the Florida Legislature established the Gold Seal Quality Care program to acknowledge child care facilities and family day care homes that are accredited by nationally recognized agencies and whose standards reflect quality in the level of care and supervision provided to children. In addition, the Legislature established provisions for Gold Seal providers participating in the subsidized child care program, a.k.a. school readiness and early Learning, to receive a higher reimbursement per child, than providers not receiving a Gold Seal designation. In 1999, the Legislature revised the program to provide tax incentives through the Department of Revenue or county tax appraiser for participating in the Gold Seal Quality Care Program. Since then, the Legislature has revised the maximum amount of the reimbursement. Currently, the rate differential cannot exceed 20% above the reimbursement rate established by the local early learning coalition, a.k.a. the local school readiness coalition.
Home Instruction for Parents of Preschool Youngsters	HIPPY	Home Instruction for Parents of Preschool Youngsters (HIPPY) is an evidenced-based program that works with families in the home to support parents in their critical role as their child's first and most important teacher.
Inclusion		The principle of enabling all children, regardless of their diverse abilities, to actively participate in natural environments in their communities, including early care and education settings.
Inclusion/Warm Services		These services educate and assist childcare providers with any special needs concerns regarding the children they are serving, particularly children with disabilities and other special health care needs. These services also provide training and consultation on issues such as managing challenging behaviors, understanding the American with Disabilities Act, screening and assessment of children with special needs, and adapting home and school environments.
Individual Education Plan	IEP	The plan for individualizing the education of a child over age three with a disability that includes measureable goals and documentation of the child's progress.
Individual Family Service Plan	IFSP	A plan for special services for young children (under three) with disabilities and their families that includes individualized supports and services that will enhance the child's development.
Infant and Toddler Program		The provision of activities to foster brain development in infants and toddlers.
Informal Child Care		Any legal but non-regulated child care, subject to health and safety requirements, that is provided by a relative or non-relative in the child's home or other location.
Licensed Family Child Care Home	FCCH	An individual that provides child care for fewer than 24 hours a day per child, as sole caregiver, in a private residence other than the child's home and meets the state and/or local family child care licensing requirements.
Licensed Large Family Child Care Provider		Two or more people that provide child care for fewer than 24 hours a day per child in a private residence other than the child's home and meet the state and/or local licensing requirements for large family child care homes.

Match		Refers to a statutorily specified percentage of program or project costs that must be contributed by an entity in order to be eligible for State or Federal funding; the value of third-party in-kind contributions and that portion of project or program costs not borne by the State or Federal government
Market Rate		The price that a child care provider charges for daily, weekly, or monthly child care services.
Office of Child Care	OCC	The Office of Child Care (OCC) supports low-income working families by providing access to affordable, high-quality early care and afterschool programs. OCC administers the Child Care and Development Fund (CCDF) and works with state, territory and tribal governments to provide support for children and their families juggling work schedules and struggling to find child care programs that will fit their needs and that will prepare children to succeed in school. The Office of Child Care was established in September 2010 and replaces the former Child Care Bureau. The Office of Child Care partners with states, territories, and tribes to administer the Child Care and Development Fund (CCDF) program.
Other Cost Accumulator	OCA	OCA is a cost accounting system to maintain the collection of costs in an organized and systematic manner.
Professional Development Initiative	PD	A continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work, leading to improvements in knowledge, skills, practices, and dispositions.
Performance Funding Project	PFP	In 2014, the Florida Legislature created the Early Learning Performance Funding Project (ELPFP). It was designed to provide performance based funding for School Readiness providers that demonstrate improved: program quality, teacher-child interactions and/or child outcomes. The ELPFP has demonstrated a significant and positive effect on early childhood program quality and child outcomes among at-risk children and the teachers who support them.
Quality Initiatives	QI	Activities that enhance early learning environments and experiences.
Quality Improvement Plan	QIP	A plan created for providers that do not meet the quality threshold as set by rule 6M-4.741 Program Assessment Threshold Requirements for the School Readiness Program. The plan includes 1 to 2 targeted strategies.
Quality Rating and Improvement System	QRIS	A systematic approach to assessing, supporting, improving, and communicating the level of quality in an early care and education setting. The State of Florida currently utilizes CLASS scores as its only measurement of quality in this system, and assesses whether a child care provider can contract with an ELC to provide care to subsidized children on this. The QRIS system also uses CLASS scores to reimburse child care providers on a scale. Child care providers with higher CLASS scores receive higher reimbursement rates.
Registered Family Child Care Provider		An individual that provides child care for fewer than 24 hours a day per child, as sole caregiver, in a private residence other than the child's home and meets the state and/or local registered family child care requirements.
Religious Exemption		A child care facility which is an integral part of church or parochial schools conducting regularly scheduled classes, courses of study, or educational programs accredited by, or by a member of, an organization which publishes and requires compliance with its standards for health, safety, and sanitation. Such facilities shall meet minimum requirements of the applicable local governing body as to health, sanitation, and safety and shall meet the screening requirements pursuant to ss. 402.305 and 402.3055. Failure by a facility to comply with such screening requirements shall result in the loss of the facility's exemption from licensure.
School-Age Child Care Provider		A provider licensed or authorized as license-exempt to provide care and education of children who are at least 5 years of age by Sept 1 of the beginning of the school year and who attends kindergarten through grade 5.
School Readiness Program		The School Readiness Act, Chapter 411.01 of the Florida Statutes, School readiness programs are to be full-day, year-round to the maximum extent possible, to enable parents to work and become financially self-sufficient.
Teacher Education and Compensation Helps	T.E.A.C.H.	A scholarship program, which provides educational scholarships and financial incentives to caregivers and administrators of early childhood programs, family day care homes, and large family child care homes.
Temporary Assistance for Needy Families	TANF	Temporary Assistance for Needy Families (TANF) is one of the federal assistance programs. It began on July 1, 1997, and succeeded the Aid to Families with Dependent Children (AFDC) program, providing cash assistance to indigent American families with dependent children. This cash benefit is often referred to simply as "welfare." TANF was created by the Personal Responsibility and Work Opportunity Act instituted in 1996. The Act provides temporary financial assistance while aiming to get people off of that assistance, primarily through employment. The reform granted states wide discretion of how to distribute TANF entitlements.
Utilization Report		This is a management tool that is system which provides year to date expenditures of dollars by category. This data allows for funding projections, based on actual, projected and historical data, to determine if spending is on target or if adjustments may be needed.

Voluntary Prekindergarten Program	VPK	A constitutional amendment passed by Florida's voters in Nov. 2002, required a voluntary prekindergarten program for all four-year-old children. VPK is a program designed to prepare four-year-olds for kindergarten and build the foundation for their educational success. The program allows a parent to enroll his or her eligible child (four years old by September 1 and residing in Florida) in a free VPK program. The program is voluntary for children and providers.
Wait List		"Waiting list" means a list of children waiting for potential enrollment in the school readiness program once funding is available. The list is a record of the names of parent(s), the names and dates of birth of their children, waiting list date and anticipated eligibility and priority category for seeking school readiness services.