

Building Bright Futures

ADVANCING EARLY CHILDHOOD EDUCATION IN M-DCPS
THROUGH QUALITY, COLLABORATION, AND ACCOUNTABILITY





The Importance of Early Learning

FOR CHILDREN AGES 0 - 3



Research indicates that what happens in the early years is the foundation for the long-term success of a child.



80%
OF BRAIN*
growth and development happens in the first 3 years



Experiences during these years
SHAPE HOW A CHILD
sees the world

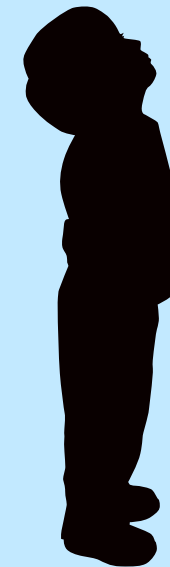


A child will develop the first
1000 WORDS
of their vocabulary

Children receiving high quality early learning from parents, family and care givers are happier, healthier and more likely to succeed later in life.



Early talks boost cognitive & language equity
(Rowe et al., 2023)



Higher preschool attendance = fewer delays in literacy and social skills
(Rowe et al., 2023)



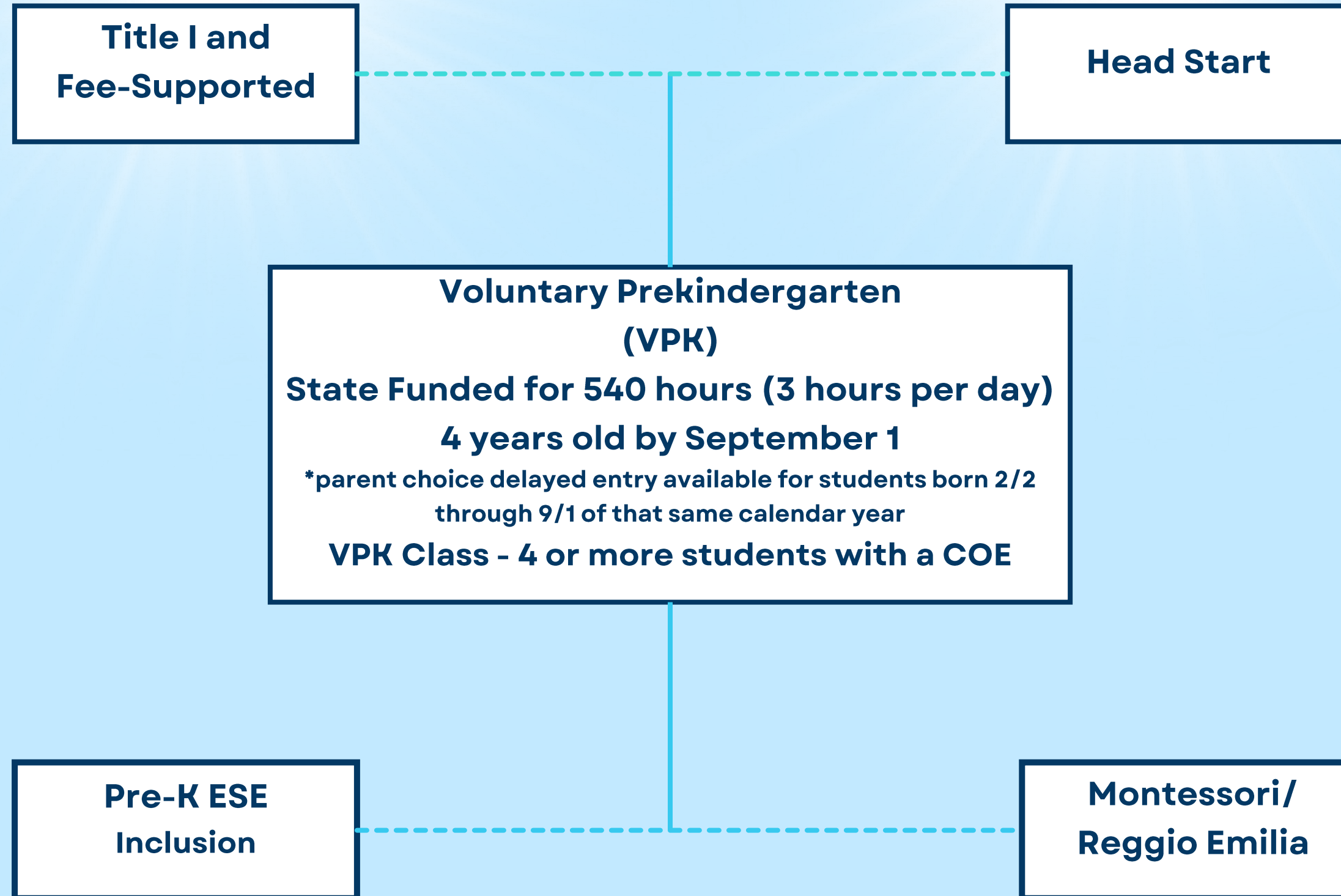
Predicts academic success at age 15
(Melhuish et al., 2023)

Investing in Our Youngest Learners:

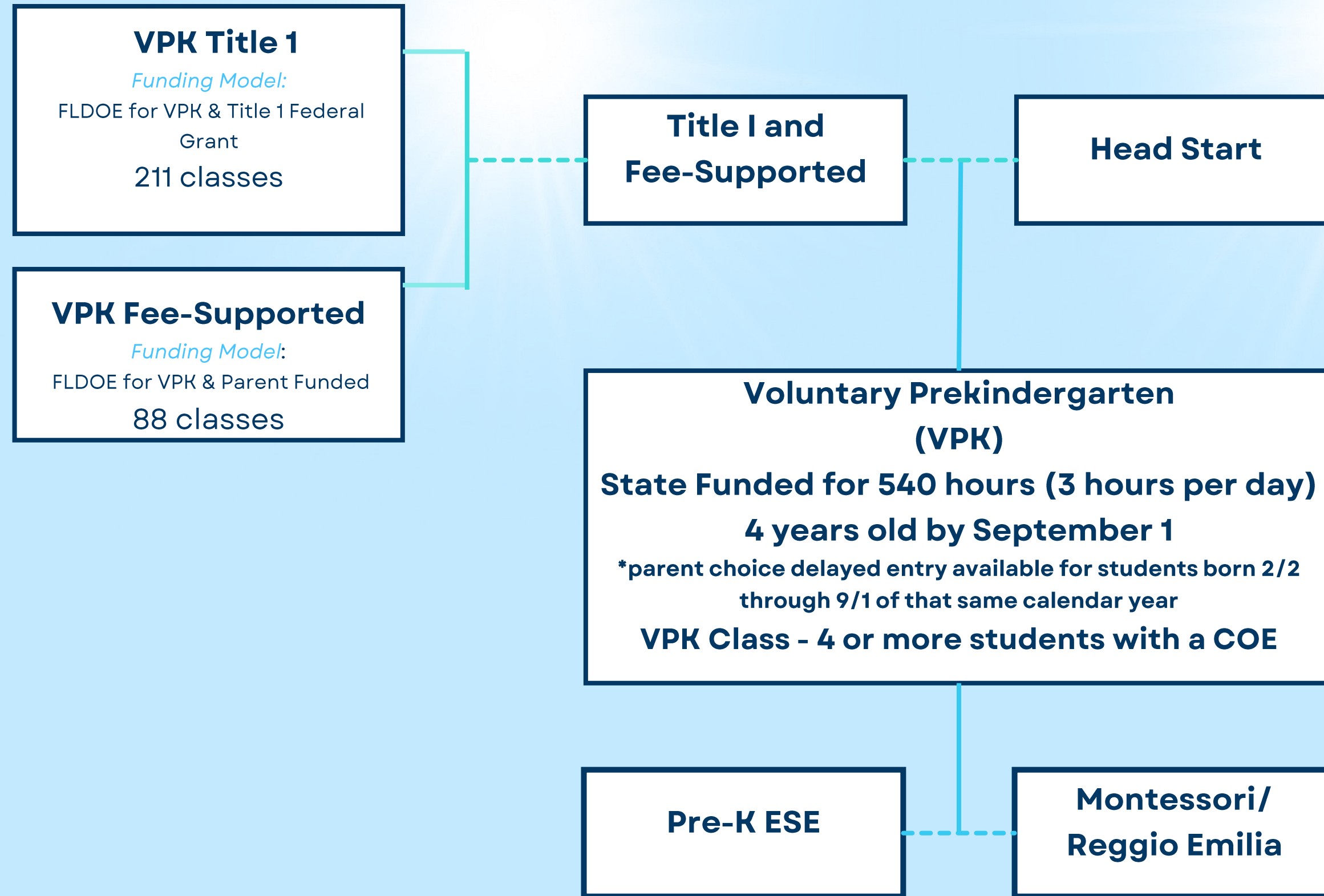
Programs Offered & Funding Models



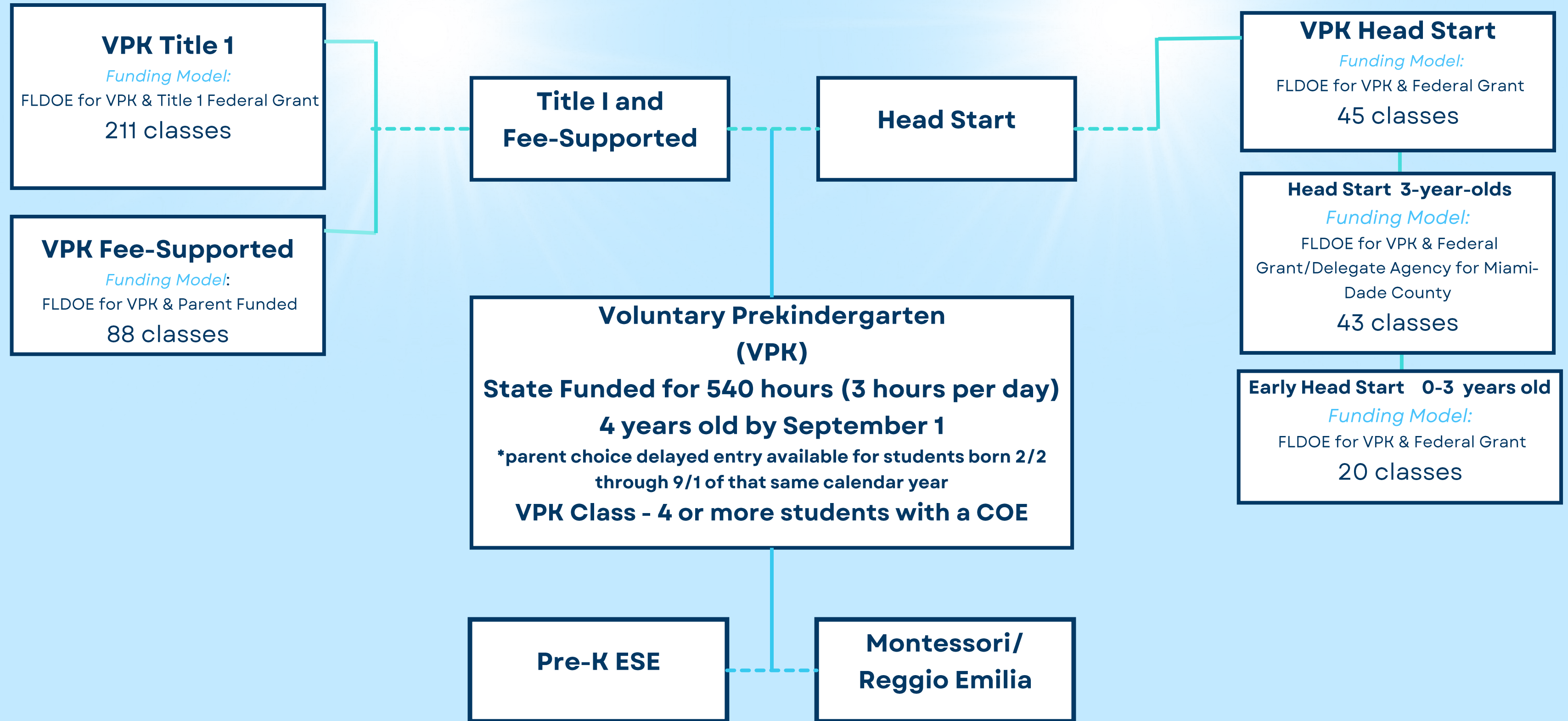
M-DCPS Early Childhood



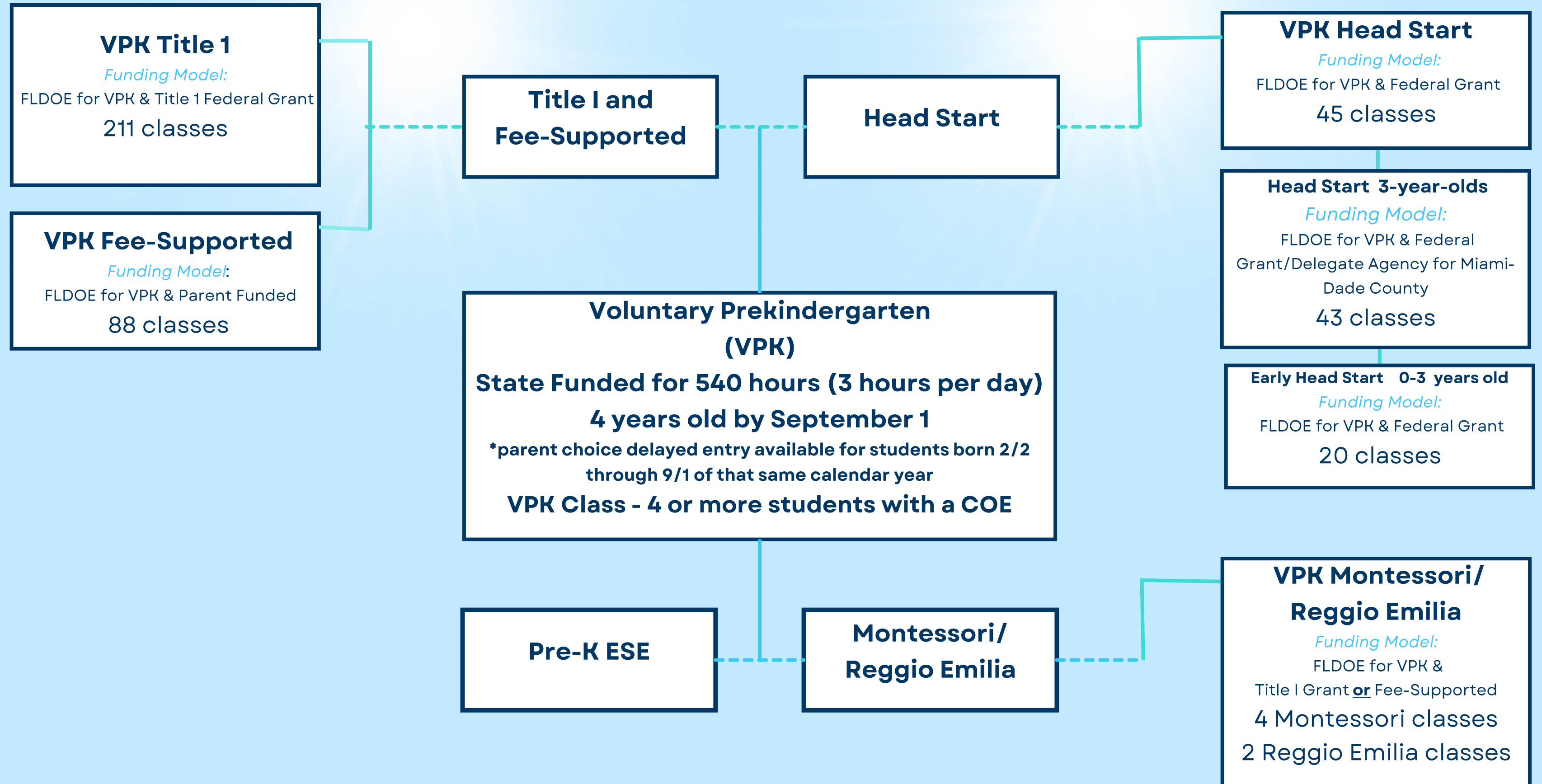
M-DCPS Early Childhood



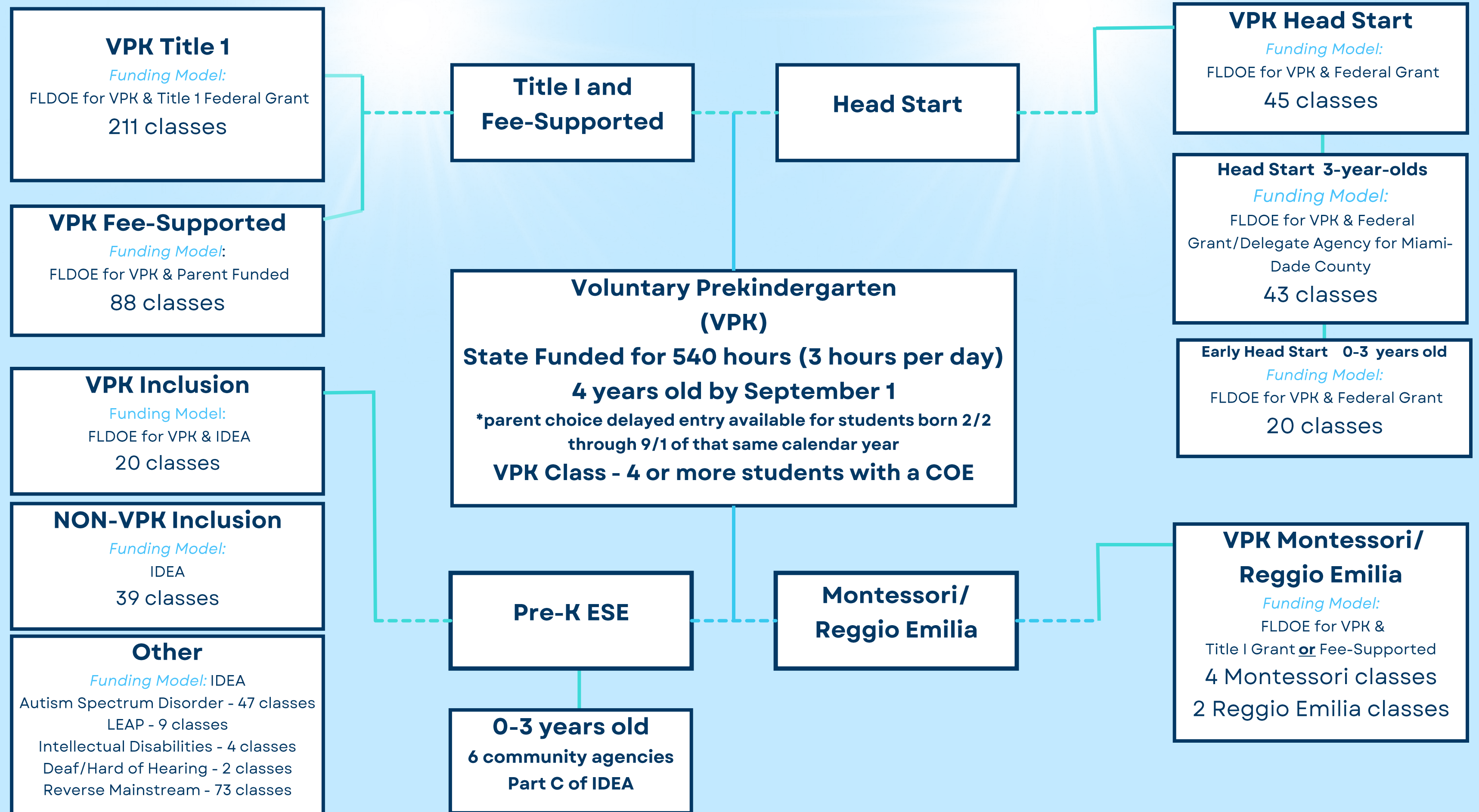
M-DCPS Early Childhood



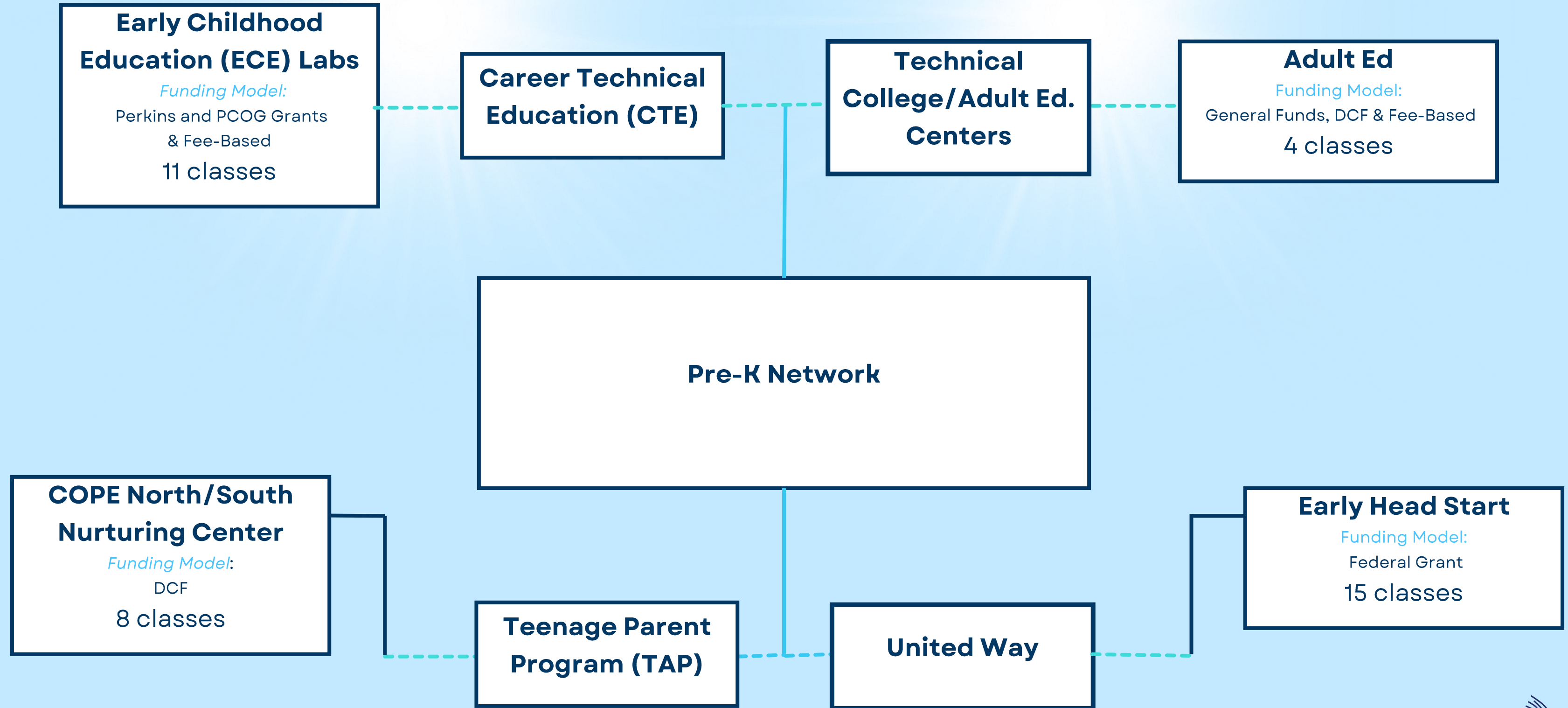
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M-DCPS Early Childhood

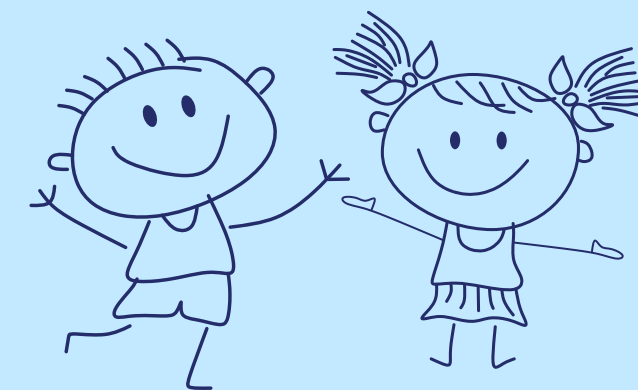


Other M-DCPS Early Childhood Options



Total # of Pre-K Classrooms: 656

Total # of Schools with Pre-K Classrooms: 231



Transition to Kindergarten (TTK)

TTK Ambassadors Program

- Three TTK Ambassadors work with 574 early learning centers/providers and neighboring Title I elementary and PK - 8 centers.
- Provide technical assistance and support to all stakeholders involved in the transition of children from privately-owned prekindergarten programs to kindergarten classes to help promote kindergarten readiness.
- Work with the Early Learning Coalition by providing training such as “It’s Okay to Play in VPK!”



On-Site Visits/Contacts with early learning centers to develop relationships and support increased readiness between M-DCPS and the private sector.



Transition to Kindergarten Technical Assistance Lunch & Learn Sessions provide guidance and support for early learning centers on best practices for transitioning children and their families into kindergarten.



Coffee and Conversations are held between principals and directors to share visions and discuss articulation between M-DCPS and private providers.



Field Trips (Virtual Options) are facilitated for students attending neighboring programs/centers to visit kindergarten classrooms in M-DCPS Title I schools and experience a day in kindergarten.

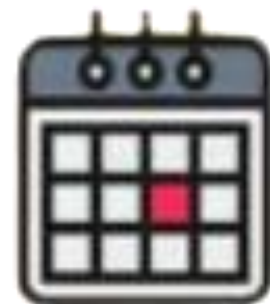
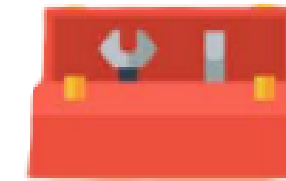


Parent Workshops provide guidance and support for families/guardians to ensure a smooth and positive experience during the transition process.

Transition to Kindergarten (TTK)



Transition to Kindergarten Toolkit provides elementary and PK-8 centers with intentional resources and activities to be implemented during Transition to Kindergarten Month and beyond.



TTK Parent Summer Toolkit and Calendar developed to parents as they work with their rising kindergartener and reinforce early learning skills during the summer.

Pre-K/Kindergarten Teacher Articulation Meetings held to share best practices and developmentally appropriate expectations for students transitioning to kindergarten.

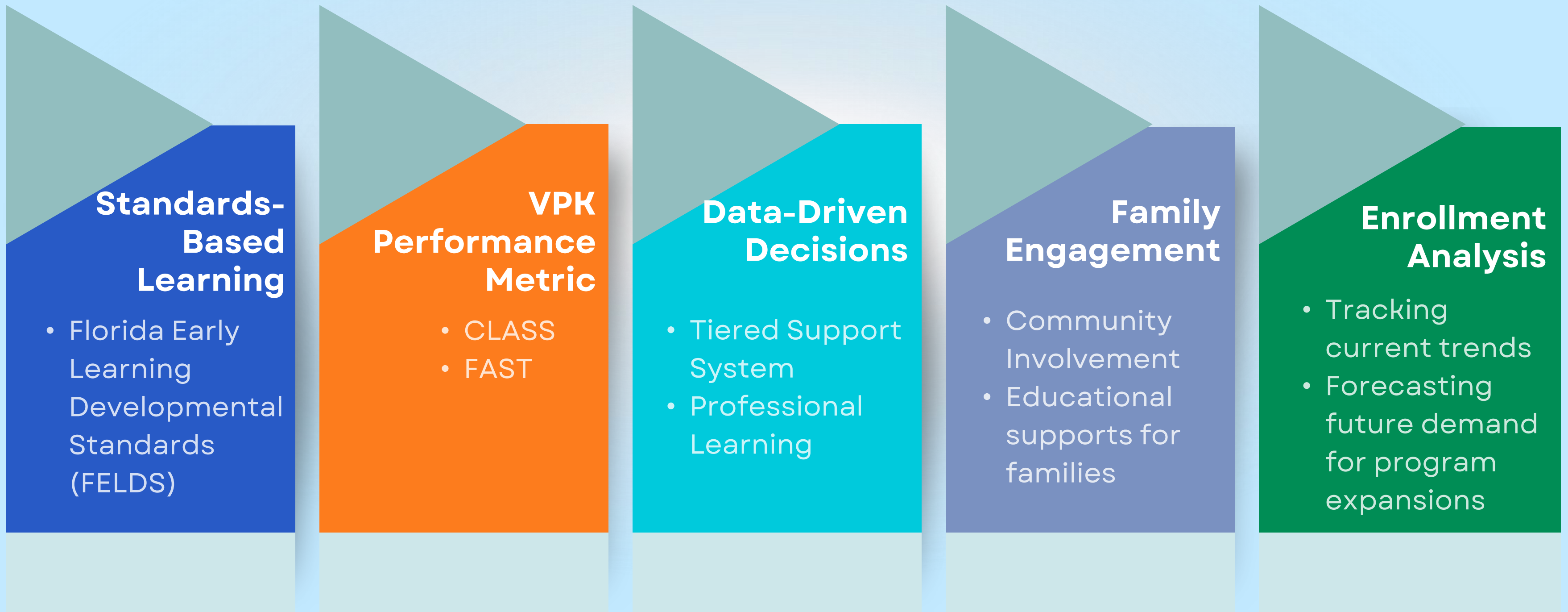


For Pre-K ESE: Articulation meetings are held with parents for Pre-K students with disabilities who are exiting Pre-K to Kindergarten. These meetings are conducted individually with each family to review needs, services and recommendations for kindergarten.

Measuring Success:

VPK Accountability & High Quality Programs

High Quality Programming



Standards-Based Instruction



Physical
Development



Approaches
to Learning



Social and
Emotional
Development



Language
and Literacy



Mathematical
Thinking



Scientific
Inquiry

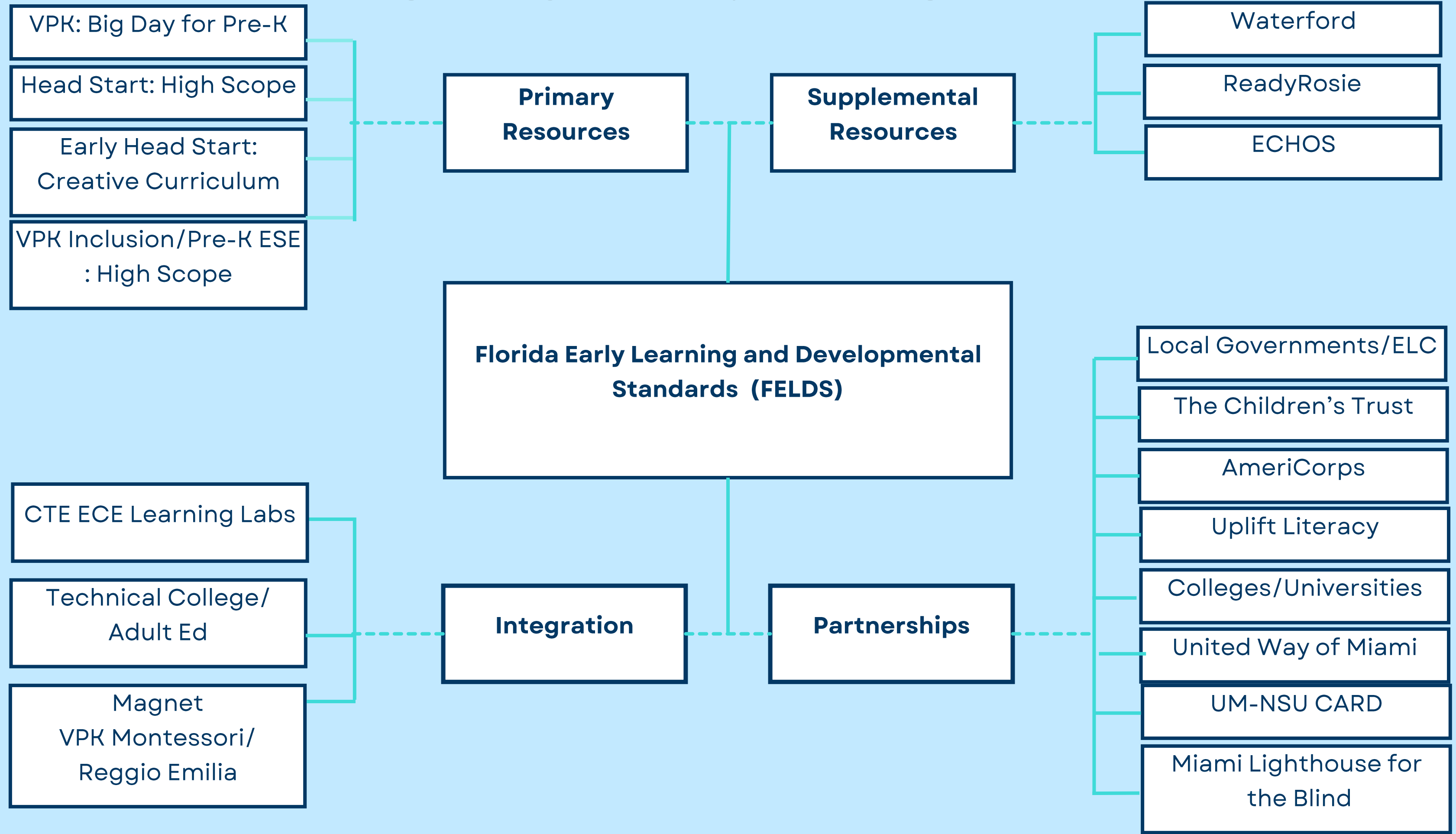


Social
Studies



Creative
Representation
Through the Arts

High Quality Programs





VPK Accountability

Provider Performance Metric

CLASS

VPK Program Assessment

Emotional Support
Classroom Organization
Instructional Support

Composite Score

4.0+

(50%)

+

FAST

**Learning Outcomes
Score 707 (20%)**

+

**Learning Gains
PM1-PM3 (30%)**

12 Unified Scale Score Points or more
monthly

**Must complete PM1 and PM3 to be counted
for Learning Gains**

=

**VPK
Performance
Metric**



Designation Formula

Performance Designations

Designations will be assigned to providers based on their performance metric points within 45 days of the program end.

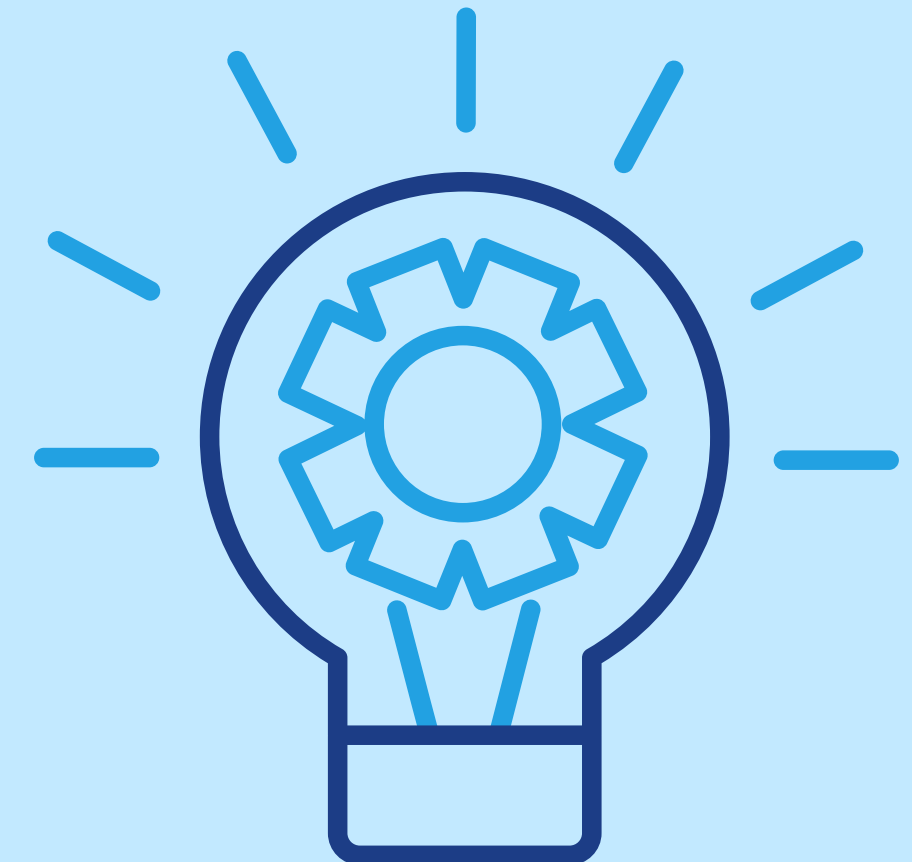
61 points or higher	Excellent
46 – 60 points	Above Expectations
28 – 45 points	Meets Expectations
16 – 27 points	Below Expectations
15 points or fewer	Unsatisfactory

ESTIMATION

VPK Performance Metric Calculation Formula

<p>Component 1: Educator/ Program Quality 50%</p> <p style="text-align: center; font-weight: bold;">CLASS School Composite Score</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th>Composite Program Assessment Score</th> <th>Percentage of Possible Points Earned</th> <th>Number of Points Earned</th> </tr> </thead> <tbody> <tr><td>Below 4.00</td><td>0%</td><td>0</td></tr> <tr><td>4.00 – 4.49</td><td>10%</td><td>5</td></tr> <tr><td>4.50 – 4.99</td><td>20%</td><td>10</td></tr> <tr><td>5.00 – 5.49</td><td>40%</td><td>20</td></tr> <tr><td>5.50 – 5.99</td><td>60%</td><td>30</td></tr> <tr><td>6.00 – 6.49</td><td>80%</td><td>40</td></tr> <tr><td>6.50 – 7.00</td><td>100%</td><td>50</td></tr> </tbody> </table> <p style="text-align: center;">Quality Points (up to 50)</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	Composite Program Assessment Score	Percentage of Possible Points Earned	Number of Points Earned	Below 4.00	0%	0	4.00 – 4.49	10%	5	4.50 – 4.99	20%	10	5.00 – 5.49	40%	20	5.50 – 5.99	60%	30	6.00 – 6.49	80%	40	6.50 – 7.00	100%	50	<p>Component 2: Student Achievement 20%</p> <p style="text-align: center; font-weight: bold;">Achievement Formula</p> <div style="border: 1px solid black; padding: 5px; font-size: 10px;"> $(\# \text{ EC}^1 \text{ achieving } 707 \div \# \text{ EC taking PM3}) \times 100 \times .20$ </div> <div style="border: 1px solid black; width: 100%; height: 100%; margin: 10px 0;"></div> <p style="text-align: center;">Achievement Points (up to 20)</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<p>Component 3: Student Learning Gains 30%</p> <p style="text-align: center; font-weight: bold;">Learning Gains Formula</p> <div style="border: 1px solid black; padding: 5px; font-size: 10px;"> $(\text{PM3 Pts.} - \text{PM1 Pts.}) \div (\text{PM3 date} - \text{PM1 date}) \times 30 = \text{Points Per Month}$ </div> <div style="border: 1px solid black; width: 100%; height: 100%; margin: 10px 0;"></div> <div style="border: 1px solid black; padding: 5px; font-size: 10px;"> $(\# \text{ EC}^2 \text{ achieving } 12+ \text{ pts. a month} \div \# \text{ EC}) \times 100 \times .30$ </div> <div style="border: 1px solid black; width: 100%; height: 100%; margin: 10px 0;"></div> <p style="text-align: center;">Learning Gains Points (up to 30)</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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<div style="display: flex; justify-content: space-around; align-items: center; font-size: 24px;"> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> + <div style="border: 1px solid black; width: 40px; height: 40px;"></div> + <div style="border: 1px solid black; width: 40px; height: 40px;"></div> = <div style="border: 2px solid black; width: 60px; height: 40px;"></div> </div> <p style="text-align: right; margin-right: 50px;">Performance Metric</p>																										

*EC – all students assessed during PM1 *EC¹ - all students achieving 707+ at PM3 *EC² - all students assessed during PM1 AND PM3



CLASS Assessment Results



CLASS Assessment Results

**July 1, 2023 through June 30, 2024*

School Readiness:

Almost 99% of SR providers
scored 4.0 or higher
CLASS Average: 5.11

VPK:

Over 99% of VPK providers
scored 4.0 or higher
CLASS Average: 5.21

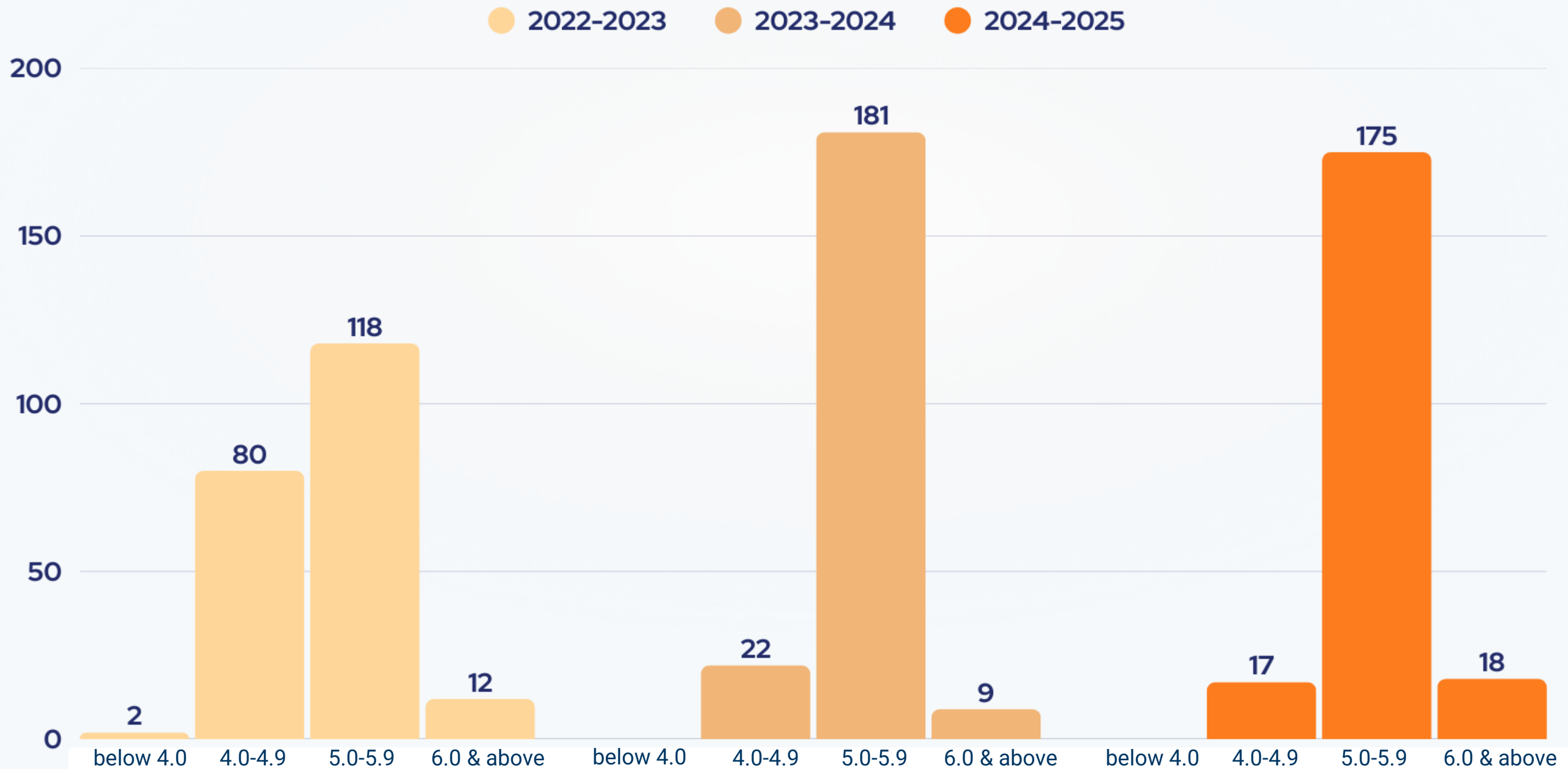
M-DCPS CLASS Average

- 2022-2023 = 5.11
- 2023-2024 = 5.49
- 2024-2025 = 5.52

Overall Score Group	Count of SR Providers:	Count of VPK Providers:	SR + VPK Providers	Providers in Both SR and VPK Counts	Distinct Providers by Scoring Group
Below 3	5	2	7	0	7
3 to 3.49	10	2	12	0	12
3.5 to 3.99	42	18	60	4	56
4 to 4.49	573	639	1,212	170	1,042
4.5 to 4.99	1,315	1,399	2,714	419	2,295
5 to 5.49	1,574	2,035	3,609	604	3,005
5.5 to 5.99	902	1,477	2,379	297	2,082
6 to 6.49	247	390	637	60	577
6.5 and above	31	50	81	10	71
Grand Total	4,699	6,012	10,711	1,564	9,147

Provider/School CLASS Composite Score Comparison

2 Years in a Row!



2023-2024 Kindergarten Readiness Comparative Scores (Fall 2024-Kindergarten Students)

	Number of Test Takers (N)	K-Ready at 707+ on FAST Star Early Literacy (N)	K-Ready at 707+ on FAST Star Early Literacy (%)
Florida	183,719	78,287	43%
All M-DCPS Kindergarten	19,949	7,955	40%
Attended Any Pre-K *	7,644	3,371	44%
Attended M-DCPS VPK **	5,825	2,869	49%

Note: The number of test-takers for Florida and Miami-Dade accounts for all test-takers (regardless of VPK participation).

*Miami-Dade (Pre-K) reflects test takers who enrolled in Pre-K programs during 2023-2024 (including M-DCPS VPK).

**M-DCPS VPK reflects test takers who were enrolled in M-DCPS VPK programs during 2023-2024.



VPK Program Designations

2024-2025

EXCELLENT

140 Schools

ABOVE EXPECTATIONS

45 Schools



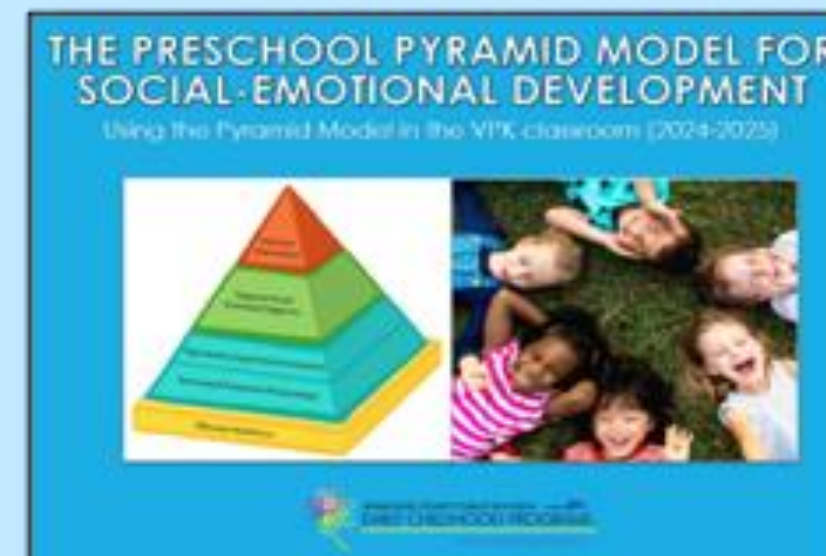
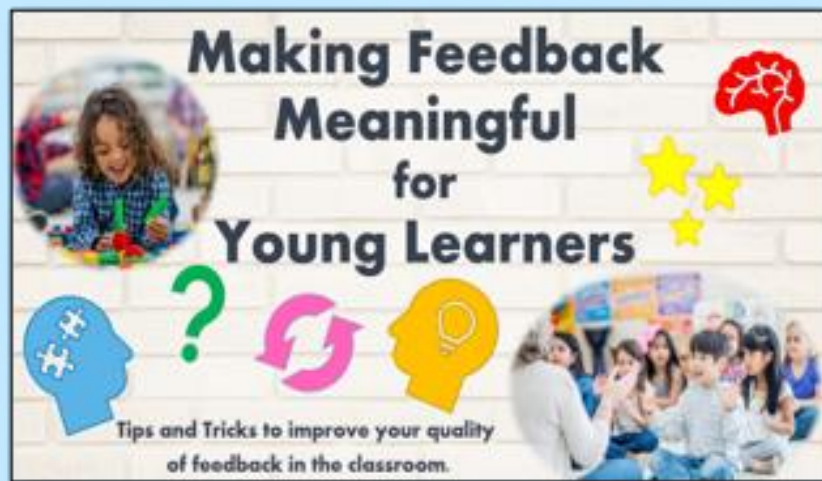
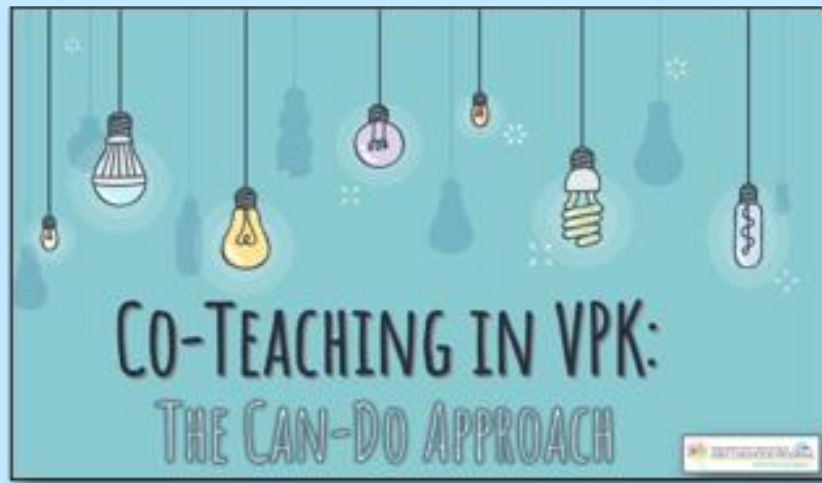
2025-2026 VPK Models of School Support

	Head Start	VPK Inclusion	VPK
ALL SCHOOLS	High Scope Curriculum	High Scope Curriculum	Big Day Curriculum
	Instructional Guides, webinars, and instructional resources/curricula (Florida Early Learning Developmental Standards; Waterford; Ready Rosie) are developed and/or shared with all teachers in all schools through Schoology/TEAMS.		
	Content specific professional learning opportunities are offered for teachers in all schools during the Summer and throughout the school year on teacher planning days, mandatory PL days, etc.		
	Professional learning specifically designed for Instructional Coaches focused on CLASS.		
	Scaled Leadership and Leader 2 Leader professional learning sessions for Principals and Assistant Principals various times throughout the school year.		
Tier 1 Program Designation: Excellent	Monthly support visit by CSS; develop Action Plan based on CLASS reports and 2024-2025 Program Designation data.	Support by Support Staff for Initial Support Visit; develop Action Plan based on CLASS reports and 2024-2025 Program Designation data.	Support by a Curriculum Support Specialist for Initial Support Visit; develop Action Plan based on CLASS reports and 2024-2025 Program Designation data.
	Administrative debrief and next steps.	Administrative debrief and next steps.	Administrative debrief and next steps.
Tier 1S Program Designation: Above Expectation	Monthly support visits by CSS; develop an Action Plan based on CLASS reports and 2024-2025 Program Designation data.	Quarterly, on-site, job embedded support by assigned Support Staff; develop an Action Plan based on CLASS reports and 2024-2025 Program Designation data.	Quarterly, on-site, job embedded support by assigned Curriculum Support Specialist; develop an Action Plan based on CLASS reports and 2024-2025 Program Designation data.
	Administrative debrief and next steps.	Administrative debrief and next steps.	Administrative debrief and next steps.
Tier 2 Program Designation: Meets Expectation	Monthly support visits by CSS; develop an Action Plan based on CLASS reports and 2024-2025 Program Designation data.	Monthly on-site, job embedded support by assigned Support Staff develop Action Plan based on CLASS reports and 2024-2025 Program Designation data.	Monthly on-site, job embedded support by assigned Curriculum Support Specialist; develop Action Plan based on CLASS reports and 2024-2025 Program Designation data.
	Second point of contact: Teams, phone conference, additional school site visit and/or webinar.		
	Administrative round and debrief and next steps.	Administrative round and debrief and next steps.	Administrative round and debrief and next steps.
Tier 3 Program Designation: Below Expectation Unsatisfactory Providers on Probation (POP) *New Teachers	2 visits per month by CSS; develop an Action Plan based on CLASS reports and 2024-2025 Program Designation data.	2 visits per month by CSS; develop an Action Plan based on CLASS reports and 2024-2025 Program Designation data.	2 visits per month by CSS; develop an Action Plan based on CLASS reports and 2024-2025 Program Designation data.
	Administrative data debrief and walk-through	Administrative data debrief and walk-through	Administrative data debrief and walk-through
	Model Classroom visit	Model Classroom visit	Model Classroom visit
	Implement Improvement Plan 6M-8.700	Implement Improvement Plan 6M-8.700	Implement Improvement Plan 6M-8.700

*Tiered support may change based on individual needs

Department of Early Childhood Programs

Professional Learning





Families as Partners



Parent Education

Head Start monthly trainings for parents on various topics relevant to child development and well-being.



The Parent Academy

Online educational sessions for parents.



Parent Conferences



Educators meet frequently with parents to share student growth and development.

Leadership Opportunities

Roles for parents to take on leadership positions within programs like Head Start.



Head Start Social Services

Goal setting and assisting families in accessing essential resources available within the community.



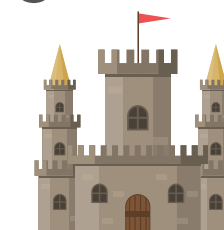
Participation in Community Events

Engaging with families at local community activities to connect them to M-DCPS.

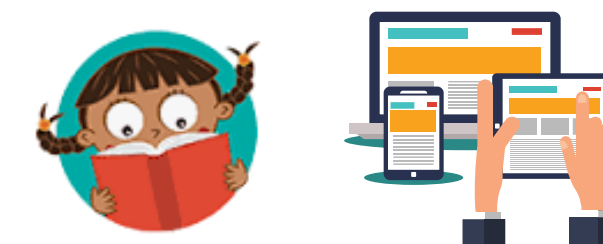


Math Family Fun “Knight”

A medieval-themed event focused on making math enjoyable for families.



Ready Rosie



A platform providing resources and activities for early childhood development. Teachers are able to assign targeted playlists to support student growth.

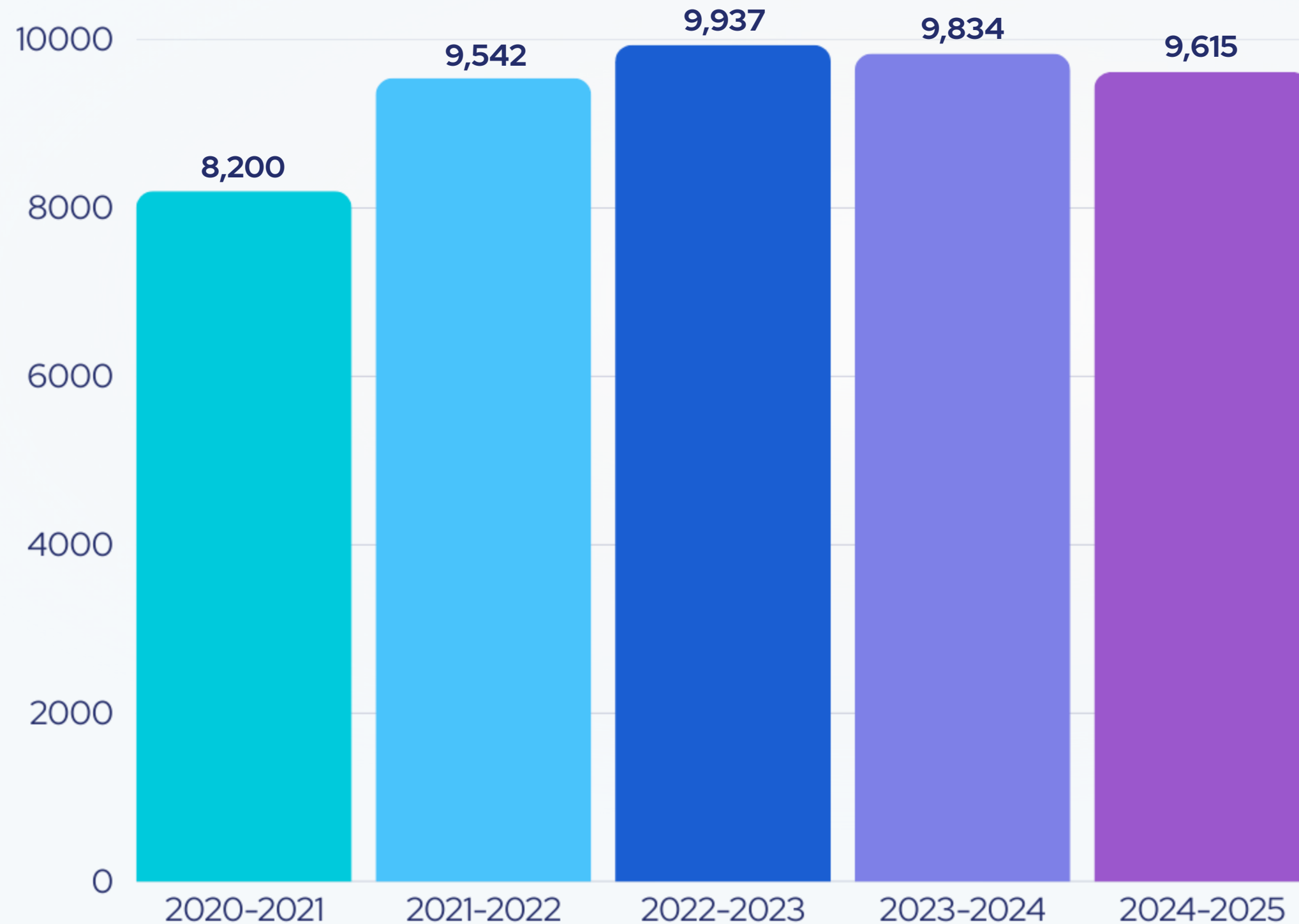
Understanding Our Pre-K Landscape:

Enrollment Trends & Demands



M-DCPS Enrollment Trends

Since the Adoption of 2021-2026 Strategic Plan



**Strategic Plan
Goal is
9,020
students
for the
2025-2026
school year**

Data source: ARDA February FTE 2021, 2022, 2023, 2024, and 2025



VPK Enrollment 2025-2026



Seats filled from 8/14
178

# of Open Seats Still Available	# of Schools at Full Capacity
Title I: 1114 Fee-Supported: 338	38 Schools

School MINT

This online platform helps to streamline the VPK lottery and the registration procedures for families. All documents can be uploaded directly into the system during the enrollment process or shared in person with the school.

Finding Open Seats

This platform also supports those families who were unable to secure a spot during the VPK lottery with a list of neighboring schools that have open seats.



PSA and Social Media

20 Years of VPK

165,058

Students Prepared
Families Engaged
Opportunities Created

2005-2025

Data Source: ARDA 2020-2025



Strategic Vision:

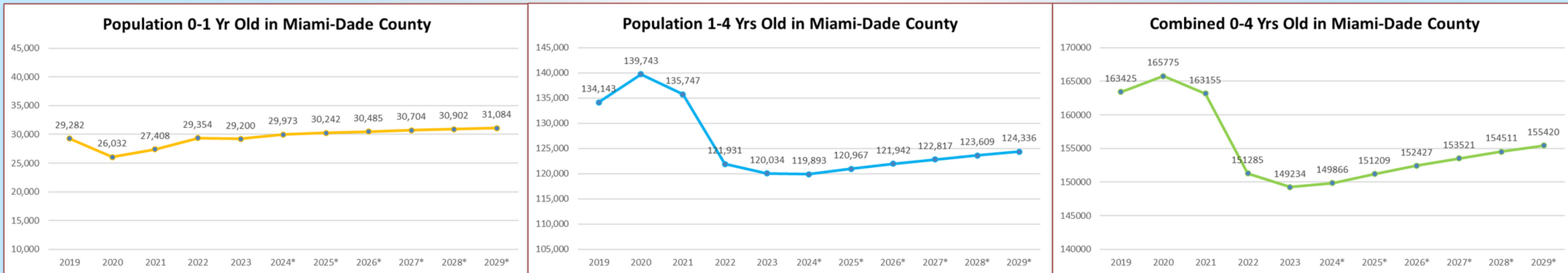
Alignment with the ECE
Framework for Future
Growth

Population data on this slide was obtained from the Florida Department of Health, and the Florida Office of Economic & Demographic Research (EDR).

Population in Miami-Dade County by Age (0-4 yrs)											
Age	2019	2020	2021	2022	2023	2024*	2025*	2026*	2027*	2028*	2029*
<1	29,282	26,032	27,408	29,354	29,200	29,973	30,242	30,485	30,704	30,902	31,084
1-4	134,143	139,743	135,747	121,931	120,034	119,893	120,967	121,942	122,817	123,609	124,336
Total 0-4	163,425	165,775	163,155	151,285	149,234	149,866	151,209	152,427	153,521	154,511	155,420



[data source: Population Query System - FL Department of Health](#)
*Provisional



Birth Year/Born	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Births Counts (Miami-Dade County)	32,863	↓31,993	↓31,386	↓30,609	↓28,847	↓27,088	29,717	29,305	29,020	29,063	29,150	29,198	29,117	29,003
Kinder School Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
Kinder Enrollment (OCT Survey 2)	21,585	↑21,871	↓21,171	↓20,804	↓18,692									

Birth data: Florida Office of Economic & Demographic Research (EDR) Education Estimating Conference; Kinder enrollment data: ARDA (October - Survey 2); 2025-26 Kinder Enrollment: DSIS 09-10-25



The upcoming slides present key demographic data from ESRI, both countywide and detailed by individual school board districts for Miami-Dade County. ESRI is a global leader in geographic information system (GIS) technology, specializing in advanced spatial analytics and robust demographic data compilation and projections. ESRI develops sophisticated models to create current-year estimates. These models incorporate the latest administrative and commercial data, along with population change components (births, deaths, and migration).

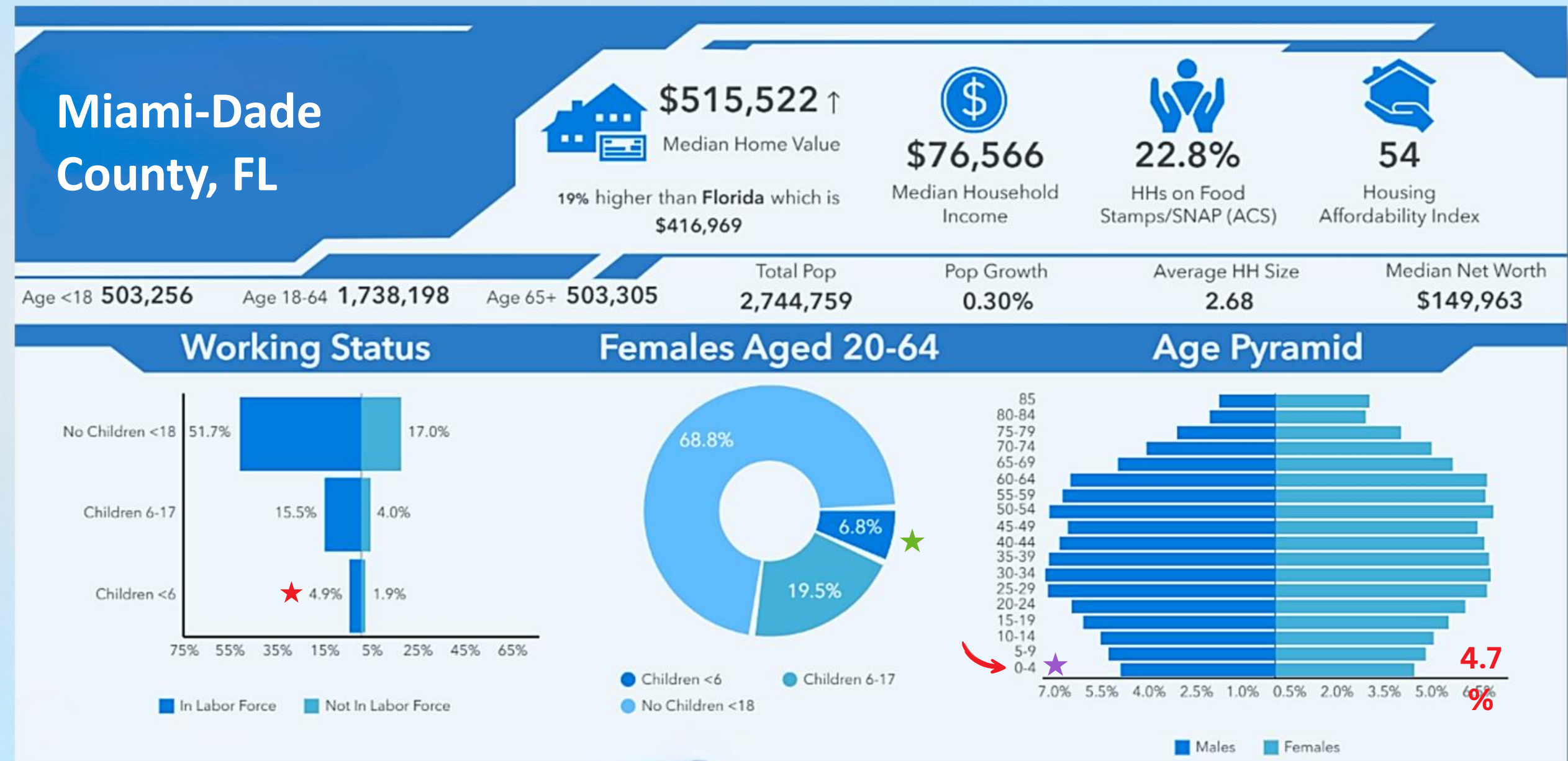
Data Points

Working Status: This data element provides information regarding working status and school-aged children.

★ **Look For:** A high percentage of families in the workforce with children under 6 years old, directly highlights a potential demand for full-day Pre-Kindergarten (PK) and comprehensive childcare solutions that align with working parents' schedules.

★ **Females Aged 20-64:** The percentage of women aged 20-64 with children under 6 years old directly highlights the concentration of families with infants, toddlers, and preschoolers, pinpointing the immediate target audience for early learning and Pre-Kindergarten (PK) programs.

★ **Age Pyramid:** The base of the pyramid quantifies the target population by directly illustrating the current size and proportion of the 0-4 year old population, providing an understanding of the immediate pool of potential students for early childhood and Pre-Kindergarten (PK) programs.



- Miami-Dade County has an estimated **127,631** children from birth to age four.
- For the 2024-2025 school year, Miami-Dade County Public Schools' PK programs enrolled approximately **9,874**.

The 0-4 year old population data across Miami-Dade Public School Board Districts range from approximately 11,474 children to 19,819 children.

There are variations in M-DCPS Pre-Kindergarten enrollment rates among these districts, suggesting differing levels of engagement with public early childhood education programs. For example School Board District 2, which has the lowest median household income, exhibits the highest percentage of 0-4 year olds enrolled in M-DCPS PK, possibly indicating a greater reliance on public programs in that area. Conversely, School Board District 3, with the highest median household income, shows the lowest public PK enrollment percentage.

Understanding these district-level differences in population, enrollment, and socioeconomic factors is crucial for targeted resource allocation, strategic planning, and ensuring equitable access to early childhood education programs across Miami-Dade County.

Population in Miami-Dade County (0-4 yrs) RECAP							
Total Population	0-4 year olds count	% in Labor Force with Children <6	Population Growth	M-DCPS Board District	Median Household Income	Enrolled in M-DCPS (FEB 2025)	% of Population enrolled in M-DCPS
2,744,759	129,947	4.9%	0.30%	Countywide	\$76,566	9,615	7.40%
295,646	15,965	4.1%	-0.05%	BD-1	\$63,672	1,144	7.17%
308,602	16,356	5.3%	0.74%	BD-2	\$53,586	1,498	9.16%
316,787	12,671	4.8%	0.55%	BD-3	\$100,570	503	3.97%
298,597	13,138	4.8%	0.06%	BD-4	\$70,051	970	7.38%
304,115	12,925	4.7%	0.41%	BD-5	\$72,595	980	7.58%
300,251	13,661	4.7%	0.24%	BD-6	\$78,763	1,195	8.75%
306,329	13,938	4.5%	0.18%	BD-7	\$95,191	731	5.24%
286,848	11,474	5.3%	-0.50%	BD-8	\$87,309	1,271	11.08%
327,576	19,819	5.4%	1.01%	BD-9	\$80,277	1,323	6.68%

data source: ARDA February 2025; ESRI (American Community Survey and CENSUS)



Advancing Strategic Partnerships by Expanding Early Childhood Education

GOALS:

- Enhance Student Readiness and Early Engagement
- Strengthen the M-DCPS K–12 Pipeline
- Maximize the utilization of available High-Quality Classroom Seats

November 18, 2024

ITN Released

To identify qualified and experienced external early childhood education providers.

May 14, 2025

Board Item E-147

Authorize Superintendent to engage in direct negotiation and contracts with providers.



The flyer features the Miami-Dade County Public Schools logo at the top left. The main title 'COMMUNITY MEETINGS' is in large blue letters, followed by the subtitle 'Expanding Early Childhood Opportunities' in black. A circular photo of three children is on the right. The 'COMMUNITY MEETING SCHEDULE:' section lists three meetings: North (Monday, Sept 15, 2025 at Hialeah Middle School), South (Tuesday, Sept 16, 2025 at Miami Southridge Senior High), and Central (Wednesday, Sept 17, 2025 at Miami Coral Park Senior High). A blue callout box states: 'Miami-Dade County Public Schools is partnering with external providers to expand high-quality early childhood programs for children across the county.' A red callout box says: 'We invite families, private providers, and community members to join us for one of the upcoming meetings to receive important updates and share your input on the future of early learning in your community.' A bulleted list at the bottom includes: 'Learn about the Early Childhood Partnership Initiative', 'Learn more about how Early Childhood Education Programs benefit children', 'Help shape early learning opportunities in your community', and 'Share your questions, feedback, and ideas'. The footer contains the email 'educationalservices@dadeschools.net' and social media handles for @MDCPS, @SUPTDOTRES, @MIAMISCHOOLS, and @ESCUELAMDCPS.

COMMUNITY MEETINGS
Expanding Early Childhood Opportunities

COMMUNITY MEETING SCHEDULE:

North - Monday, September 15, 2025
Hialeah Middle School - Auditorium
6027 E 7th Ave, Hialeah, FL 33013
6:00 – 7:00 p.m.

South - Tuesday, September 16, 2025
Miami Southridge Senior High - Auditorium
19355 SW 114th Ave, Miami, FL 33157
6:00 – 7:00 p.m.

Central - Wednesday, September 17, 2025
Miami Coral Park Senior High - Auditorium
8865 SW 16th St, Miami, FL 33165
6:00 – 7:00 p.m.

● Learn about the Early Childhood Partnership Initiative
● Learn more about how Early Childhood Education Programs benefit children
● Help shape early learning opportunities in your community
● Share your questions, feedback, and ideas

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