

PRICELESS

Early Learning Coalition of Orange County

2006

Planting the SEEDS for Change

Nurturing
the Promise
for Our
Children



Research and Data Assessment

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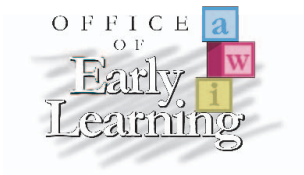
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“Be the change you want to see in the world.” –Gandhi

Foreword

The Research and Data Assessment of the Early Learning Coalition of Orange County (ELCOC) serves as a model presentation of data and information pertaining to and affecting early learning services across the state. As a community of early childhood professionals and leaders, it is important to step back and analyze the current early care and education system as it operates within other systems within the community such as the business sector.

The Early Learning Coalition of Orange County is charged with establishing an integrated and quality, seamless service delivery system for all publicly funded early care and education and Voluntary Pre-K programs in Orange County. Children birth to five years are served in these programs. The Coalition’s primary goal is to ensure children enter school ready to learn.

Quality early care and education services are accomplished through approximately 370 child care centers (licensed and faith-based exempt); 260 family child care homes (licensed and registered) and 60 informal childcare settings. Some 17,500 children, primarily of low income families, receive quality educational experiences through the Coalition’s programs.

Additionally, the Coalition is responsible for developing and implementing specific quality initiatives that will ensure children develop the necessary skills to be successful in school. These services begin at birth, and require support to parents, teachers, early care and education providers as well as strong community partner involvement.

The ELCOC Board of Directors is comprised of highly visible community leaders from the private and public sectors who share a passion for the successes of the children of Orange County. Our community boasts strong ties to the tourist industry, as well as many other major private industries, including aerospace, communications, publishing, health care and banking. And, Orange County enjoys strong, demonstrated support for children and families by our city and county governments.

Of equal importance, the Coalition is responsible for providing expanded access to community services and resources for families to help achieve economic self-sufficiency, hence, this comprehensive report. Our hope is that the needs identified will serve as the foundation for an ongoing process that involves building on existing services, working in cooperation with other programs for young children and coordinating and integrating program funding and services to achieve efficiency, accountability and full effectiveness, county-wide.

We are highly optimistic that this thorough community-wide collection of statistical data and program information will generate an array of opportunities for further collaborations and ultimately contribute to the improvement of the lives of children and families in Orange County.

We sincerely hope you find this information helpful and we invite you to thoughtfully review and utilize the data in new and creative ways with fellow community partners.

Richard E. Morrison
Chairman of the Board

Maureen A. Dermott
Chief Executive Officer

Early Learning Coalition of Orange County

How Does Your Garden Grow?

Tip - Seeds: After the ground is prepared and the soil is fertile, drop in seeds of new ideas, new strategies, and fresh perspectives. Cover lightly with the fertile soil of possibility.



“Planting the Seeds...” Orange County, Florida

Improving the quality of life and opportunities for success for children and their families requires a careful examination of the existing characteristics and conditions in the community. A review of the literature on school readiness suggests that there are common process and structural indicators predictive of better child outcomes. Although there are many factors potentially impacting outcomes, the Early Learning Coalition of Orange County is tasked with isolating variables most likely predictive of school readiness, establishing baseline measurements, developing plans, implementing targeted strategies, and tracking progress towards defined goals. This report is intended to aid Coalition staff and board, community planners and leaders in defining objectives based on reliable data.

This report is organized to provide a picture of Orange County using a wide-angle lens with demographic information and other community characteristics. These data show the diverse nature of the population from several perspectives. Based on several reputable research studies, the level of quality in early childhood programs is linked to child outcomes and whether or not children are ready for school. Recent literature supports the claim that high quality early childhood programs not only improve outcomes for disadvantaged children, but for all children regardless of socioeconomic status. This report, therefore, will examine indicators of quality in child care and early learning programs that have the greatest impact on outcomes.

According to the National Center on Children and Poverty, poverty is the highest predictor of school failure, poor health, teen pregnancy, low birth weight babies, juvenile delinquency and crime. One of the most effective strategies to combat the debilitating effects of poverty is to promote a healthy local economy that enables families to be employed, thereby becoming consumers of goods and services and contributors to the local tax base. High quality early care and learning programs typically cost more. Affordability, therefore, is an issue for families of young children as they make choices and develop priorities, especially for low

socioeconomic status families. The report will examine the affordability of child care and early learning programs in Orange County.

The child care and early learning industry is unique and not always responsive to market demands. Low profit margins, shifting populations, inconsistent enrollment, regulations and staffing issues contribute to the difficulties in attracting potential business investors to the industry. Incentives for the market to respond and provide the level of quality where children thrive compete with the ability of consumers to buy the services; moreover, the inability of the market to charge what it actually costs to provide high quality programs creates market suppression. Community capacity is often uneven and unavailable in the quantity and quality needed creating an intractable dilemma. This report will, therefore, examine the issue of capacity.

A community equipped to meet the comprehensive needs of children and families is integral to success. A brief review of other community supports and ancillary services available is incorporated and an important factor to consider. Additionally, the engagement of the business sector in partnering to address community issues is characteristic of healthy thriving communities. Although data is unavailable to measure the level of involvement solely from the business community, the priorities established for young children by both county and city leaders are encouraging and represent an increased investment and focus on early childhood.

Quality of services, affordability, costs, community partnerships and business engagements are all interrelated factors; placement of specific indicators is solely for the purpose of stimulating conversations on these issues. For example, the discussion on family child care appears in the capacity section but is clearly an element of quality; therefore, researchers acknowledge that these can be rearranged and organized to meet the needs of the Coalition.





How Does Your Garden Grow?

Tip - Harvest: Reap a harvest of achievement enjoying the fruits of success. Celebrate accomplishments along the way as you nurture the promise for children.

Purpose

Discussions with Coalition board and staff helped frame the major questions addressed in this report. Successful outcomes for children begin with nurturing families, responsive communities, a healthy economy and a safety net for those most at risk. The purpose of the 2006 Research and Data Assessment is to inform the community about the well-being of children and their families with the overarching goal of preparing children for success in school and life. Data presented in this report represent their status on several key indicators. When viewed holistically, they begin to paint a picture on the quality of life.

The major questions addressed by this report are:

- 🍏 How does Orange County compare against evidence-based quality indicators for early learning?
- 🍏 What are the costs of care and early learning offered in the market and how affordable is it for families? What other factors impact this particular dimension?
- 🍏 What is Orange County's capacity to provide high quality early learning programs for its children? What other community support is necessary to ensure success?

Early Learning Coalitions were created to oversee and improve the readiness and successful outcomes of children birth to kindergarten. Created in Florida Statute (Ch. 411.01, F.S.), membership on the boards is specified. The passage of the Voluntary Pre-Kindergarten statute (Ch. 1002, F.S.) revised the composition and leadership responsibilities of the Coalition boards.

Although the ultimate goal of Early Learning Coalitions is to increase successful outcomes for children, the boards are tasked with governance and oversight responsibilities which include assessing community needs, strategic planning, financial oversight, understanding program regulations, procurement and legal issues, and business operations of the Coalition. This report is intended to assist the Coalition in exercising their official duties.



How Does Your Garden Grow?

Tip - Weed: Weed daily to ensure that new growth gets the nutrition and energy needed to grow strong.



Summary of Key Findings

QUALITY

Indicator #1: *A well-trained and educated early childhood workforce is available to meet the child care and early education needs of children.*

The literature affirms that the most important element of quality in the early childhood experience is the teacher. Training and education of the teacher are fundamental in improving practices and outcomes for children. Attainment of educational credentials relevant to the study and practice of teaching in early childhood is a direct correlate to better child outcomes.

Key findings:

- 17% of teachers working with children in Orange County have associate degrees or higher, 28% possess a CDA, 54% have a high school diploma or GED, and 1% have not graduated from high school.
- 374 early childhood staff have been awarded T.E.A.C.H. scholarships since the program began in 1997. There are 122 active T.E.A.C.H. participants representing slightly more than 5% of those who have no early childhood credentials (CDA or higher).
- Through T.E.A.C.H., 14 Director Credentials have been earned, 145 CDA's have been earned, 49 AS contracts have been completed, nine AS Degrees have been earned (70% from Seminole Community College).
- Educational credentials and status of family child care home providers were not available through the data systems.
- Community training for providers is ongoing and important; however, the literature is thin on linking a specified amount of training to improved outcomes for children. Therefore, this element of professional preparation is difficult to measure but it is generally agreed that training is important.

Indicator #2: *Parents engaged and involved in their child's early learning program.*

Parents are the primary educators of their children and have the greatest impact on their development. Parents who are actively engaged in their child's early learning programs enhance the child's school readiness and increase the chances for school success; further, the education of the parent is a direct correlate to the academic success of the child.

Key findings:

- 89% of parents responding to the telephone survey indicated that they were pleased with their child's school readiness program. Most believed that the program was helping their child in gaining the skills necessary for school readiness. 4.4%, however, believed that it was not.
- 76.9% of parents would be interested in some type of training, workshops, or information to help them in their role as parents.
- 51.6% stated that they used the resources of the public library and took their child with them when they go.
- 68.1% of parents indicated that they get their parenting information from family or friends.
- 75% of parents indicated that they read information provided on parenting their children.

Indicator #3: *Accredited child care facilities and family child care homes.*

Accreditation of programs is one mechanism for determining that a higher standard of quality has been met. Though recent debate has questioned the validity of sustained change through the accreditation process, it is still recognized as one proxy for higher quality with regard to curriculum, staffing and program standards.



Quality and Affordability

Key findings:

- 49 child care centers have Gold Seal designation recognizing them for accreditation through one of the state-approved accreditation programs which represent approximately 15% of the total licensed child care programs in Orange County.
- Two family child care homes currently possess a Gold Seal designation representing less than 1% of the total number of family child care homes (this finding is replicated in the capacity section).

Indicator #4: *School readiness scores that indicate children are prepared and ready for school.*

The measures by which communities will be assessed for school readiness of its children are the scores on the kindergarten readiness instruments administered by the school the child attends. The state has changed instrumentation to serve this process. Nonetheless, Coalitions will be responsible for the results of these assessments as the measurement of progress in meeting school readiness goals.

Key findings:

- 83% of the students screened on the Early Screening Instrument for Kindergarten (ESI-K) were determined ready for school, 12% were getting ready, and 5% were determined to be not ready.
- 50% of the students were considered above average on the DIBELS letter naming assessment, 13% were low risk, 15% were moderate risk, and 21% were high risk.
- 37% scored above average on the DIBELS initial sound fluency, 20% were low risk, 22% were moderate risk, and 21% were high risk.

AFFORDABILITY

Indicator #1: *Parents have access to affordable quality child care and early learning program services.*

High quality child care programs typically charge higher tuition recognizing that quality is improved by lower staff to child ratio in the classroom, appropriate curriculum and program materials, supplies and facilities, and the training and education of teachers. In a market-driven system, there is a juxtaposition of costs and quality. Parents who are of low socioeconomic status have difficulty paying the costs to buy the quality of care their children most need to become school ready. Without school readiness funding and other scholarship/subsidy programs that pay a portion of the costs, parents may lose the incentive to hold a job that could further exacerbate the school readiness dilemma.

Key findings:

- 10,094 children were served in February 2006, slightly fewer than the number of children served in the previous three years during the same time period.
- According to Orlando 4C, there were 3,759 eligible children on the child care waiting list.
- Approximately 74% of the anticipated enrollment for the VPK program that is free for parents has been realized according to the AWI Office of Early Learning indicating that more families are taking advantage of the program.
- The market rate at the 75th percentile for preschoolers three and four years old served in child care centers is \$115 per week, infants at \$150 per week and toddlers is \$120 per week.
- The market rate at the 75th percentile for preschool children served in family child

“Making the decision to have a child - it’s momentous. It is to decide forever to have your heart go walking outside your body.”

–Elizabeth Stone

care homes is \$100 per week in licensed and registered homes, \$100 per week for two year olds. The costs are slightly less in registered homes as compared to licensed homes for infant and toddler care. Since licensed programs are expected to adhere to more stringent standards through the licensure process, it is reasonable to assume that these costs would be more than a registered home that is not required to comply with licensure standards.

- ❖ A family of four earning \$40,000 annually (200% of the FPL) would pay 34% of their income for the center-based care of an infant and preschooler.

Indicator #2: *Parents and children have access to resources adequate to meet their basic needs of food, clothing, shelter, and safety.*

Poverty is one factor most often predictive of school failure because of its associative characteristics in meeting basic needs (e.g., nutrition, clothing, shelter and safety). Combating the effects of poverty on children requires a commitment of time and resources. Family structures without two married parents are associated with reduced financial resources, less cognitive and emotional stimulation, and poor parenting. Strengthening resilience in children and increasing protective factors is aided by caring, responsive, nurturing adults. Effective intervention strategies such as high quality child care have been proven to ameliorate the effects of poverty and demonstrate long-term gains and a return of more than \$7 for every dollar invested.

Key findings:

- ❖ Approximately 50%–60% of children living in poverty are not served by any early childhood program which greatly impacts the readiness rates, particularly for disadvantaged children in Orange County.
- ❖ Approximately 30.6% of families live in households earning less than \$30,000 annually and another 25% live in households earning between \$30,000 - \$50,000.
- ❖ Approximately 18% of children under the age of five live in poverty in Orange County totaling approximately 14,000 children.
- ❖ 65% of parents who enrolled children in school readiness programs are thirty years of age or younger.
- ❖ Slightly more than 73% of parents receiving school readiness services for their children are single.
- ❖ Approximately 64% of the children served in school readiness programs have only one parent living in the home.
- ❖ Slightly more than 49% of parents receiving school readiness services make less than \$20,000 annually.
- ❖ Housing costs are restrictive for low income families. The least expensive median rent costs were in Oakland at \$450 per month with Eatonville next at \$564. Home ownership is unattainable for most families considering the costs of real estate in Central Florida.
- ❖ Areas where housing is least expensive or subsidized often pose other risks such as increased rates of crime and safety concerns for children.



Capacity and Community Services

CAPACITY

Indicator: *There is an adequate supply of high quality early care and education resources to meet the demand.*

The capacity of communities to meet the child care and early learning needs of its children is an issue more complex than it might first appear. Specific types of care such as infant and toddler care are in higher demand than supply provides. Providing care for this age group is complicated by higher costs and space constraints. Demand for care for school age children usually exceeds supply due to the unique needs of this age group. Another complicating issue is that while there may be supply in a specific area, it may not meet the quality necessary to ensure good child outcomes. For these reasons, it is difficult to determine whether capacity is adequate to meet the overall needs of children.

Key findings:

- Almost 90% (n=532) of family child care homes are registered annually with the Department of Children and Families but do not receive onsite inspections to ensure that basic health and safety standards are met.
- Approximately 10% (n=56) of family child care homes are licensed voluntarily through the Department of Children and families.
- Less than 1% of family child care homes are accredited (n=2).

COMMUNITY SERVICES

Indicator: *A network of community services and resources is available and accessible for families to meet identified needs not funded through the Coalition.*

A thriving community prepared to meet the needs of its citizens is fundamental. Ensuring access to ancillary services is essential for family functioning.

Prenatal care, child health and nutrition are precursors to readiness. A child who is sick or hungry cannot function optimally. Health care coverage must be available to ensure children get the health services they need to thrive. Community transportation enables families to access needed services where transportation is a barrier.

Key findings:

- A system of public transportation is available for families. Though many parents have access to automobiles, reliance on public transportation will likely increase as the cost of gasoline escalates.
- The highest rate of uninsured citizens earns \$35,000 or less. The largest population of uninsured citizens is Hispanic or Black.
- The rate of immunizations for children is relatively high and attributable, in part, to the requirement that immunizations and health requirements be up to date in child care and early learning programs.
- United Way's 211 system provides a comprehensive directory of resources and services available in the community. Data was unavailable to determine if the quantity of services available is adequate to meet the needs of the population.
- Approximately 63% of the eligible population access WIC nutrition services for women, infants and children.
- Healthy Start services to pregnant women and babies were provided to 5,582 women and 3,824 infants in Orange County. Prenatal care is a critical precursor to improved birth outcomes and ultimately, school readiness.
- Head Start is a valuable early childhood program providing a comprehensive array of family services. The program serves approximately 1,544 children annually.

Business Engagement

BUSINESS ENGAGEMENT

Indicator: *The business community is engaged to ensure the readiness of children to enter school ready to succeed.*

The complex issues of school readiness cannot be addressed solely from the perspectives of education and human services. Ensuring a healthy economy and future depends on the preparation and training of today's workforce. Laying the groundwork for an educated and trained future workforce begins in early childhood. The evidence clearly supports investments in young children and early learning as a hedge against future juvenile delinquency, special education costs, crime, and welfare dependency.

Key findings:

- The unemployment rate in Orange County is 2.9% as compared with the state rate of 3.3% and national rate of 4.4%, indicating a healthy economic climate.
- Almost 31,000 new businesses were started in 2005. Orange County is projected to gain more jobs than any other county in the state through 2010.
- The business community remains a relatively untapped resource for supporting the goals of the Coalition.
- The City of Orlando and Orange County have both targeted early childhood as initiatives for attention and investment.

CONCLUSION

The questions initially presented to be answered by this report were:

- How does Orange County compare against quality indicators for early care and learning?
- What are the costs of care and early learning offered in the market and how affordable is it for families? What other factors impact this particular dimension?
- What is Orange County's capacity to provide high quality early learning programs for its children? What other community support is necessary to ensure success?

The compilation of research, facts, figures, data, and interviews attempts to answer the posed questions. Researchers have exercised caution and professional judgment to ensure the reliability of the data presented based on the information available at the time it was collected; however, it should be noted that the possibility exists that data elements that should have been considered were omitted from this study. Communities are dynamic and continually change to meet the needs of its citizens. The results presented are intended to inform decision makers as they struggle with competing demands, priorities and the allocation of limited resources.

There is cause for optimism in Orange County. The economic forecast is positive and the priority on early childhood issues is encouraging, and when coupled with the commitment from the Early Learning Coalition of Orange County and community leaders, the opportunity to improve child outcomes and opportunities for success are within reach.

A separate list of recommendations has been provided to the Early Learning Coalition of Orange County.





How Does Your Garden Grow?

Tip - Measure: Measure often to ensure growth rate is on target. If not, calculate the formula for fertilizer and record results. Don't wait until the end of the growing season to evaluate. Measure along the way to ensure best results.

Methodology

The Early Learning Coalition of Orange County worked closely with the Children's Forum, located in Tallahassee, to construct the following report. Staff of the research department worked with various Orange County leaders and organizations to gather the necessary quantitative and qualitative data to paint a comprehensive picture on the status of children and families and services available to them.

The Early Learning Coalition of Orange County's Research and Data Assessment was conducted over an eight-week period of time between March and April 2006. A parent phone survey developed for this project yielded valuable information. Attempts were made to contact more than 200 parents. Ninety-one parents actually completed the semi-structured telephone survey with interviewers. In order to accomplish the established objectives, several sources of data were utilized along with several methods of data collection.

Information incorporated into this report was obtained from primary data sources. In other cases, data were retrieved via the Internet and various reliable publications. In such cases, an effort was made to cite the source from which the data originated.

When analysis was necessary, the statistical software program SPSS 13.0 was used to organize and compile data received from 4C Orlando.

Nothing you do for children is ever wasted. They seem not to notice us, hovering, averting our eyes, and they seldom offer thanks, but what we do for them is never wasted."

—Garrison Keillor



How Does Your Garden Grow?

Tip - Light: Place in full *sunshine* so that all can see and enjoy.



Snapshot of Orange County

Historically, Mosquito County was created in 1824. It was renamed Orange County in 1845 for the fruit that constituted the county's main product. At the industry's peak in the early 1970s, some 80,000 acres were planted in citrus in Orange County. Today however, no commercial orange groves remain, having been replaced by growing housing developments; nonetheless, several packing plants and wholesalers who get their oranges elsewhere in Florida still operate in Orange County.

Orange County covers a total area of 1,004 square miles, which breaks down into 907 square miles of land and 97 square miles of water. Orange County is located in the Central Florida Region that is a metro region which extends across seven neighboring counties including Brevard, Lake, Orange, Osceola, Polk, Seminole and Volusia counties. Specifically, the Orlando Metro area is a continuous urban area containing 37 cities and extending across four counties including Lake, Orange, Osceola and Seminole (myregion, 2006). As part of the larger metro region, Orange County is unique within county boundaries. Orange County is home to one of the top ten research parks in the United States, the University of Central Florida, internationally recognized airports, attractions, and theme parks.

The major airport in the area, Orlando International, is among the fastest growing major international airports in the world. It ranks as the 14th largest airport in the nation and the 24th largest in the world. Orlando International Airport served over 32 million passengers in 2005 (Orlando/Orange County Convention and Visitors Bureau, 2005). The airport is located in a city that is also known for a number of internationally recognized attractions.

As the county's largest city, Orlando is known as the world's number one vacation destination

because of such attractions as Walt Disney World, Epcot, MGM Studios, Universal Studios and Sea World. According to data reported in February 2006, there were 323 hotels serving residents and visitors to Orange County with nearly 100,000 rooms to accommodate the various needs of individuals, families, travelers and business persons (90,027 rooms; Orlando CVB Research Department). Given tourism is such a major industry in Orange County, visitor volume and characteristics of this volume are important statistics.










For example, according to data from the Orlando/Orange County Convention and Visitors Bureau, in 2004 visitors contributed \$28.2 billion in spending in the Metro Orlando area. In this same year, Orlando experienced an increase of 5.8% in the number of domestic visitors from 42.7 million in 2003 to 45.2 million in 2004. Leisure visitors accounted for 78% of all travel, while business made up the remaining 22%. The most popular reason for visiting Orlando was for a general vacation (42%), followed by a getaway weekend (23%), and visiting friends and relatives (13%). Typically, theme parks, dining, general entertainment, shopping and touring were popular activities among Orlando's domestic travelers. Florida residents spent, on average, \$671 per party per trip (\$241 per person) and non-residents spent, on average, \$2,636 per party per trip (\$908 per person) on their visit to the city. Beyond the tourist attractions, the county has many major private industries, including aerospace, communications, publishing, health care and banking.









How far you go in life depends on your being tender with the young,
 compassionate with the aged, sympathetic with the striving and tolerant
 of the weak and strong. Because someday in life you will have been all of
 these. –George Washington Carver

The following table represents incorporated and unincorporated municipalities in the county wherein families live, work, and receive services within their respective communities:

Incorporated

-  City of Apopka
(including Plymouth)
-  City of Bay Lake
-  City of Belle Isle
-  Town of Eatonville
-  City of Edgewood
-  City of Lake Buena Vista
-  City of Maitland
-  Town of Oakland
-  City of Ocoee
-  City of Orlando
-  Town of Windermere
-  City of Winter Garden
-  City of Winter Park

Unincorporated

-  Azalea Park
-  Bay Hill
-  Bithlo
-  Christmas
-  Conway
-  Doctor Phillips
-  Fairview Shores
-  Goldenrod
-  Gotha
-  Holden Heights
-  Hunters Creek
-  Lake Butler
-  Lake Hart
-  Lockhart
-  Meadow Woods
-  Oak Ridge
-  Orlo Vista
-  Paradise Heights
-  Pine Castle
-  Pine Hills
-  Reedy Creek Improvement District
(special taxing district)
-  Sky Lake
-  South Apopka
-  Southchase
-  Taft
-  Tangelo Park
-  Tangerine
-  Tildenville
-  Union Park
-  Vineland
-  Wedgefield
-  Williamsburg
-  Zellwood

Orange County Zip Codes

Orange County has approximately 56 assigned zip code areas, with the majority falling within the Orlando city limits. Following is a table depicting the zip code areas and the corresponding cities for each.

Zip Code(s)	City
32703, 32704, 32712	Apopka
32709	Christmas
32710	Clarcona
34734	Gotha
34740	Killarney
32751, 32794	Maitland
34760	Oakland
34761	Ocoee
32801, 32802, 32803, 32804, 32805, 32806, 32807, 32808, 32809, 32810, 32811, 32812, 32813, 32814, 32816, 32817, 32818, 32819, 32820, 32821, 32822, 32823, 32824, 32825, 32826, 32827, 32828, 32829, 32830, 32831, 32832, 32833, 32834, 32835, 32836, 32837, 32839, 32853, 32854, 32855, 32856, 32857, 32858, 32859, 32860, 32861, 32862, 32867, 32868, 32869, 32872, 32877, 32878, 32818, 32885, 32886, 32887, 32889, 32890, 32891, 32893, 32897, 32898, 32899	Orlando
32768	Plymouth
32777	Tangerine
34786	Windermere
34777, 34778, 34787	Winter Garden
32789, 32790, 32792, 32793	Winter Park
32798	Zellwood



Elected State Officials

Orlando is the county seat. There are four Senators and 11 representatives who work on behalf of those living in cities around the county. The following chart presents this group of policymakers by district:

Senator (Party)	Area (Senate Districts)
Webster (R)	Orange, Osceola, Seminole (9)
Siplin (D)	Orange, Osceola (19)
Constantine (R)	Orange, Seminole (22)
Posey (R)	Brevard, Orange, Seminole (24)

Representative (Party)	Area (House Districts)
Allen (R)	Brevard, Orange (32)
Adams (R)	Orange, Seminole, Volusia (33)
Mealor (R)	Orange, Seminole (34)
Cannon (R)	Orange (35)
McInvale (R)	Orange (36)
Simmons (R)	Orange, Seminole (37)
Brummer (R)	Orange (38)
Antone (D)	Orange (39)
Gardiner (R)	Orange (40)
Johnson (R)	Lake, Orange, Osceola (41)
Quinones (R)	Orange, Osceola (49)
Attkisson (R)	Okeechobee, Orange, Osceola, Polk (79)

The Advisor (2006). Guidebook to the Florida Legislature. The Florida United Businesses Association. Tallahassee, FL. www.FUBA.org

Population Characteristics

From 1990 to 2000 the Census Bureau noted that 281.4 million persons were counted in the United States, a 13.2% increase in population from 1990 (248.7 million). At the state level, this population increase was also documented. In 1990, Florida was home to 12,937,926 persons and by 2000, more than 15 million called Florida home (15,982,378). This is a 23.5% increase in a ten-year period of time. These noted population increases also occurred at the local level, yet at a much higher rate. In 1990 Orange County reported a population of 677,500 and by the year 2000, nearly 900,000 persons lived in the county (896,344) representing a 32%

increase in population. Finally, in 2003 Orange County ranked 38th on the list of largest counties in the United States and ranked 5th of Florida's 67 counties in population. Only 3% of the total population resides in rural areas of the county.

The following chart illustrates population distribution. It is important to note that the above discussion is based on reported 2000 Census data, whereas the chart data is based on Census Estimate data for 2004.

State, county and City	April 1, 2004 (Est.)	Total Change	April, 2000 (Census)	Inmates	Estimates less inmates (April 1, 2004)
ORANGE	1,013,937	117,593	896,344	3,159	1,010,778
Apopka	32,951	6,309	26,642	0	32,951
Bay Lake	28	5	23	0	28
Belle Isle	6,082	551	5,531	0	6,082
Eatonville	2,467	35	2,432	63	2,404
Edgewood	2,160	259	1,901	0	2,160
Lake Buena Vista	19	3	16	0	19
Maitland	16,476	4,457	12,019	0	16,476
Oakland	1,678	742	936	0	1,678
Ocoee	29,215	4,824	24,391	0	29,215
Orlando	208,900	22,949	185,951	0	2,329
Windermere	2,329	432	1,897	0	2,329
Winter Garden	22,242	7,891	14,351	0	22,242
Winter Park	26,860	2,770	24,090	17	26,843
Unincorporated	662,530	66,366	596,164	2,953	659,577
FLORIDA*	17,516,732	1,533,908	15,982,824	109,173	17,407,559
Incorporated*	8,848,451	944,048	7,904,403	15,246	8,833,205
Unincorporated*	8,668,281	589,860	8,078,421	93,927	8,574,354



*Includes census corrections through October 10, 2004
<http://www.bebr.ufl.edu/Publications/EstimatesPop2004.pdf>

Child Population

According to the Florida Office of Economic and Demographic Research (The Florida Legislature, 2003 Estimates), 983,165 persons lived in Orange County. Children younger than 18 made up approximately 29% of the population (282,849). Those in the youngest segment of the population, children younger than age five, made up 6.8% (67,632) of the population. Comparatively, children younger than age five represent 6.8% of the population nationally and 5.9% of the state's population. 21,171 children or 31.3% of all children younger than age five were minority children. For the entire county population, there were slightly more females residents than males

in 2000 according to Census reports (50.5% vs. 49.5%).

The Center for the Study of Children's Futures (2001) noted that Orange County ranked 5th in the state for the number of children birth to four in the county population. Those counties with larger populations of this age group include: 1) Miami-Dade, 2) Broward, 3) Hillsborough, and 4) Palm Beach. To offer a more developed picture of where the county's children younger than five are in various cities, the following demographic data is from the Metro Orlando Economic Development Commission (2005):

Number of Children Ages Birth to Four in Various Cities (2005)

	1990 Census	2000 Census	2005 Estimate	2010 Projection	% Change (1990-2000)
Orange County	49,856 (7.4%)	61,375 (6.9%)	74,496 (7.4%)	79,131 (7.10%)	23.10%
Orlando	11,745 (7.4%)	12,340 (6.6%)	14,391 (7.2%)	14,910 (7.0%)	5.10%
Apopka	1,562 (8.9%)	2,204 (8.3%)	2,787 (8.9%)	3,073 (8.5%)	41.10%
Belle Isle	321 (5.9%)	332 (6.0%)	361 (6.3%)	352 (6.0%)	6.3%
Eatonville	249 (9.9%)	188 (7.7%)	217 (8.0%)	241 (7.9%)	-24.5%
Edgewood	95 (5.3%)	102 (5.4%)	115 (5.6%)	120 (5.4%)	6.7%
Oakland	62 (8.7%)	60 (6.4%)	78 (7.1%)	83 (6.7%)	-2.60%
Ocoee	1,315 (8.8%)	1,998 (8.2%)	2,439 (8.8%)	2,606 (8.5%)	52%
Windermere	105 (6.6%)	130 (6.9%)	158 (7.2%)	171 (6.9%)	24.4%
Winter Garden	885 (7.9%)	1,057 (7.4%)	1,376 (8%)	1,510 (7.6%)	19.4%
Winter Park	1,238 (5%)	1,217 (5%)	1,421 (5.4%)	1,444 (5.1%)	-1.7%

Race and Ethnicity

Understanding the ethnic and racial backgrounds of residents can be useful when constructing a picture of the larger community. According to data found for the county level, more than half of Orange County self-reported as White (65.7%), while 20.1% self-report as Black.

Population by Ethnicity*

	2000	%
White	660,956	65.7%
Black	202,503	20.1%
American Indian/ Alaskan Native	2,003	0.2%
Asian	46,282	4.6%
Other	59,667	5.9%
Multi-Race	34,743	3.5%
Total	1,006,134	100%
Hispanic*	226,766	22.5%

*Note: Hispanic is not a race, thus are not delineated separately.
Source: Decision Data Resources - October, 2006

For the children in this area, the following racial breakdown exists:

	Birth to 4 Years	5 to 9 Years
White (non-Hispanic)	52,210	48,298
Black	21,536	18,753
American Indian, Eskimo or Aleut	354	645
Hispanic	552	484
Asian and Pacific Islander	3,337	3,351
TOTAL	74,691	68,833

Source: <http://fl.rand.org/stats/popdemo/popraceage.html>

The average household size in Orange County in 2000 was 2.61 persons as compared to the national size of 2.59 persons (Census, 2000). However in 2004, according to data from the American Community Survey (ACS), the average household size in the county decreased to 2.58 persons and increased nationally to 2.60 persons. In addition, the average family size for those living in Orange County in 2000 was 3.14 which is the same as the national family size. Consistent with the household trend, the average family size for those living in Orange County decreased to 3.06 persons and increased nationally to 3.18 persons according to ACS 2004 data.

“Children have never been very good at listening to their elders, but they have never failed to imitate them.”
—James Baldwin



Household Characteristics

To better serve families in a community, it is critical to understand the composition of households.

Household Composition

	Census 2000	ACS 2004 Estimate
Family Households	220,258 (65.5%)	254,804
Family Household with own children younger than 18 years	109,099 (32.4%)	118,617
Married-Couple Family	157,937 (47%)	176,925
Married-Couple Family with own children younger than 18 years	73,466 (21.8%)	76,017
Female Household (No husband present)	45,981 (13.7%)	54,241
Female Household (No husband present) with own children younger than 18 years	27,566 (8.2%)	31,593
Non-Family Households	116,028 (34.5%)	121,356
Householders Living Alone	81,495 (24.2%)	90,528
Householder 65 years and older	21,776 (6.5%)	16,743

Another interesting household type is one that accounts for grandparents responsible for their grandchildren. In 2000, over 20,000 grandparents in Orange County reported that they lived in a household with one or more of their own grandchildren younger than 18 years (21,432). Of this number, 44.4% (9,506) reported being responsible for their grandchildren. According to the ACS 2004 estimation data, the number of grandparents living with their own grandchildren younger than 18 years decreased to 19,628 although the upper bound of this estimation was 24,832 grandparents. The number of grandparents responsible for their grandchildren also decreased to 8,325 (upper bound estimate = 11,851). Most of these grandparents reported caring for grandchildren younger than five years (75%). Interestingly, the ACS data documented that these grandparents were overwhelmingly female (74.2%), married (62.9%), in the labor force themselves (64.8%), and many were living in poverty (21.4%).

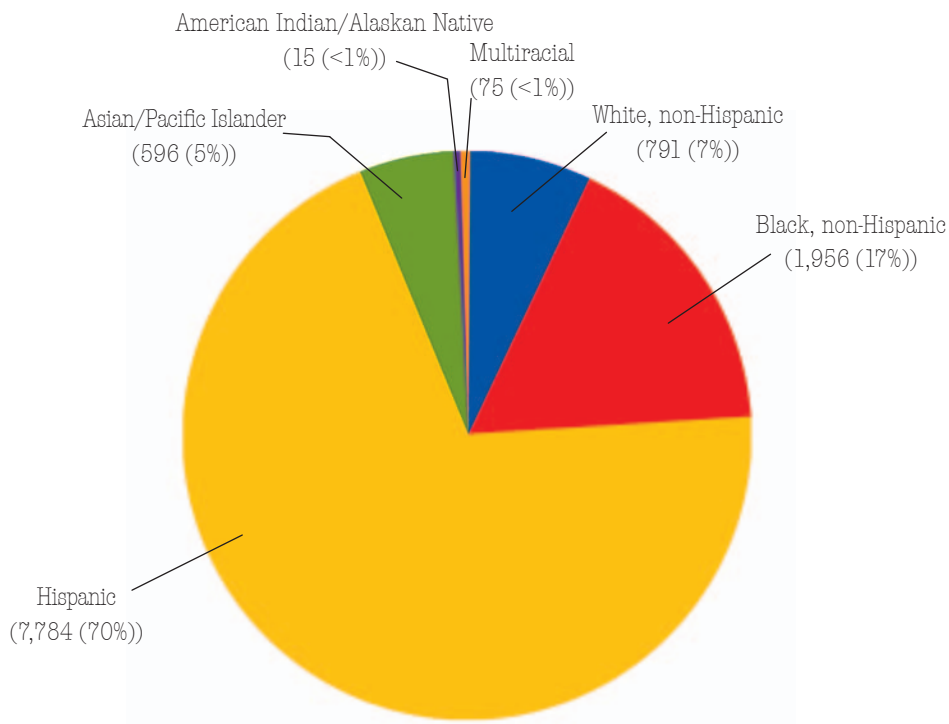
According to the most recent Census data, over 1.5 million Floridians speak little or no English, making it difficult for them to access information that can assist them in everyday life. Florida has a larger non-English speaking population than all states except California, Texas and New York. Among ethnic groups, the most dramatic growth has occurred within Florida's Hispanic population.

16.8% of those living in Orange County were foreign-born; nationally, 12% of the population in 2000 was foreign-born. Based on a population of 896,344 in Orange County in 2000, one Census report documented that foreign-born residents made up 14.4% of the county's population and that 45.8% of these individuals entered between 1990 and 2000. Pertinent to the language spoken in the homes of persons in Orange County, school district data from 2003 reported that over 11,000

Language Diversity

students spoke a primary language other than English (11,307; Florida Department of Education). Specifically, the following graph charts the racial/ethnic categories of these students:

Students Whose Primary Language is Other than English, n=11,307



According to 2000 Census data, the following number of individuals spoke a language other than English at home in Orange County:

Language Spoken other than English	Number of Individuals
Spanish	144,579
Indo-European	45,135
Asian/Pacific Island	17,449
Other Languages	5,117

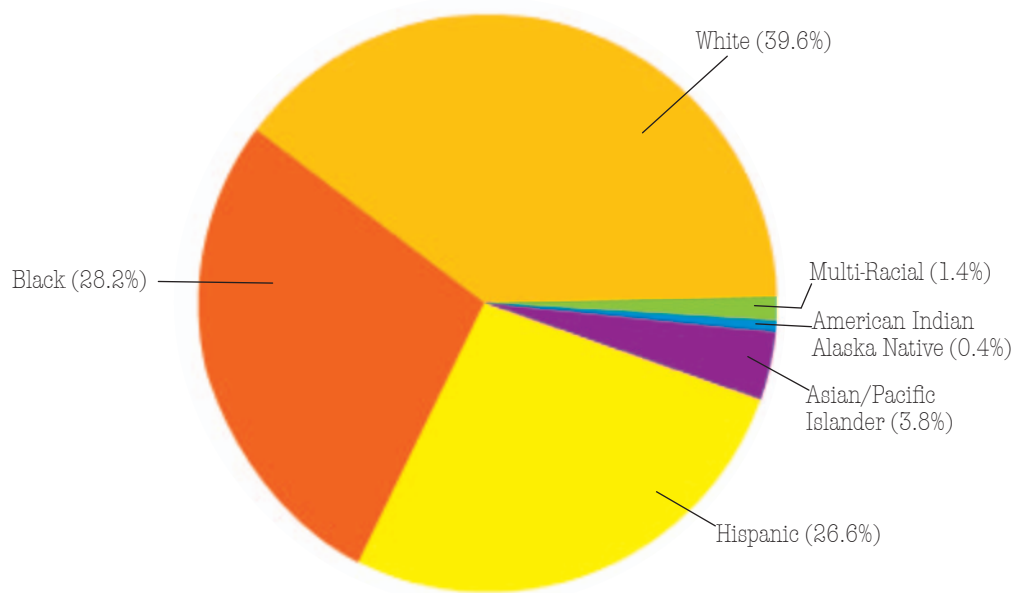
Overall, based on a total county population of 835,237, 15% (125,021) spoke English “very well” in 2000, 5.7% spoke “well,” 3.7% spoke English “not well,” and 1.1% “did not speak English.” For a more detailed break down of the percentage of Orange County’s population speaking a language other than English and whether they spoke English “very well” or “less than very well,” see Appendix A.

“Education doesn’t just change what we know, it changes how we think.”

Education

According to Census data, Orange County ranked 16th of the 500 largest public school districts in the United States (2000). County residents are also highly educated as reported by the Census Bureau (2000), with 86.1% of residents having a high school diploma or higher education (US = 83.9%) and 30.1% of residents have a Bachelor’s degree or higher education (US = 27.0%). Overall, 68.5% of all students graduate from high school and according to 2002-2003 data, 4.4% drop out of the educational system. The majority of the students who dropped-out were Black, non-Hispanic (n=497 or 41%), then White, non-Hispanic (n=349 or 29%),

next Hispanic (n=318 or 27%). There were 24 Asian/Pacific Islander students who dropped out and ten students who were reported as American Indian, Alaskan Native, or Multiracial (Florida Department of Education, 2003). Overall, the majority of students in the Orange County school district were White, non-Hispanic (39.6%). Next, Black and Hispanic student populations were nearly equal in representation (28.2% and 26.6%). A small number of children were reported as Asian or Pacific Islander (3.8%), American Indian or Alaskan Native (0.4%), and Multiracial (1.4%).



School Demographics

The following information broadly describes the educational system of Orange County. For example, there are 203 schools in the county ranging from elementary schools to charter high schools with a total enrollment of 165,403 students. The reported 2003 spending per student for the Orange County school district was \$6,358.

General School Data for Orange County

Number of Schools	Total Number of Students	ESL Population	Free and Reduced Lunch	Rate of Growth
203	165,881	7%	41%	13.9%

	Orange	Florida
School-Age Children who are Economically Disadvantaged	41.6%	46%
English Language Learners	6.8%	7.6%
Students with Disabilities	16%	15.4%



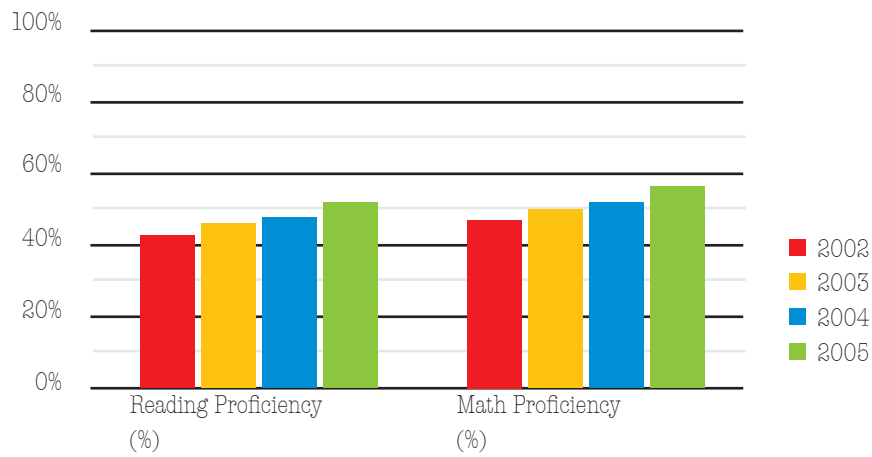
According to 2005 data based on 160 schools, just over half the schools in Orange County are “A” schools (52%), which is higher than the state percentage of “A” schools of 45%. Those classified as “B” and “C” schools each account for 18% of all schools in the district, which is slightly less than the state average of 21% and 22% of all schools. Finally, there are 12 schools in the district classified as “D” schools and eight schools fall into the “F” category, which is slightly higher than the state percentage of 3% “F” schools.

School District Grades 2005

	A	B	C	D	F	Total
Orange	83 (52%)	29 (18%)	28 (18%)	12 (8%)	8 (5%)	160
Florida	1,253 (45%)	589 (21%)	619 (22%)	231 (8%)	78 (3%)	2,770

Assessment Results

Orange County FCAT Progress



The following table presents specific data for the 2005 column above. Students in Orange County scored very closely (either higher or slightly lower) than their fellow students in the same grades across Florida. For example, the percentage of fourth grade students reading at proficiency in the Orange County district was 70% of all students as compared to the 71% of all of Florida's fourth graders at this level. (See below).

Proficiency Test Results - 2005

State Reading Proficiency Tests	Orange County (%)	State (%)	State Math Proficiency Tests	Orange County (%)	State (%)
Grade 3 - Reading	65	67	Grade 3 - Math	66	68
Grade 4 - Reading	70	70.1	Grade 4 - Math	59	64
Grade 5 - Reading	63	66	Grade 5 - Math	53	57
Grade 6 - Reading	54	56	Grade 6 - Math	46	47
Grade 7 - Reading	55	53	Grade 7 - Math	53	53
Grade 8 - Reading	42	44	Grade 8 - Math	57	59
Grade 9 - Reading	34	36	Grade 9 - Math	56	59
Grade 10 - Reading	28	32	Grade 10 - Math	58	63

Adult Literacy

The National Assessment of Adult Literacy (NAAL) and the state assessment were last conducted in 1992 and remain the primary sources for literacy data and statistics. Literacy in this context is defined as using printed and written information to function in society; to achieve one's goals; and to develop one's knowledge and potential. Literacy is measured by NAAL along three dimensions: prose literacy, document literacy, and quantitative literacy (see Appendix B for a description of levels of literacy).

By some estimates, more than 20% of those in the national workforce are functionally illiterate and innumerate (Heckman & Masterov, 2004). According to data from the 1992 Florida Adult Literacy Survey, Orange County ranked 61st of 65 counties with reported data in the number of adults functioning at the lowest level of literacy (only 19% along with three other counties). The percentage range of adults functioning at the lowest level of literacy across counties was 14% of adults in Clay and Seminole to 42% of adults in Miami-Dade. The average percentage across counties was 24% of adults.

The survey also reported percentages per specific municipalities including several in Orange County: Apopka (19%), Ocoee (13%), Orlando (23%), and Winter Park (18%) (National Center for Education Statistics, 1990; 2006).



How Does Your Garden Grow?

Tip - Germination: Seeds will germinate quickly. Space far enough apart so that the roots of innovation grow deep and strong.



Quality

No longer debatable, the issue of quality in early care and education has become urgent given that child care is a fact of American life where both good and poor quality child care exists in various settings (Chung & Stoney, 1997). The early years of a child's life can be critical in shaping a child's future success in school. As young children develop, there is a prime opportunity to gain the vital knowledge, skills, and experience needed to mature, thrive and become healthy, productive adults. Early learning experiences facilitating the building of resilience, social skills, and the ability to keep learning have social and economic benefits for everyone – children, parents, employers and society as a whole, both now and in the future. More importantly, indifferent or poor child care can lead to detrimental consequences for children. The lack of quality care can have negative effects on children's readiness for school and on their development during the early years (CQO, 1999). Unfortunately, without quality child care experiences children are unprepared to succeed academically, economically and perhaps even emotionally.

Over the past twenty years, there has been an explosion of scientific knowledge in early childhood development on a wide array of issues. Fortunately, researchers in the field are providing valuable insights to the link between quality of child care and child outcomes. Although there is still much more to learn in the area of quality, the existing scientific evidence for the need of quality child care for all children is compelling. The knowledge that is being contributed by researchers to a more thorough understanding of this need comes in many forms.

Given the variety of ways the topic of quality and what it means for children can be perceived, the knowledge base surrounding the topic has as much depth as it does breadth. The key is to identify the key points each research endeavor uncovers as

important and consistent over time. As concluded by several researchers in the field, quality matters on several fronts including academic and cognitive development, language and literacy development, social development, and other critical elements of early childhood for young children.

Among many of the longitudinal studies in the past, high quality child care experiences of children have been found to be directly related to increased academic achievement among children participating in the programs and the outcomes have been long-term. Researchers of experimental studies involving groups of children who have either received (experimental group) or have not received (control group) a high quality child care program suggest a difference in performance on academic testing and cognitive development between the groups.

Related to children's academic success is a topic now receiving much attention, school readiness. According to several of the reviewed studies, high quality child care was found to be an important element in achieving the national goal of having all children ready for school (CQO, NICHD). Researchers have also examined the effects of low-quality child care on children's school readiness, with unfortunate results. According to the researchers of the NICHD investigation, the lack of quality care had negative effects on children's readiness for school and on their development during the early school years; consequently, researchers help to illustrate, with varying findings, that children's experiences in high quality child care settings can shape their current and future school readiness either positively or negatively.

Specific child outcomes related to high quality in child care settings can be useful when reviewing a micro perspective. Looking at the details, however, is not the only way to examine the benefits of high








quality child care for children, their families and society as a whole.

Released in the same year, *Neurons to Neighborhoods: The Science of Early Childhood Development* review reported “higher quality care is associated with outcomes that all parents want to see in their children, ranging from cooperation with adults to the ability to initiate and sustain positive exchanges with peers, to early competence in reading and math.”

Beyond recent reviews of research literature are scientific research studies that have linked quality child care experiences to positive outcomes for children. *The Study of Early Care* (2002) by researchers at the National Institute of Child Health and Human Development confirmed that quality child care had a direct impact on children’s cognitive and language development and successful transitions to school. Quality was identified as the greatest predictor of a child’s behavior given that children in high quality care had fewer caregiver-reported problems. Overall, findings from the NICHD study included distinctions made between outcomes for children experiencing high versus lower quality care:





High Quality Care related to:

-  Better mother-child relationships;
-  Lower probability of insecure attachment in infants of mothers who are low in sensitivity;
-  Fewer reports of children’s problem behaviors;
-  Higher cognitive performance of children in child care;
-  Higher children’s language ability and higher level of school readiness.

Follow-up research has shown that children enrolled in centers that met a higher number of

the guidelines had better language comprehension and school readiness levels, as well as fewer problem behaviors at 24 and 36 months of age

Lower Quality Care predicted:

-  Less harmonious mother-child interaction;
-  More reported problem behaviors at 2 years old;
-  Higher probability of insecure attachment in infants of mothers who are low in sensitivity;
-  Children enrolled in centers meeting none of the guidelines would fall below average on tests.

The researchers’ investigation uncovered that children’s participation in a high quality, active-learning preschool program created the framework for adult success, significantly alleviating the negative effects of childhood poverty on educational performance, social responsibility, adult economic status and family formation. Given that the High/Scope Perry Preschool Study program group is now 30 years past the point of the preschool treatment, the research team suggested that it is reasonable to assume that the contribution to their lives is permanent. Further documenting evidence of long-term child outcomes can be found in the well known Cost, Quality, and Outcomes Study (1999). Researchers found that high quality child care settings positively affected children’s academic achievement and performance well into their school careers and continued to positively predict children’s performance in the long-term.

“Anything can be accomplished as long as it doesn’t matter who gets the credit.” –Author unknown

Study Findings



Children who receive high quality child care were more likely to

- to develop better cognitive skills;
- have significantly higher academic scores;
- have better language skills including reading recognition and comprehension;
- be more likely to develop positive social skills;
- and have higher levels of school readiness than are children who receive lower quality care.



High quality child care is associated with: lower adult/child ratios, smaller group sizes, continued teacher training and education, teacher salary, and teacher sensitivity and responsiveness levels.



The benefits that arise from high quality child care can remain with children into young adulthood.

Overall, the research linking child care and child outcomes bears overwhelming evidence that children experiencing high quality care benefit in a number of areas both in the short- and long-terms. Review of research literature and of scientific findings indicates that child care quality matters at several levels, especially for economically disadvantaged children. Researchers offer strong evidence that children exposed to high quality child care experiences appear happier and display significantly better cognitive, language, and social-emotional competencies and higher levels of overall school readiness as compared to their peers not in high quality child care settings.

In order for all children to benefit from quality child care, parents need to know how to find it, caregivers need to know how to provide it, and employers need to be willing to support their employees in their efforts. According to the NICHD study (2002) “high quality care, both in the home and out of the home, results in better outcomes for children. By working together, parents, caregivers, employers and decision makers can ensure high quality care for all children. Ensuring high quality care environments for children is everyone’s business and everyone benefits.”

Indicator #1: Child Care Workforce

Research data has confirmed that the teacher in early care and education classrooms is one of the most important elements in quality child care (Galinsky & Phillips, 1988). Professional development has been directly linked to quality of child care in numerous studies and reports (Cornelius, 1988; Ghazvini & Mullis, 2002; Hayes, Palmer, & Zaslow, 1990; Howes, Galinsky, Shinn, Sibley, Abbott-Shim, & McCarthy, 1998). There are many characteristics that are universal to high quality teachers. Quality teachers, for example, are responsive to children’s needs, understand the significance of building and enhancing early learning experiences, individualize their approach to children’s learning, provide choices and not limitations, and willingly share the direction of learning by engaging with children and following children’s natural interests (Bowman, Donovan, & Burns, 2001; Ghazvini & Mullis, 2002; Helburn, 1995). Additionally, quality teachers must have knowledge of early care and education settings, evidence-based practices, and be competent in their ability to provide care to children with disabilities and special health care needs, children diversified in ethnicity and culture, as well as children in specific stages of development such as infancy,



“Children don’t care what you know until they know that you care.” –Author unknown.

preschool, or school age (NAEYC, 1996). Further, early childhood teachers and professionals must have familiarity with early care and education settings and related implications for care, such as center-based versus family child care homes (Kontos, Hsu, & Dunn, 1994).

Workforce Training and Education

Reporting from data provided by the Department of Children and Families as of April 2006, the following discussion summarizes staff credentials and enrollment for those working in licensed child care center programs in Orange County. Data in this report document that there are 316 facilities in the county and no non-operational facilities

including the categories of natural disaster, fire, migrant program, school year program, and other. Of these programs, data was reported for 301 or 95% of programs. The capacity of all programs is 33,084 (31,621 capacity of all facilities with data collected). The total number of staff employed, including directors, was 3,367 with 2,990 (89%) of this staff total working directly with children.

The total child population being served in the county is fairly evenly distributed. The age group with the highest percentage of the population are 4-year-old children which make up 26%. The following table presents age group data for children in non-mixed classrooms and mixed classrooms with a total column (20,807).

Number of Children Being Served in Licensed Child Care & Early Childhood Facilities

Age	Population of Children in Age-Specific Classrooms	Population of Children in Mixed Age Groups	Total Population Combined
Birth to 12 months	1,206 (6%)	N/A	1,206
1 Year	1,787 (9%)	(Birth to 1 Year) 14 (2%)	1,801
2 Year	3,214 (16%)	20 (3%)	3,234
3 Year	4,480 (22%)	159 (22%)	4,639
4 Year	5,227 (26%)	253 (35%)	5,480
5+ Years	4,172 (21%)	275 (38%)	4,447
Total Number of Children	20,086 (100%)	721 (100%)	20,807

The majority of children (not in mixed classrooms) were 4-years-old (26%), although only by a slight margin considering 22% were 3-years-old and 21% were 5-years-old and older. For the mixed population of children, 38% were 5-years-old and older, while 35% were 4-years-old and 22% 3-years-old.

Level of Staff Education per Child Population

Age	Population of Children	Bachelor Degree or Higher	Associate Degree	CDA Credential/ CDAE	High School Diploma or GED	No Diploma or GED	Total Staff (100%)
Birth to 12 months	1,206 (6%)	23 (5%)	14 (3%)	112 (22%)	332 (67%)	17 (3%)	498
1 Year	1,787 (9%)	20 (5%)	14 (4%)	87 (22%)	264 (68%)	4 (1%)	389
2 Year	3,214 (16%)	60 (13%)	23 (5%)	117 (25%)	267 (56%)	6 (1%)	473
3 Year	4,480 (22%)	79 (15%)	30 (6%)	159 (30%)	252 (48%)	5 (1%)	525
4 Year	5,227 (26%)	110 (19%)	34 (6%)	218 (37%)	220 (38%)	4 (<1%)	586
5+ Years	4,172 (21%)	52 (13%)	15 (4%)	110 (27%)	222 (55%)	6 (1%)	405
Total	20,086 (100%)	344 (12%)	130 (5%)	803 (28%)	1,557 (54%)	42 (1%)	2,876

*Note: Excludes Mixed-Age Classrooms. Percentages total across table.



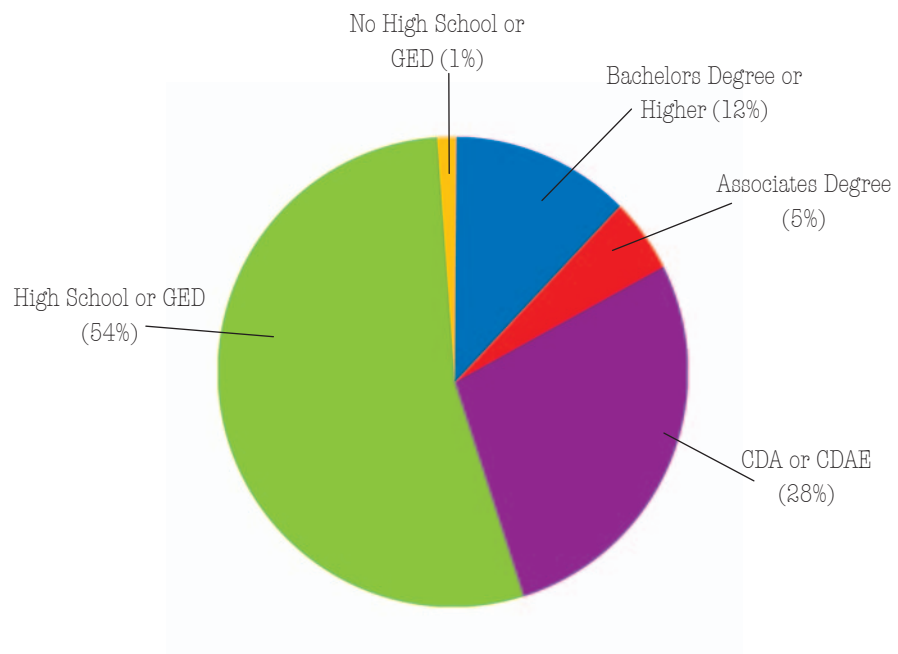
Across all age categories of children except one, nearly half or more of all of those working directly with children had a high school diploma or a general educational development credential (GED). Furthermore, in the one category with fewer than half, a significant percentage (38%) had this level of education, while 54% of the total sample of teachers not working in mixed populations of children (n=2,876) reported having a diploma or GED. The next largest group across age categories of children were those teachers with a national child development associate credential (CDA) or its Florida equivalent credential (CDAE)

ranging from 22% to 37%, while 28% of the entire sample of teachers have this level of education. These educational categories made up the 82% of the sample.

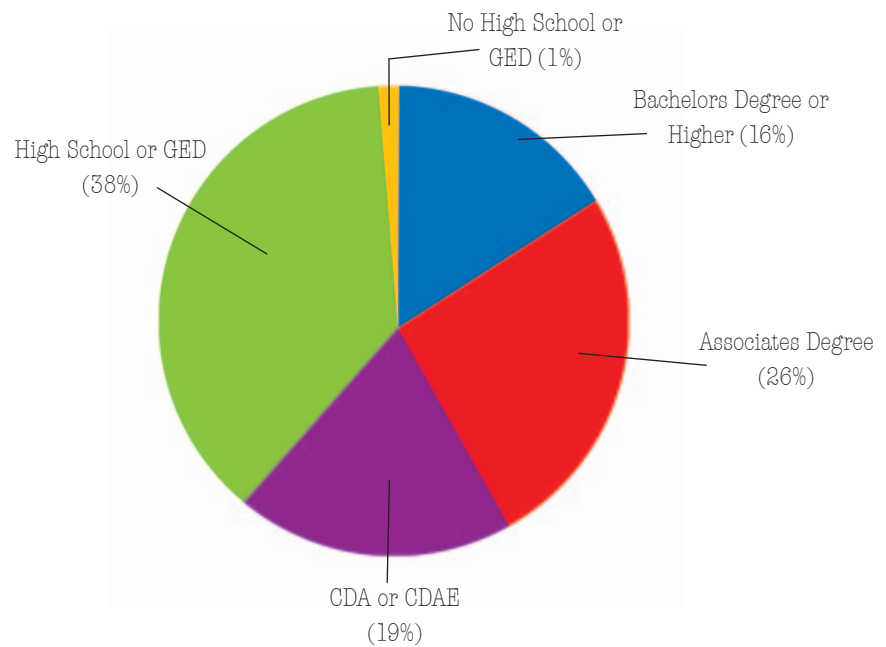
The Department of Children and Families collected a separate set of data for those teachers working directly with mixed population children. Consistent with data from their counterparts, most teachers held a high school diploma or a GED (38%) and the next largest group were those with a CDA or CDAE (19%). Again, both categories represented 57% of this group of teachers (n=114).

Education Levels of Early Learning Workforce

Education Levels of Workforce in Orange County in Licensed Child Care Centers



Education Levels of Workforce in Orange County Serving Mixed Population of Children



Training and Professional Development

The preparation of early childhood teachers includes both formal and informal professional development opportunities. Many variables associated with the provision of care are related to training and education. Arnett (1989) concluded that training is related to the attitudes and behavior of teachers. Specifically, it was reported that training was related to less authoritarian childrearing attitudes and to a more positive interaction style with children, with less punitiveness and detachment. Cassidy et al., (1995) examined the effect of community college coursework on beliefs and classroom practices of teachers in child care centers. The researchers concluded that completion of at least 12 to 20 credit hours of community college coursework resulted in significantly more developmentally appropriate beliefs and practices for the teachers studied. Additionally, completion of a 120-hour training program resulted in higher levels of teacher sensitivity and higher levels of play among children cared for by trained early childhood teachers (Rhodes & Hennessy, 2000).

The National Research Council released *Who Cares for America's Children?* In which researchers concluded that overall education and training specific to child development are related to positive outcomes for children, with training as the more important factor (Hayes, Palmer, & Zaslow, 1990). Specific to Florida, authors of The Florida Child Care Improvement Study reported that an increase in required professional preparation and an increase in training hours for teachers resulted in improved overall quality, as well as teacher responsiveness (Howes et al., 1998). Overall, researchers have concluded that years of educational experience, formal or otherwise, have a positive correlation with teacher quality (Cornelius, 1988; Ghazvini & Mullis, 2002; Hayes, Palmer, & Zaslow, 1990; Howes, Galinsky, Shinn, Sibley, Abbott-Shim, & McCarthy, 1998). Therefore, in studies related to this issue,

researchers conclude that generally teachers with bachelor degrees provide higher quality care and interactions. National researchers, experts, and advocates are consistently promoting an increase for the minimum qualifications of early childhood teachers (Clifford & Maxwell, 2002; Whitebook, 2003). The content and processes in place for teacher preparation, both formal and informal, require further investigation to determine if early childhood teachers have ample opportunities and career pathways for professional development opportunities.



Educational Institutions

Fortunately, the county is served by a number of well-recognized and established institutions of higher education. Specifically, the University of Central Florida (UCF) has approximately 43,000 students, including more than 1,250 international students, and has become one of the largest schools in the nation. The university has a growing reputation as a top metropolitan research university and for its focus on meeting the needs of the local business community. Following is a chart of other institutions of higher education located in Orange County.

Area Institutions of Higher Education

- 
- Asbury Theological Seminary, *Orlando (Dunnam) Campus*
 - Barry University's Law School
 - Central Florida Higher Education Alliance
 - DeVry University, *Orlando Campus*
 - Embry-Riddle Aeronautical University
 - Florida A&M University's Law School
 - Florida Institute of Technology, *Orlando Campus*
 - Florida Hospital College of Health Sciences
 - Florida Metropolitan University, *Orlando Campus*
 - Full Sail Real World Education (*in Winter Park*)
 - International Academy of Design and Technology
 - Nova Southeastern University, *Orlando Campus*
 - Reformed Theological Seminary, *Orlando Campus*
 - Rollins College (*in Winter Park*)
 - Stetson University (*in Deland*)
 - University of Central Florida
 - University of Florida (UF), Institute of Food and Agricultural Sciences (IFAS)
 - University of Phoenix, *Orlando Campus*
 - Valencia Community College

http://en.wikipedia.org/wiki/Orlando%2C_Florida#Area_institutions_of_higher_education

Important to the work of the Early Learning Coalition of Orange County are the institutions of higher education and local organizations that offer education and training in early education and care. The Early Childhood Teacher Education Program (B.S. degree) at the University of Central Florida enables students to take a variety of classes related to young children, their learning, and their development. Students also participate in a series of field experiences and internships in which they have the opportunity to gain practical experience in working with young children. These field experiences and internships are designed to help students integrate theory and practice. Administrators and faculty are currently

working at Valencia Community College to provide students interested in the field of early education and care an opportunity to earn a degree. At this point in time, specific courses are available within their education department and an official credit-earning program is under construction; however, Valencia does not offer an A.S. degree for those working in early learning programs. This is identified as a major barrier for teachers in pursuing an associate degree. In addition, although not located in Orange county, Seminole Community College and Lake-Sumter Community College serve a number of Orlando residents or those working in the county and offer early childhood programs.

“Your children are not your children. They are the sons and daughters of life’s longing for itself.” –Kahlil Gibran

Knowledge of early childhood teacher preparation programs enables college faculty, early childhood professionals, and policymakers to become informed about the availability, accessibility and quality of post-secondary credit-earning programs for early childhood students in Florida. One method of connecting the professional development of the early care and education workforce to the system of higher education available in Orange County is through the Florida T.E.A.C.H. Early Childhood[®] Scholarship Program.

Known as T.E.A.C.H. this program was specifically designed with the early childhood teacher in mind. A T.E.A.C.H. scholarship offers participants scholarships and bonuses for the Director’s Credential as well as Child Development Associate (CDA) and Associate of Science (A.S.) degrees in the early childhood field. Further, as the priority for increased education becomes more important, a pilot Bachelor of Applied Science Degree program is currently being offered to a sample of recipients attending the University of South Florida, Florida International University, and the Florida State University. The following graph presents a longitudinal perspective on the involvement of Orange county early childhood teachers with this specific scholarship program.

Over the span of 11 months, an increase of 18 scholarships were awarded to Orange County early childhood teachers in 11 organizations and institutions of higher education. The majority of recipients during this period were employed at for profit child care programs followed by those who were employed by faith-based child care programs. The increase in scholarships can be directly attributable to the efforts of the PERKS (Partners in Education and Research for Kindergarten Success) US Department of Education Early Childhood Professional Development Grant awarded to collaborative partners through the Children’s Forum in Tallahassee, FL. The Early Learning Coalition in Orange County is a partner in the research project. The PERKS grant is testing the effectiveness of college coursework paired with technical assistance to improve child

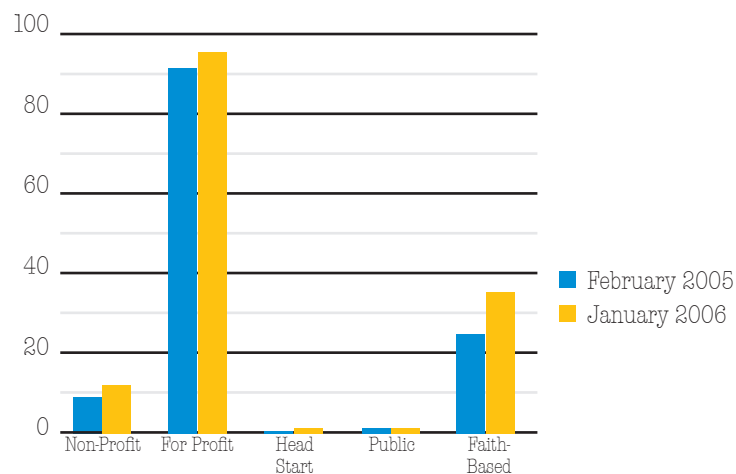
outcomes. Teachers in the study are supported through T.E.A.C.H. scholarships to obtain their college coursework.

Early Childhood Scholarships Awarded

Training Institution	February 2005	January 2006
Total T.E.A.C.H Scholarships*	125	143
21st Century	0	0
4C Orlando Education Department	15	17
Central Florida Institute of Training	57	34
ChildCare Education Institute	18	43
Council for Early Childhood Recognition	9	4
Lake-Sumter Community College	0	1
Montessori Training (Maitland/Heritage)	0	2
Nova Southeastern University	1	1
Orlando Tech	3	7
Seminole Community College	19	12
Tallahassee Community College	1	13
Valencia Community College	2	9

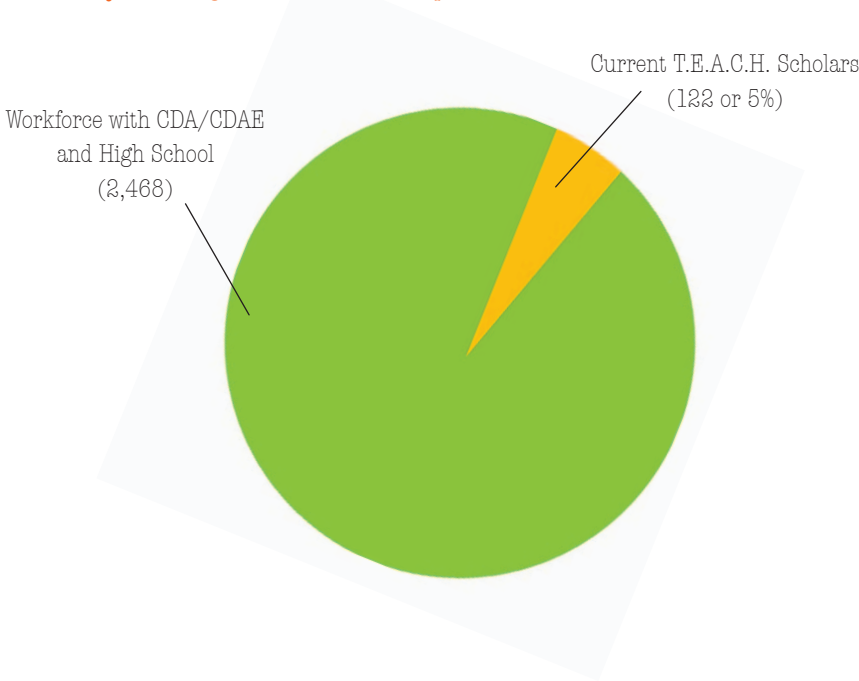


Number of Scholarships by Recipient's Affiliation

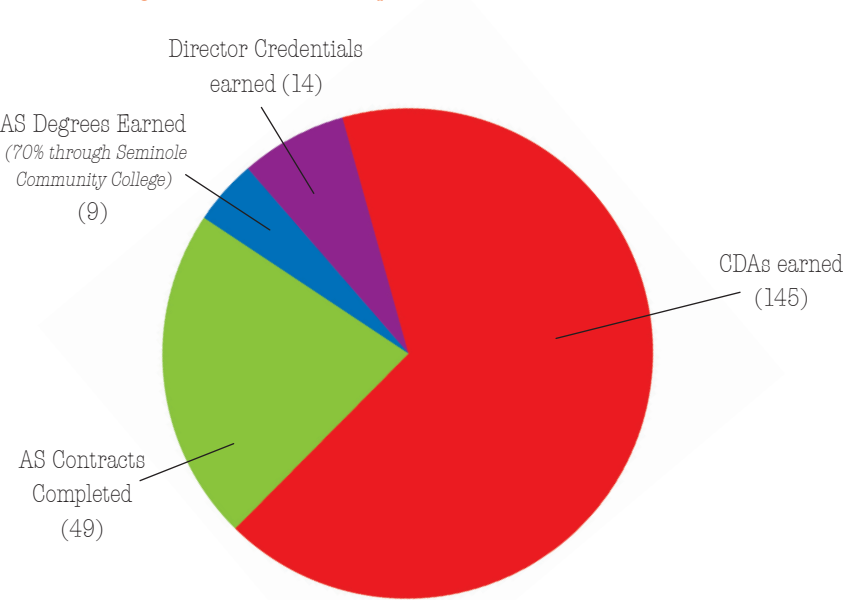


T.E.A.C.H. Scholars

Workforce Currently Receiving T.E.A.C.H. Scholarships



Credentials Earned Through T.E.A.C.H. Scholarships



Accreditation

Indicator #2: Accreditation

Accreditation has long been accepted as both a method for improving quality and as an indicator of quality (NAEYC, 1999). Many in the early care and education field associate accreditation with high-quality, and researchers have demonstrated correlations between accreditation and quality (Whitebook, Sakai & Howes, 1997; Groginsky, Robison, & Smith, 2004).

During the 2004 Florida legislative session, state lawmakers grappled with determining what voters intended by “high-quality” when they elected to amend the constitution and mandate a high-quality, voluntary universal pre-kindergarten (VPK), an especially daunting task considering there is no single definition among early care and education professionals. Regardless, one of the quality elements that programs must comply with in the resulting bill, expected to be signed by the Governor at the time of writing, is that programs must be accredited by one of the 11 accrediting bodies recognized by the Florida Gold Seal Program.

There are certain challenges for program administrators to face when deciding to become accredited and for those trying to maintain their status. Among these challenges are availability of time to focus on the process of accreditation (e.g., self-study, validation visits); staff turnover and program instability; and funding, given the process can be quite expensive. An important element to a successful accreditation initiative is trusting, respectful relationships. Facilitators accept each individual program at its starting point. Then they offer gentle guidance and exposure to new and different ways of thinking and doing. In a study by Whitebook, Sakai and Howes (1997), interviews with support group coordinators revealed that participants in the high-level support group had been meeting as a group for some time and had helped to design the facilitation

program and identified the services they needed. The moderate-intensity group was not as well organized but many of them had worked with the project sponsor before. The limited support group had no prior history with each other or the project sponsor. This finding implies that the strong relationships among the project participants was as crucial to the program’s success as the support received from the project facilitators, and may suggest that programs should consider building accreditation facilitation projects into existing support groups, such as monthly directors’ meetings or association meetings. However, the new friendships and support networks that can form through accreditation facilitation projects should not be discounted.



“At work, you think of the children you have left at home. At home, you think of the work you’ve left unfinished. Such a struggle is unleashed within yourself. Your heart is rent.” –Golda Meir

Heightened Public Awareness

In their article, Gormley and Lucas (2000) stated, “The effects of state child care initiatives can be enhanced considerably if parents become active partners in the quest for better child care.” Indeed, program staff may be more motivated to achieve accreditation if it is demanded by parents and can be used successfully as a marketing tool. While parents undoubtedly want the best for their

children, many do not know that accreditation is an indicator of a quality program. Large-scale public education efforts are needed to increase the pressure on programs to achieve and maintain accreditation according to Whitebook, Sakai, and Howes (1997).

Currently in Florida there are 14 recognized accrediting organizations. The following chart lists these agencies:

List of Approved Accrediting Agencies

Of the 14 recognized accrediting organizations in Florida, eight are represented in Orange County. The following is a current list of approved agencies participating in the Gold Seal Quality Care Program.

ACSI	Association of Christian Schools International
ACTS	Association of Christian Teachers and Schools
APPLE	Accredited Professional Preschool Learning Environment
COA	Council on Accreditation (multi-site, multi-program organizations only)
MSAC	Montessori School Accreditation Commission
NAC	National Accreditation Commission
NACECPPP	National Accreditation Council for Early Childhood Professional Personnel and Programs
NAEYC	National Association for the Education of Young Children
NAFCC	National Association for Family Child Care
NCPSA	National Council for Private School Accreditation
NECPA	National Early Childhood Program Accreditation
NSACA	National School-Age Care Alliance
SACS	Southern Association of Colleges and Schools
UMAP	United Methodist Association of Preschools

Source: <http://www.dcf.state.fl.us/childcare/goldseal.shtml#LinkLAAA>

Gold Seal Programs

The number of Gold Seal programs in Florida has risen from 981 in 1999 to currently 1,297 (DCF, 2005).

The following table presents the Gold Seal providers in Orange County.

Facility/Home Name	City	Zip	Accreditation	Original	Accreditation Expiration
Anchor Academy of Apopka	Apopka	32703	APPLE	7/1/04	5/3/10
Apopka Child Development Center	Apopka	32703	APPLE	10/20/03	2/25/07
Rainbow Child Care	Apopka	32712	NAEYC	9/19/00	8/31/08
Denton Johnson Head Start	Eatonville	32751	NAEYC	8/6/99	5/31/09
Jewish Community Center Childcare	Maitland	32751	NAEYC	11/15/84	6/30/09
Maitland Montessori School	Maitland	32751	MSAC	5/6/87	4/30/07
Winter Park Day Nursery, Inc.	Winter Park	32789	NAEYC	1/9/85	8/31/08
Aloma Kids of Orlando, Inc.	Winter Park	32792	NACECEP	10/6/99	7/31/07
Aloma Methodist Early Childhood Learning Center	Winter Park	32798	UMAP	6/19/95	4/16/08
KinderCare Learning Center #920	Winter Park	32792	NAEYC	9/5/84	6/30/09
Redeemer Lutheran Learning Center	Winter Park	32792	NAEYC	7/18/84	2/28/08
Winter Park Presbyterian Preschool	Winter Park	32792	NAEYC	5/10/83	1/31/07
RCMA Zellwood Child Development Center	Zellwood	32798	NAEYC	12/30/93	2/28/07
Callahan Head Start	Orlando	32801	NAEYC	4/15/91	12/31/08
Park Lake Presbyterian Church Child Care Center	Orlando	32801	NAEYC	9/15/84	11/30/09
Reeves Terrace Head Start	Orlando	32801	NAEYC	4/23/87	7/31/09
Wesley Child Development Center	Orlando	32801	NAEYC	10/12/87	6/30/06
Sunrise Child Care	Orlando	32803	APPLE	2/7/94	Unknown
College Park United Methodist Child Development Center	Orlando	32804	UMAP	11/14/84	8/26/08
Kid E Place, Inc.	Orlando	32804	APPLE	10/18/95	7/14/10
Frontline Outreach Child Development Center	Orlando	32805	NAEYC	12/4/93	3/31/08
Rio Grande Head Start Center	Orlando	32805	NAEYC	8/21/02	3/31/10
Alapont Family Day Care Home	Orlando	32807	APPLE	11/30/05	Unknown
BETA Center Developmental Childcare	Orlando	32807	NAEYC	5/9/89	Unknown
Happyland Learning Academy	Orlando	32807	APPLE	8/30/91	5/4/08
Primary Prep Academy	Orlando	32807	APPLE	9/10/93	8/21/07
Prince of Peace Lutheran Preschool	Orlando	32807	NAEYC	11/13/84	6/30/08
Hal Marston Head Start	Orlando	32808	NAEYC	3/17/95	5/31/09



Gold Seal Programs (cont'd)

Facility/Home Name	City	Zip	Accreditation	Original	Accreditation Expiration
Magnolia Academy and Child Care Center	Orlando	32808	NAEYC	9/21/01	Unknown
Oak Ridge YMCA Head Start Early Childhood	Orlando	32809	NAEYC	10/21/96	12/31/08
Storybook Nursery School	Orlando	32809	APPLE	5/11/00	12/19/06
Hands Together Learning Academy	Orlando	32810	APPLE	10/20/05	5/2/06
Lila Mitchell Head Start	Orlando	32811	NAEYC	4/10/85	4/30/09
Childlife Preschool	Orlando	32812	APPLE	2/23/87	4/29/09
Kids & Company	Orlando	32812	APPLE	1/14/99	8/27/07
Page Private School of Orlando	Orlando	32817	NAEYC	4/4/89	Unknown
Top Kids Academy	Orlando	32817	APPLE	9/6/01	12/19/06
KinderCare Learning Center #1341	Orlando	32818	NAEYC	8/14/89	9/30/09
Discovery Prep Academy, Inc.	Orlando	32819	APPLE	6/26/04	2/28/08
KinderCare Learning Center #1606	Orlando	32819	NAEYC	10/2/01	3/31/08
Little Fishes Preschool	Orlando	32819	ACSI	9/3/93	5/31/08
American Preschools, Inc.	Orlando	32822	APPLE	9/9/85	4/19/07
Golden Bear Day School	Orlando	32822	APPLE	9/16/03	2/20/07
Hand 'N Hand Child Enrichment Center	Orlando	32822	APPLE	8/14/89	3/4/09
La Petite Academy #180	Orlando	32822	NAEYC	2/21/85	10/31/07
East Orange Head Start	Orlando	32826	NAEYC	4/15/91	7/31/09
Kids 'R Kids #5 - Waterford Lakes	Orlando	32828	APPLE	8/18/98	6/22/09
Primrose School at Avalon Park	Orlando	32828	SACS	7/21/03	3/31/06
Kids & Company - Chickasaw Road	Orlando	32829	APPLE	1/26/01	7/14/07
KinderCare Learning Center #1400	Orlando	32837	NAEYC	9/26/90	9/30/09
Primrose School of Hunters Creek	Orlando	32837	SACS	8/10/01	3/31/06
Pierre Family Day Care Home	Orlando	32839	COA	12/30/01	Unknown

As presented in the chart above, there are 52 accredited child care programs in Orange county as of March 2006. The majority of these Gold Seal Accredited programs are located in Orlando (n=39) and the remaining locations include: Apopka (n=3), Eatonville (n=1), Maitland (n=2), Winter Park (n=6), and Zellwood (n=1).

The majority of accredited programs are NAEYC accredited (n=26). The *NAEYC Academy for Early Childhood Program Accreditation* administers a national, voluntary accreditation system to

help raise the quality of all types of preschools, kindergartens, and child care centers. Currently there are more than 10,000 NAEYC-accredited programs, serving nearly one million children and their families. Since the system began in 1985, NAEYC Accreditation has provided a tool through which early childhood professionals, families, and others concerned about the quality of early childhood education can evaluate programs, compare them with professional standards, strengthen the program and commit to ongoing evaluation and improvement (www.naeyc.org).

“When I approach a child, he inspires in me two sentiments; tenderness for what he is, and respect for what he may become.”

–Louis Pasteur

The next largest group of accredited programs have become accredited through the Florida Association for Child Care Management, also known as FACCM (n=18). The Accredited Professional Preschool Learning Environment accreditation program (APPLE) is also a voluntary national accreditation program. In the state of Florida, programs must be a member of the Florida Association for Child Care Management in order to receive this as a member benefit. All components of a program are examined including: administration, classroom environment, parent and community involvement, advocacy on behalf of children and child care, staffing credentials, staff-to-child ratios, teacher/child interaction, literacy and curriculum (<http://www.faccm.org>).

One program is accredited through the Association of Christian Schools International (ACSI), which is a nonprofit organization, founded in 1978 through a merger of three Christian school associations. Programs and services are designed to assist Christian schools at every grade level including early education and higher education (<http://www.acsi.org/web2003/default.aspx?ID=1606>)

One program is accredited through the Council on Accreditation for Children and Families Services (COA), which is an international, independent, nonprofit, child- and family-service and behavioral healthcare accrediting organization. Founded in 1977 by the Child Welfare League of America and Family Service America, COA partners with human service organizations worldwide to improve service delivery outcomes by developing, applying, and promoting accreditation standards. Originally known as an accrediting body for family and children's agencies, COA now accredits 38 different service areas, including substance abuse treatment, adult day care, services for the homeless, foster care, and intercountry adoption. (http://www.mcf.gov.bc.ca/accreditation/coa_carf.htm#coa)

One program is accredited through the Montessori School Accreditation Commission (MSAC), which is a branch of the National Center for Montessori Education (NCME) and is governed by its Board of Directors. This relationship gives MSAC the economic and organizational strength as well as the knowledge base of an established association. NCME became an independent non-profit corporation in 1983. MSAC accreditation is open to all Montessori schools that choose to embark on the journey of school accreditation (<http://www.montessori-msac.org/>)

One program is accredited through the National Accreditation Commission for Early Care and Education Programs (NACECEP), which is a program of the National Association of Child Care Professionals (NACCP). The organization's goal is to improve, enhance and strengthen the credibility of the people who lead the child care industry by providing membership services and benefits. NACCP is the only association exclusively dedicated to child care management without regard to a center's tax status and corporate sponsorship (www.naccp.org).

Two programs listed in the above chart are accredited through the Southern Association of Colleges and Schools (SACS). This organization is a non-governmental, voluntary organization that accredits more than 13,000 public and nonpublic institutions from early childhood through university. Today, SACS CASI is the largest accrediting agency in the world and is one of only six agencies that accredit both public and nonpublic educational institutions (<http://www.atlantahighered.org/resources/sacs.asp>)

The final two accredited programs in Orange county are accredited through the United Methodist Association of Preschools (UMAP).

<http://www.umapfl.com/templates/chr06re/default.asp?id=28288>



Voices of Orange County Parents

Indicator #3: Parent Education and Survey Discussion

To better understand the needs and perspectives of families in the school readiness system in the county, a phone survey was designed and can be located in Appendix D. The survey was designed to gauge the level of satisfaction and perspectives of parents receiving school readiness services.

Staff at the local resource and referral agency were contacted to generate a random list of school readiness families. As a result, a master sample of 500 randomly selected individuals was pulled from the population of all families in the county. A total sample of 91 parents responded to phone interviewers and provided valuable information.

First, results indicated that over half of those who responded (53%) have only one child enrolled in school readiness services. Another 36% have two children enrolled, 9% with three children, and 2% of parents have four children enrolled in the program. Of the 85 parents who responded to this question, “Are you satisfied with your

“I want my child to be able to do well in school. We try to read stories but we get home so late that it is almost bedtime. I’m trying to be a good parent. I do my best. There just isn’t enough hours in the day and I have to work. My job pays me \$9.00 per hour and I can’t afford to lose it.”

school readiness placement for your child?” 89% of the respondents stated yes, while 4.4% stated no. The majority of parent respondents (80.2%) believed that the program was helping their child become prepared for school and ready to learn, while 12.1% did not believe this to be true (n=84).

Parents were also asked to identify those in their lives that they relied upon for advice in parenting including family, their provider and friends. Of the 79 parents that responded to this question, 62.6% answered that they relied upon

their family for advice, 18.7% relied upon their child’s provider, and 5.5% relied upon friends. When asked about reading materials such as magazines and brochures about how to enhance their child’s school readiness, almost 75% of the 85 respondents answered that they did read materials. The remaining 18.7% reported that they did not read materials for this purpose. 83 parents responded to the question of how they preferred to get information that helped them as parents. More than half reported that they preferred to read information (51.6% or 47 parents), nearly 20% reported to prefer videos or DVDs (19.8% or 18 parents), and an equal number of parents (nine parents) preferred workshops or tapes or CDs (nine parents).

To investigate parental concerns, parents were asked to identify their biggest parenting challenge from behavior management to having enough time. Of the 69 parents who responded to this question, 29.7% reported that their biggest challenge was behavior management while another 20.9% reported that not having enough time was a challenge. Next, those who reported financial resources as representing their biggest challenge made up 14.3% of the sample. For some, 7.7% or 7 parents, stress management was an important challenge and the remaining three parents (3.3%) reported in the other category.

The majority of parents (76.9%) responded that they would be willing to attend a workshop or training to help them address the challenge they identified, while 16.5% were not interested in

“I would really like to get together with other parents and learn about how to be a better parent. I need help with discipline. But I can’t pay for a babysitter. It also depends on where it is and how far I would have to drive.”

“I am so thankful for help in paying for child care so I can work. If I didn’t have help, more than half of my take home pay would be used to pay for care. I couldn’t feed or clothe my child. I wouldn’t be able to work. I hope that more parents can be helped.”

this option. For those who were interested, they were asked if they would be able to attend given transportation and work schedules can be obstacles for some. Nearly two-thirds (61.5%) responded that they would be able to, while 34.2% responded that they would not be able to. A separate transportation question was included on the survey. The vast majority of parents reported that they did have transportation available to them (87.9%), while 5.5% reported that they did not have access.

On the topic of literacy, parents were asked if they used a local library as a resource. Of the 85 parents who responded to this question, about equal numbers responded that they did and did not use the library (51.6% yes vs 41.8% no). For those who did use the library, they were asked if they took their child or children with them. More than 50% said that they did (51.6%) and 34.1% reported that they did not.

Given how much technology has shaped our society, parents were asked if they had a computer in their home with internet access. Again, about equal numbers of parents responded either yes they did have an internet ready computer (46.2%) or that they did not (48.4%). When asked if they believed themselves to be their child’s first teacher, 80.2% agreed with this statement, though 7.7% of parents responded that they did not see themselves in this role.

“I don’t see myself as my child’s first teacher. I wasn’t a very good student in school. I’m glad that his teachers can help him.”



Kindergarten Screening

Summary

Younger students in Orange County are fairing consistently as well as other students their age in the state. According to the most recent ESI-K results, 83% of Orange County students are “ready” to enter kindergarten as compared to 82% of students in the state. A small percentage are “getting ready” (12%) and even fewer are “not ready yet” (5%). Consistent with these results

are the results for DIBELS performance. Half of all students assessed are above average in letter naming skills and 37% are above average in initial sound fluency. On the opposite end of the continuum are those students at high risk in these two skill areas and 21% of students fall into this risk category for letter naming and initial sound fluency.

Florida School Readiness Uniform Screening System State Report of District Results Fall 2005

ESI-K Results	Orange County	State Distribution
% Ready	83%	82%
% Getting Ready	12%	13%
% Not Ready Yet	5%	5%
	n=12,282	n=181,742

DIBELS Results (Letter-Naming %)	Orange County	State Distribution
Above Average	50%	50%
Low Risk	13%	14%
Moderate Risk	15%	16%
High Risk	21%	19%
	n=12,070	n=178,953

DIBELS Results (Initial Sound Fluency %)	Orange County	State Distribution
Above Average	37%	41%
Low Risk	20%	20%
Moderate Risk	22%	20%
High Risk	21%	20%
	n=11,672	n=172,901



How Does Your Garden Grow?

Tip - Fertilize: Fertilize often with new financial commitments, resources, volunteers, and new partners, mixed with equal portions of hope, vision and opportunity.



Affordability

Families depend on reliable child care and early education in order to earn a living, especially considering the prevalence of women in today's workforce. Most parents work. And no matter where they work or why they work, they all share in a common struggle: to find quality, affordable child care. In searching for care, the families' ability to pay is a critical determinant. Most often, programs that offer higher quality tend to cost more than those meeting minimal standards with less experienced teachers.






Locating and affording quality child care and early education enables families to maintain employment. It also prepares children for school, a tremendous benefit, especially for children of low income families. In spite of the benefits, the high costs of quality early education forces parents to select lower quality options. Unfortunately, these less expensive programs often lack the continuity and stability that children need for long-term positive results. Early education providers face a dilemma. If they lower parent fees then they may be forced to reduce payroll costs (as their largest expense category), thus increasing the risk of staff turnover impacting the overall level of quality at their facility.






*“If we don't stand up for children,
then we don't stand for much.”
—Marian Wright Edelman*



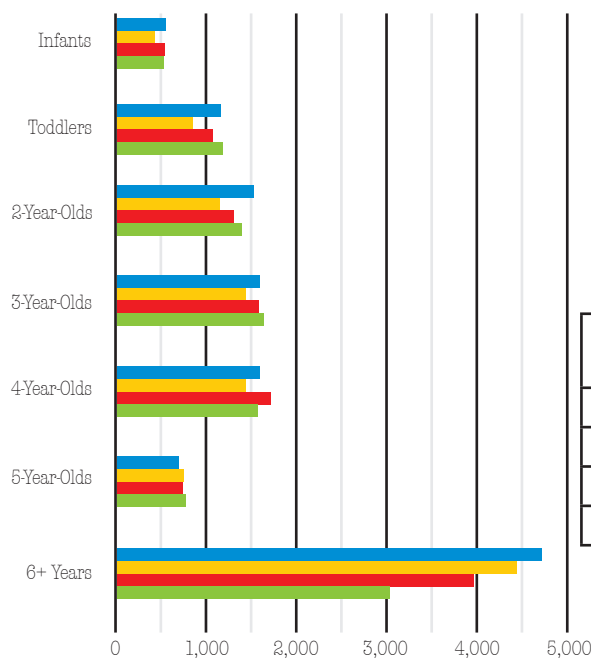
Eligibility for School Readiness Programs





Proviso language in the 2003 Appropriations Act prioritizes participation in the school readiness program for children from families to include:

-  temporary cash assistance for those who meet federal work participation requirements
-  children younger than age five who are at risk of abuse, neglect or exploitation;
-  children at risk of welfare dependency including economically disadvantaged children;
-  children of participants in the welfare transition program;
-  children of migrant farm workers;

-  children of teen parents;
-  children of working families whose family income does not exceed 150 percent of FPL.
-  three and four-year old children who have disabilities, are economically disadvantaged, or who are at risk of future school failure;
-  children who meet federal and state requirements for migrant preschool but who do not meet the criteria of economically disadvantaged; and
-  children for whom the state is paying a relative caregiver payment.

School Readiness Children Served by Age Group



	Total # Served	Total Costs
 February 2003	11,951	\$2,905,347
 February 2004	10,615	\$2,708,714
 February 2005	11,013	\$2,846,348
 February 2006	10,094	\$2,589,166

Source: AWI, FLSRS reporting system www.flrs.org

School Readiness Resources

Once in the program, the child may remain until kindergarten without regard to family income level, subject to adjustment to the family co-payment on a sliding fee scale based on total family size and income.

School readiness programs are funded through a mixture of state and federal funds. School readiness services (formerly known as subsidized child care) operate through a privatized system based on parental choice. The chart below illustrates the service levels by age groups for the past four years in Orange County. As evidenced by the chart, the numbers of children served during the month of February for 2003 – 2006 have remained relatively constant by age groups. The exception is the steady decline in services for school-age children six years of age and older. Considering the mission of the Early Learning Coalition, this is expected.

Fewer children were served in February 2006 than in previous years and costs for the month reflect this.

CCEP Program

The Child Care Executive Partnership (CCEP) program is one example of how local government and business leaders are helping families afford child care. The CCEP program is a strategic, public/private partnership that assists employers in meeting the needs of a growing segment of their workforce - working parents. Helping working parents balance work responsibilities and family demands has proven to be a wise investment positively impacting the bottom line. Affording quality child care and early education is a major concern for low-wage earning parents and affects their attitude and job performance. By assisting employees with child care expenses, parents are able to work more consistently and productively.

The CCEP program is governed by a ten member board appointed by the Governor. As a participant in the CCEP program, business leaders invest in their low wage earning employees by paying a portion of their employee's child care expenses. State and federal funds are matched with local funds from governments, employers, charitable foundations and other sources on a dollar-for-dollar basis. Employers and other partners may participate either through employee benefit participation, or charitable purchasing pool contribution.

For the fiscal year 2004-2005, the ELCOC requested \$1,034,926 in CCEP funds and was allocated the full amount. As of February 2006, the ELCOC had an approved budget of \$858,590. Participating in this program are five major partners which include three government affiliated organizations. The Orange County Citizens' Commission for Children contributed \$600,000; the Orange County Citizen Review Panel contributed \$161,926; and the City of Orlando contributed \$143,000. The major private company contributor was Rosen Hotels and Resorts who contributed \$120,000 as employee benefit and has done so for six years. More than 500 children were served as of January 2006 with these funds (n=503).

Government - Orange County and City of Orlando

Orange County Government, through the Citizens' Commission for Children, provides funding and monitoring of local human service programs that address the needs of children and families in Orange County.

Under the guidance of Mayor Richard T. Crotty, this County Division administers the contribution of \$600,000 in CCEP funding and another \$161,926 from the Citizens' Review Panel, for school readiness services (formerly known as subsidized child care), in the fiscal year, 05-06 to low-income families who need assistance with the cost of childcare so they are able to work. In addition, Orange County Government provided \$222,390 through their Community Development Block Grant dollars.

Through the Neighborhood Centers for Families (NCF), some 23,000 Orange County residents received services, and, more than 134,000 direct service hours were provided to support children and families.

The City of Orlando, under the direction of Mayor Buddy Dyer, launched an aggressive Pre-Kindergarten Initiative in 2003-2004. Through the efforts of MEAC, the Mayor's Education Action Council, some \$400,000 was raised by the business leaders in our community, ultimately funding 12 pre-kindergarten classrooms in the City of Orlando. In addition, the City of Orlando, contributed \$418,000 in low-income match and another \$143,000 in CCEP match dollars designated for the Parramore Community Education Project.



Voluntary Prekindergarten (VPK)

In 2004, the Florida Legislature enacted legislation to implement the Voluntary Prekindergarten (VPK) Education Program, in accordance with the State Constitution. The implementing legislation provides for a voluntary prekindergarten education program to be available in the fall of 2005 for all children who are four years old by September 1. The program may be delivered by private, faith-based, or public schools which meet eligibility requirements. It includes both a school-year and a summer option, with different requirements for each in terms of class size, instructor to student ratios, total instructional hours, and qualifications of personnel. (See Part V, "Voluntary Prekindergarten Education Program," Chapter 1002, Florida Statutes.)

The legislation assigns responsibilities for the day-to-day management of the program to the Agency for Workforce Innovation (AWI); licensing and credentialing to the Department of Children and Families (DCF); and the creation of standards, curriculum, and accountability to the Department of Education (DOE). All three agencies are working together to provide leadership and support to the local early learning coalitions, school districts, and public and private providers to ensure the successful implementation of effective prekindergarten education programs for Florida's four-year-old children. The constitutional amendment establishing the requirement for VPK defines the program and delineates its essential characteristics—specifically, that it be voluntary, high quality and free. Section 1(b), Article IX of the State Constitution states:

Section 1. Public education.—

(b) Every four-year old child in Florida shall be provided by the State a high quality pre-kindergarten learning opportunity in the form of an early childhood development and education program which shall be voluntary, high quality, free, and delivered according to professionally accepted standards. An early childhood development and education program means an organized program designed to address and enhance each child's ability to make age appropriate progress in an appropriate range of settings in the development of language and cognitive capabilities and emotional, social, regulatory and moral capacities through education in basic skills and such other skills as the Legislature may determine to be appropriate.

In Orange County, 7,320 children were enrolled in VPK beginning in August, 2005. Currently, as of April 2006, there are 5,900 children in the VPK program. The difference of 1,420 children can be attributed to children participating in the intense VPK program that ended in December and those children whose families moved or ended their participation for other reasons.

Current statistics from the Office of Early Learning indicate that 74% of the estimated numbers of children anticipated for participation in Orange County are taking advantage of the program.

“Many things can wait. The child cannot.
 Now is the time his bones are being formed, his blood is being made,
 his mind is being developed. To him, we cannot say tomorrow.
 His name is today.”

–Nobel Laureate Gabriela Mistral

Costs

Market Rate

	Birth to 12 months			One-Year-Olds			Two-Year-Olds		
	Centers	Licensed Homes	Registered Homes	Centers	Licensed Homes	Registered Homes	Centers	Licensed Homes	Registered Homes
Orange	\$150	\$125	\$120	\$130	\$120	\$105	\$120	\$100	\$100
Florida	\$140	\$130	\$115	\$125	\$125	\$100	\$115	\$125	\$100
Urban county	\$144	\$130	\$120	\$128	\$125	\$100	\$119	\$125	\$100
Rural county	\$122	\$115	\$100	\$110	\$100	\$100	\$100	\$100	\$95

	Three-Year-Olds			Four-Year-Olds			Elementary School-Age		
	Centers	Licensed Homes	Registered Homes	Centers	Licensed Homes	Registered Homes	Centers	Licensed Homes	Registered Homes
Orange	\$115	\$100	\$100	\$115	\$100	\$100	\$100	\$90	\$85
Florida	\$110	\$120	\$100	\$110	\$115	\$95	\$100	\$100	\$85
Urban county	\$110	\$120	\$100	\$110	\$120	\$100	\$100	\$100	\$85
Rural county	\$100	\$100	\$95	\$96	\$100	\$90	\$82	\$100	\$85

Note: Market Rate is calculated at the 75th percentile of all rates reported in each category. Rates do not include: public and non-public schools, Head Start programs, playgroup, summer camp only, sick care agency, nanny/aupair agency, informal providers. Source: 2005 Maximum Rate Schedule – Full Time Weekly – Office of Early Learning.



Poverty Guidelines

When considering market rates for services, it is also important to keep in mind that budgeting for child care costs can be an economic obstacle for many. For example, a family of four today is considered living at (100%) poverty if the annual household income is equal to or less than \$20,000. A family of four earning \$40,000 would be considered living at 200% of poverty, which is the percentage used in most social service agencies for eligibility purposes. Therefore, a family of four

living in Orange County earning \$40,000 (200% of Federal Poverty Level) would spend 34% of their annual income for services for an infant and a three-year-old in a child care center. The following is the most up to date Poverty Level Guidelines (March 2006 to February 2007). The guide can be useful in determining the percentage of a family's income being spent on child care at other poverty levels.

March 2006-February 2007 Federal Poverty Guidelines

Number in Household	100% Poverty	150% Poverty	200% Poverty	250% Poverty
1	\$9,800	\$14,700	\$19,600	\$24,500
2	\$13,200	19800	26400	33000
3	16600	24900	33200	41500
4	20000	30000	40000	50000
5	23400	35100	46800	58500
6	26800	40200	53600	67000
7	30200	45300	60400	75500
8	33600	50400	67200	84000
	*	**	***	****

* For each additional household member, add \$3,400 per year

** For each additional household member, add \$5,100 per year

*** For each additional household member, add \$6,800 per year

**** For each additional household member, add \$8,500 per year

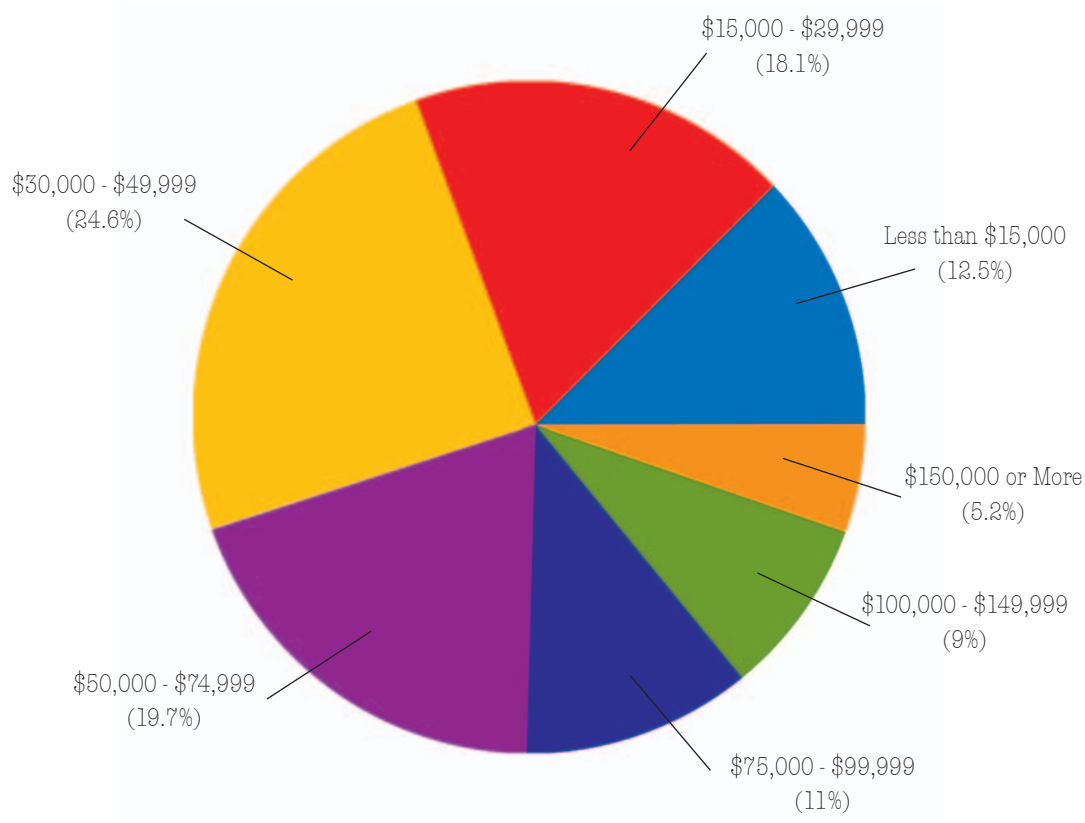
Note: Income figures are based on information published in the Federal Register, Vol. 71, No. 15, pp. 3848-3849, January 24, 2006

Household Income

According to data from the American Community Survey (ACS) of the Census, the median household income for the nation in 2004 inflation-adjusted dollars was \$44,684, which is slightly more than the median household income for those living in Orange County at \$44,490 (a difference of \$194 per year). The median family income, also in 2004 inflation-adjusted dollars, for the nation was \$53,692 as compared to the Orange County

amount of \$49,227 (a difference of \$4,465 per year) (ACS, 2004). According to another source based on school district information, the following pie chart presents the percentage of household income per income range. The majority of households earned between \$30,000 and \$49,999 per year (24.6%). The fewest families earned \$150,000 or more per year (5.2%).

Household Income Distribution - 2005 (%)



“I assure you, even if you had faith as small as a mustard seed you could say to this mountain, ‘Move from here to there,’ and it would move. Nothing would be impossible” *—The Bible*

Indicator #1: *Parents have access to affordable quality child care and early learning program services.*

The ELCOC contracts with Community Coordinated Care for Children, Inc. 4C has offices located in Orlando, Sanford, and Kissimmee for child care resource and referral services and management of school readiness and VPK enrollment and eligibility. This organization provides a number of services for local residents and those needing care, but living outside of the county. The organization has been serving the surrounding area for over 35 years, is accredited by the Council of Accreditation for Family and Children’s Service (COA), and is a private, non-profit organization that provides comprehensive services to individuals and families in four counties including Orange, Osceola, Seminole, and Sumter.

According to data generated by staff of 4C Orlando, in a six month period of time, over 1,500 parents from Orange County asked for referrals for child care options (1,669 parents from July to December, 2005). The organization also reported that as of January 31, 2006, the total

number of school readiness children in informal care arrangements was 136 children. Informal care arrangements are those including care by relatives or neighbors. Informal care accounts for the arrangements by parents or family members outside of the business of child care (i.e., private centers or family child care homes). This number of school readiness children is approximately 1% of all school readiness children served as of January 2006 (10,700). For all the children who are served with the assistance of the school readiness program, there are many who still need assistance. According to data from 4C, the following graph documents the number of children on the wait list needing services in Orange County:

Wait List Figures - Ages Birth to 5

Infant	710
Toddler	741
2 years	701
3 years	658
4 years	534
5 years	415

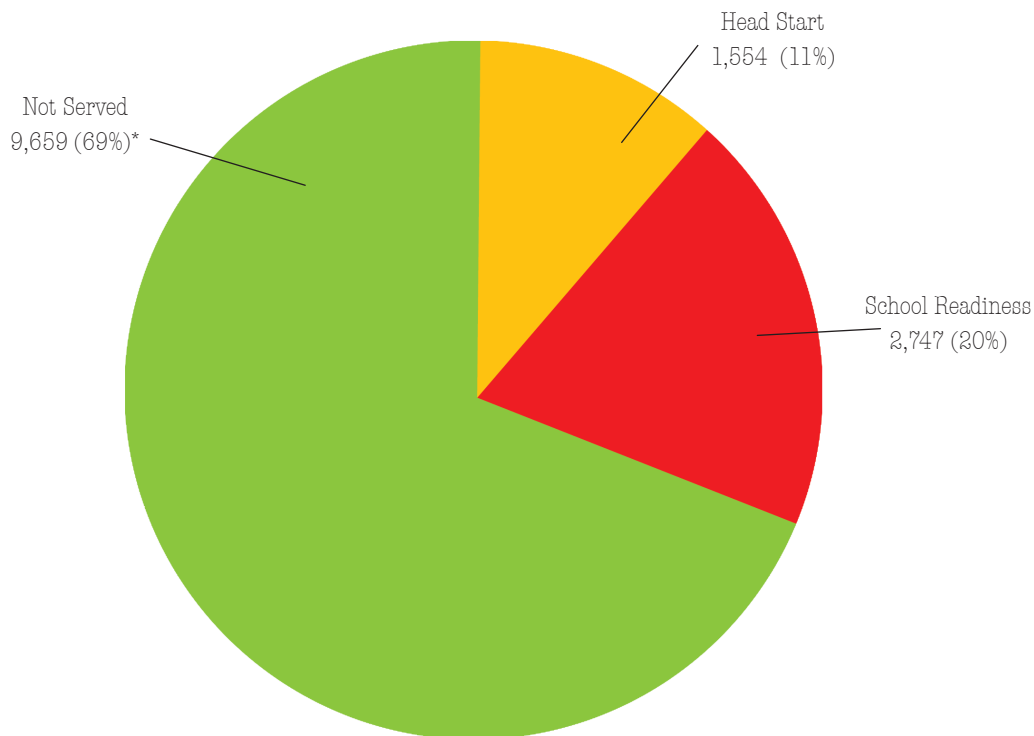
n=3,759

Indicator #2: Parents and children have access to resources adequate to meet their basic needs of food, clothing, shelter, and safety.

According to the Census Bureau, there are 17.9% of children younger than five years of age living in poverty. With a population of children younger than five of 77,989, this represents approximately 13,960 children. Head Start serves 1,554 in Orange County whose income guidelines mandate that families must live at 100% of poverty or below to qualify for services. School readiness services

are available for families at 150% or below of the federal poverty level and the Child Care Executive Partnership (CCEP) guidelines allow up to 200% to be eligible. However, for purposes of analysis, the number of children receiving school readiness services at or below 100% of poverty for the month of February 2006 was 2,747. This represents approximately 31% of the eligible population of children who live at or below poverty are receiving early education services.

Children in Poverty Receiving Early Education Services



*This is an estimate. It is not apparent if any of these children in this category are served through the VPK program since services for VPK are not needs based. The total number of preschool children served through school based Title I programs was not available. This total would also affect the percentage represented.

Poverty Demographics

Beyond understanding the population characteristics in the state or county, data documenting and describing the socioeconomic status of those living in the area is critical when trying to understand need. The following graph presents data at the state and county level and describes poverty according to 2000 Census reports.

	Florida	Orange County	County Rank (67 counties)*
All Persons	12.5%	12.1%	40th
Persons Younger than Age 5	18.8%	17.9%	42nd
Persons Age 5 - 17 Years	17.2%	16.4%	46th
Persons Age 65 Years and Older	10.8%	9.3%	38th
All Families	9.0%	8.8%	43rd
All Families with Children Younger than Age 18	14.2%	13.0%	48th
Married Couple Families	5.1%	4.5%	46th
Female Headed Families, No Husband Present	28.4%	23.8%	50th
Female Headed Families with Children Younger than Age 5	53.9%	42.4%	53rd
Female Headed Families with Children Younger than Age 18	32.8%	30.3%	52nd

*1st = poorest (or most)

Source: <http://fl.rand.org/stats/popdemo/popraceage.html>

The Florida Department of Children and Families (District 7) offers several supplemental income programs to Orange County residents, including Temporary Assistance to Needy Families (TANF), food stamps, and Medicaid.

Orange County Public Assistance to Low-Income Families (including children)

TANF	11,428
Food Stamps	73,111
Medicaid	117,490
Total	202,029

School Readiness Families

An analysis of various demographic characteristics of school readiness families revealed a number of interesting trends. In a sample of 5,031 parents of school readiness children in 49 zip codes in Orange County and 9 zip codes in surrounding counties (Seminole and Lake), a statistical software program was used to organize and analyze descriptive data. Data were obtained from 4C Orlando and organized by various demographics. First, the following table presents data based on where parents of school readiness children live by residential zip codes. The majority of parents who received school readiness support lived in Orlando within 35 various zip codes.

School Readiness Recipients by Zip Code (Parent/Relative/Guardian)

Apopka (2 zip codes)	246
Gotha	2
Maitland	51
Oakland	4
Ocoee	55
Orlando (35 zip codes)	4,445
Plymouth	3
Windermere	4
Winter Garden	74
Winter Park (2 zip codes)	128
Zellwood	5
Outside Cities	10

When describing families who need school readiness services, it is important to keep in mind that school readiness has different definitions depending on the family or individual in need. For example, the following chart presents the number of individuals who receive one of eight different lines of assistance. The largest number of individuals received assistance for being BG8 or low income working/teen HS/disabled/or retired (65+) parent.

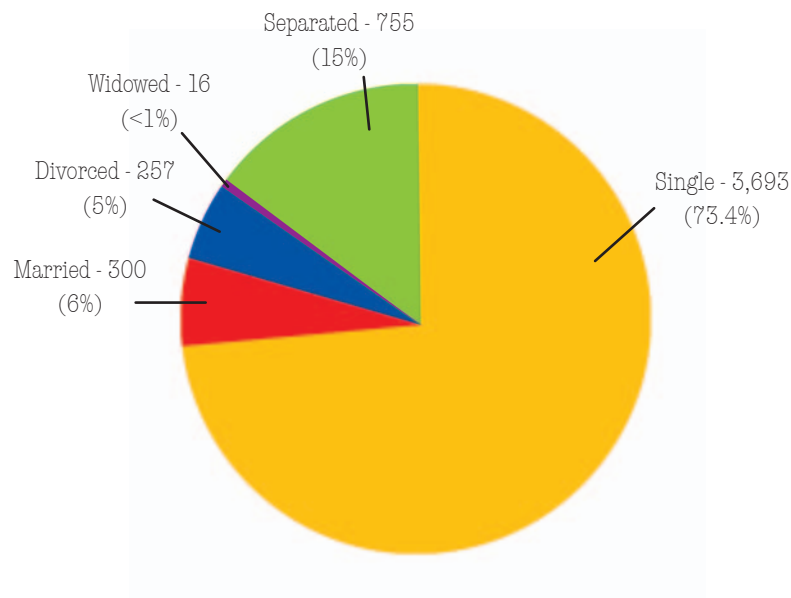
Family Eligibility Categories

Eligibility Categories		Individuals in Each Code	%
At Risk	BG1	561	11.2%
Relative Caregiver	BG3R	46	.9%
Welfare Transition	BG3	529	10.5%
Transitional Child Care	BG5N	1	0
Transitional Child Care (Working)	BG5	579	11.5%
Low Income (Working)	BG8	2,977	59.2%
Child Care Partnership	CCPP	162	3.2%
	Other	175	3.5%
	Total	5,030	100%
Missing		1	0
Total		5,031	100%



Who Does School Readiness Funding Serve?

The vast majority of parents in this sample were using full-time child care (98.7% or n=4,968) with the remaining parents needing part-time care (1.3% or n=63). The following graph presents data on the reported marital status of the parents in the school readiness system:



This data is consistent with another reported variable of “number of parents in the home.” The overwhelming majority of families had one parent in the home (63.7%), with another 32.9% having no identified parents in the home, and finally, 3.5% had two parents living in the home. When examining the adult relationship to the enrolled child, a majority self-reported as parents (92% or 4,629 individuals). For the remainder of the sample, 4.4% reported being relatives to the children (n=223), 3% as other (n=151), and less than 1% of the sample reported being either a foster parent (n=23) or a legal guardian (n=5).

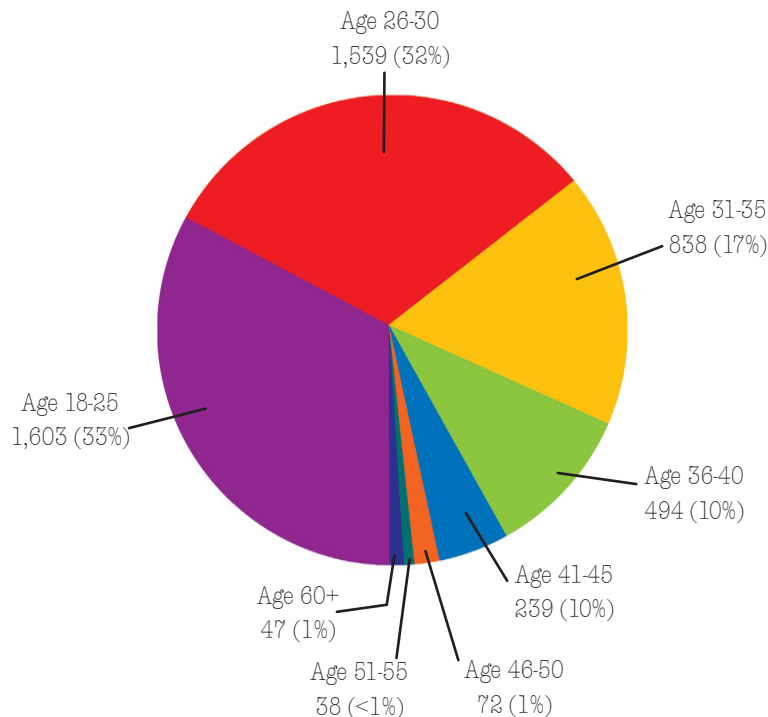
Researchers have documented that fewer children are living in households with two parents who are married and until very recently, births to unmarried women have risen. Family structures without two married parents are associated with reduced financial resources, less cognitive and emotional stimulation, and poor parenting. Heckman and Masterov (2004) suggested that determining the relative importance of these factors is an ongoing debate, but hesitate to note that their cumulative effect on child outcomes is negative. Given that 73.4% of families in Orange County who receive school readiness assistance

School Readiness Parent Age

are single, it is notable that some of these challenges, both for parents and children, exist in several communities. Furthermore, the majority of the sample were women (96.1% and 194 males). Nearly 90% of single-parents are women in the United States and many of these families face poverty or near poverty (Census, 2000). Because women workers are concentrated in low-paid occupations (Goldberg, 1990), and because their labor force participation may be less continuous than that of male workers, mothers in single-parent families often have difficulty providing their families with an acceptable standard of living.

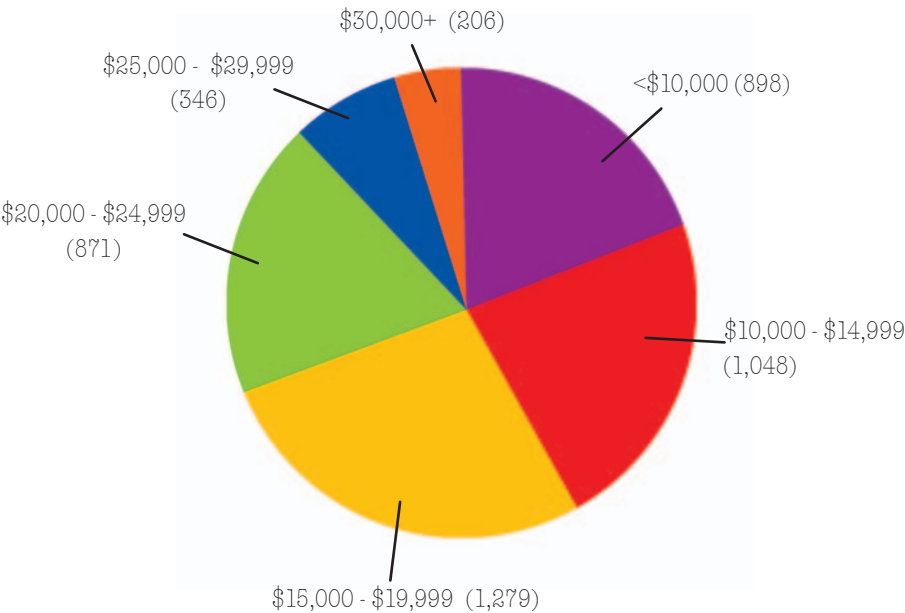
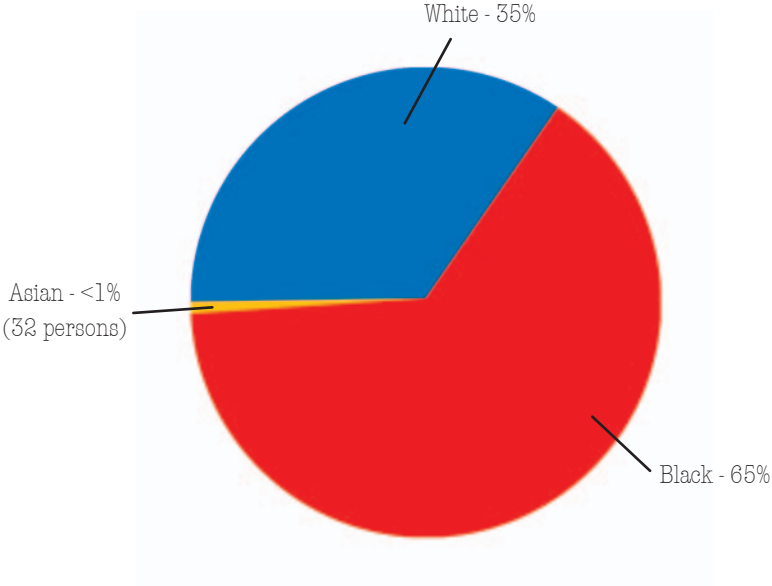
Researchers have also documented that single-families with stronger familial and social supports were more likely to demonstrate positive mental and physical health outcomes, which is important to ensure the care and support of children (Hanson, 1986).

The age of parents in the sample ranged from younger than 18 to 65 and older. The majority of parents were younger than 30 (65% of the 4,870 reporting for this question). The following table presents the data reflecting the ages of parents/adults in the sample:



School Readiness Parent Ethnicity and Income

Parents were also asked to report and describe their ethnic backgrounds. The majority of respondents did not have Hispanic ethnic backgrounds (22.6% or 1,138 vs 3,893). Furthermore, only 6% of the sample reported that Spanish was their primary language, while 89.7% reported that English was their primary language and 2.9% reported primarily speaking Creole.

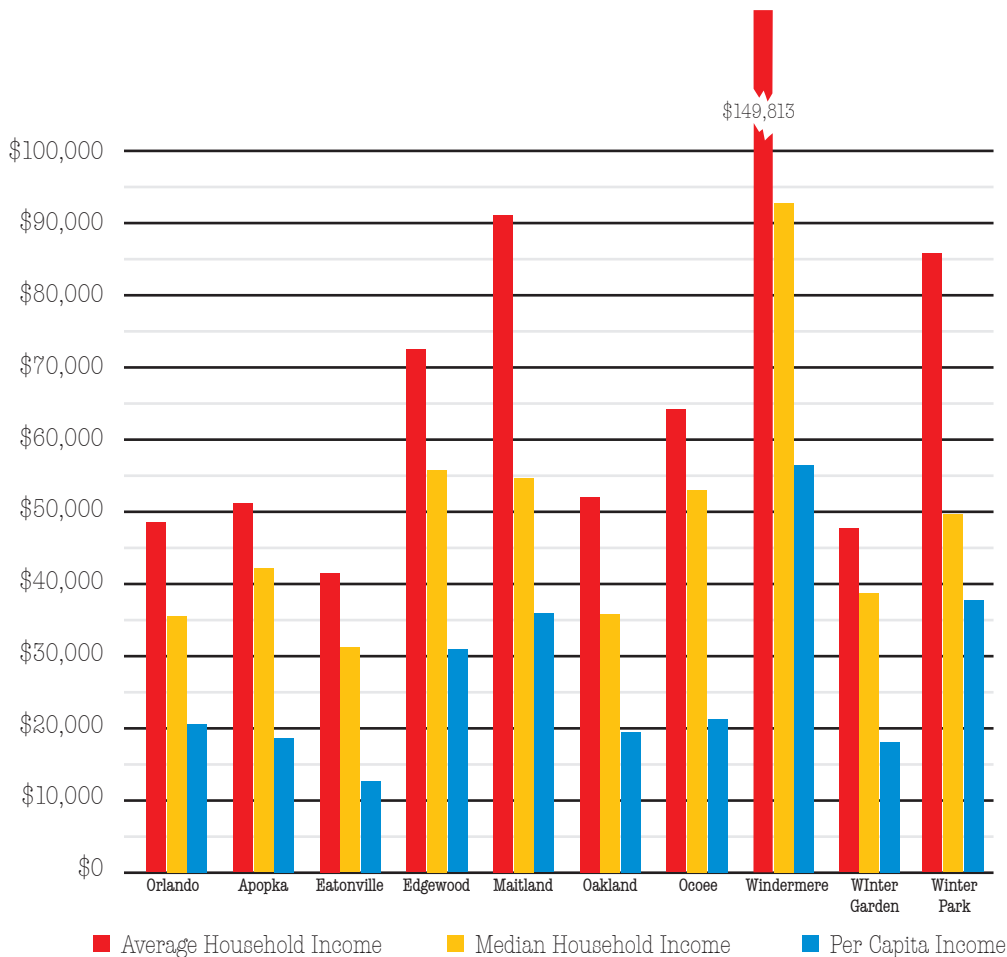


Overall, the examined sample of school readiness parents uncovered a population of young, single, black women making less than \$20,000 a year.

Income Demographics

2005 Census Estimates

	Orlando	Apopka	Eatonville	Edgewood	Maitland	Oakland	Ocoee	Windermere	Winter Garden	Winter Park
\$0 - \$15,000	17%	11.5%	25%	6.9%	9.8%	13.8%	7.5%	4.1%	15%	13%
\$15,000 - \$24,999	15.7%	12.5%	13.1%	10.5%	11.1%	14.2%	9.8%	5.9%	15.6%	11.9%
\$25,000 - \$34,999	16.2%	16.1%	17.2%	12.8%	10.1%	20.8%	10.6%	5.5%	14.9%	11.4%
\$35,000 - \$49,999	18.9%	19.5%	17.3%	15%	15.5%	15.6%	18.5%	8.9%	19.2%	14.2%
\$50,000 - \$74,999	17.2%	22.4%	13.9%	19.9%	17.1%	16.7%	25%	15.1%	19.3%	16.5%
\$75,000 - \$99,999	7.5%	9.1%	6%	14.2%	11.2%	6.1%	14%	14.1%	7.5%	10.7%
\$100,000 - \$149,999	1.6%	6.7%	5.8%	13%	11.2%	8.2%	9.8%	17.4%	6.1%	10%
\$150,000 +	2.9%	2.3%	1.8%	7.6%	14.1%	4.6%	4.8%	28.8%	2.5%	13.2%

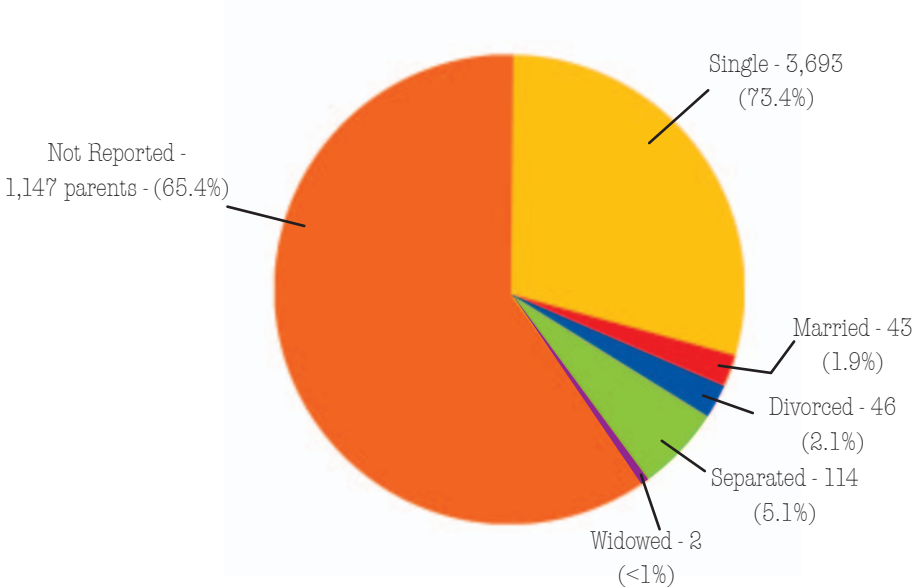


Families in the CCR&R Database

Similar demographic data for families in 4C's data system representing 2,214 parents with young children in 46 zip codes in Orange County and 12 zip codes in surrounding counties (Seminole, Lake, Volusia, and Brevard) were also analyzed. The break out of residential zip codes is presented in the following table:

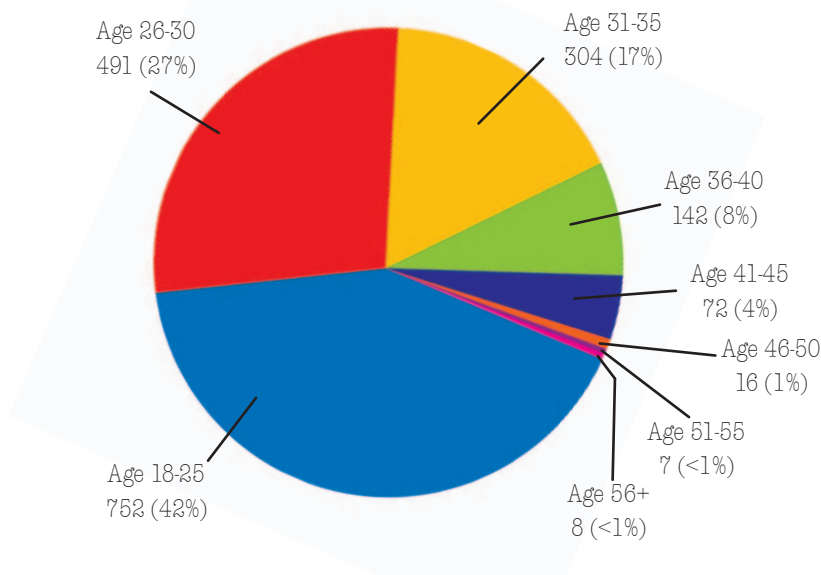
CCR&R Individuals by Zip Code (Parent/Relative/Guardian)

Apopka (2 zip codes)	75
Gotha	2
Maitland	19
Ocoee	37
Orlando (35 zip codes)	1,952
Plymouth	1
Windermere	8
Winter Garden	48
Winter Park (2 zip codes)	54
Zellwood	2
Outside Cities	16

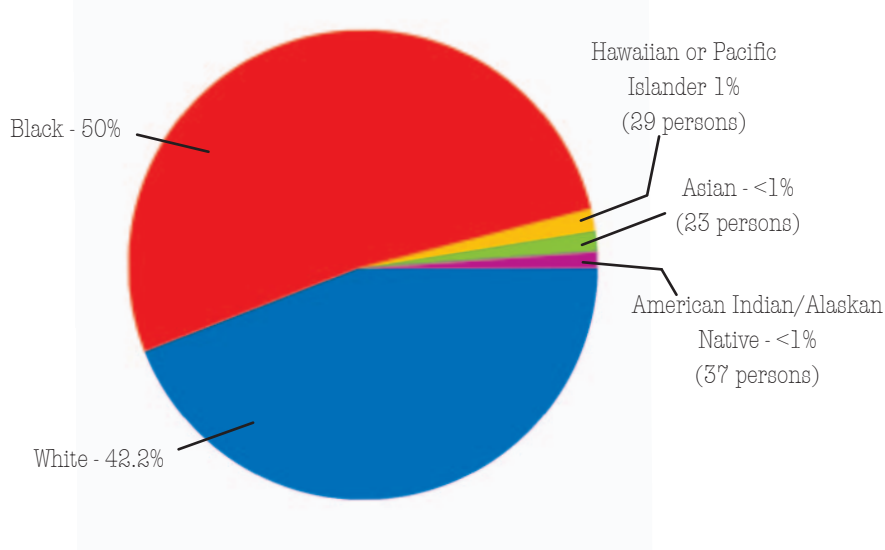


CCR&R Parent Age and Ethnicity

Consistent with results in the school readiness sample of parents, the majority of parents in this sample were younger than age 30 (69%). The following table presents the age distribution for the 1,792 parents who reported their age.



Regardless of age, the majority of respondents with children receiving child care services, were female (95.2% vs. 4.7% or 105 males). Parents were also asked to report and describe their ethnic backgrounds. The majority of respondents did not have Hispanic ethnic backgrounds with only 24.7% (or 546 vs 1,668) of respondents identifying themselves this way. Furthermore, only 2.8% of the sample reported that Spanish was their primary language, while 30.8% reported that English was their primary language, <1% reported primarily speaking Creole (n=21), and <1% reported primarily speaking Chinese (n=2). Over 65% of respondents did not report a primary language (n=1,443).



Housing

As in any community, the availability of housing is a critical component to the quality of life for individuals and families. In Orange County there were 241,085 single family housing units in 2002, 123,012 multi-family units, and 20,332 mobile homes. The following chart shows where

these units were located by city. Beyond Orlando, the cities of Apopka, Ocoee, and Winter Park had the most single family units; the cities of Apopka, Winter Garden, and Winter Park had the most multi-family units; and Apopka, Ocoee, and Winter Garden had the most mobile homes.

Housing Units in Orange County - 2002

Place	Single Family	Multi-Family	Mobile Home
Orange County	241,085	123,012	20,332
Apopka	9,063	1,531	660
Bay Lake	0	0	10
Belle Isle	2,274	10	90
Eatonville	545	290	0
Edgewood	634	212	5
Lake Buena Vista	0	0	10
Maitland	3,854	1,699	0
Oakland	361	19	8
Ocoee	8,008	755	280
Orlando	59,812	52,925	432
Windermere	737	10	0
Winter Garden	4,939	1,811	656
Winter Park	8,003	4,290	30
Orange-Unincorporated	162,855	59,465	18,151

Cost of Housing

As far as home ownership rates in the county, the rate of ownership in 2002 ranged from 41% in Orlando to 100% in Lake Buena Vista. The majority of cities had percentages well above half ranging from 64% to 91%. In two cities, trends fell outside of these ranges. First, home ownership in Eatonville is at 49% and in Bay Lake, this percentage is zero.

Many individuals and families cannot afford to own a home or their lifestyles are more congruent with a renting situation (i.e., move often, need for less space). In the county as a whole, the median rent payment in 2000 was \$699 per month. The range during this time was \$450 (found in Oakland) to \$925 (found in Windermere). Again, housing costs can be a large monthly expenditure for most individuals and families and depending on where one lives, these costs can fluctuate substantially.

Homeownership Rate in Orange County - 2002

Place	Homeownership Rate (%)
Orange County	61
Apopka	76
Bay Lake	0.0
Belle Isle	90
Eatonville	49
Edgewood	83
Lake Buena Vista	100
Maitland	72
Oakland	84
Ocoee	84
Orlando	41
Windermere	91
Winter Garden	64
Winter Park	66
Orange-Unincorporated	66

Median Gross Rent - 2002

Place	Median Rent
Orange County	\$699
Apopka	682
Bay Lake	0
Belle Isle	596
Eatonville	564
Edgewood	598
Lake Buena Vista	575
Maitland	708
Oakland	450
Ocoee	762
Orlando	700
Windermere	925
Winter Garden	630
Winter Park	669



Percent of Income Spent on Housing, All Households - 2002

Place	Percent of Less than 30% (%)	Percent of 30-50% (%)	Percent of 50+% (%)	Total
Orange County	69.9	19.2	11.2	357,896
Apopka	72.2	18.1	9.7	10,645
Bay Lake	0	0	0	0
Belle Isle	76.0	15.5	8.5	2,323
Eatonville	71.9	17.5	10.7	722
Edgewood	76.9	14.4	8.7	757
Lake Buena Vista	100	0.0	0.0	2
Maitland	72.1	17.6	8.8	5,746
Oakland	79.6	13.4	7.1	397
Ocoee	73.6	17.6	8.8	8,977
Orlando	66.0	21.0	13.0	84,911
Windermere	77.9	14.6	7.4	806
Winter Garden	69.8	18.9	11.2	6,831
Winter Park	69.4	18.3	12.3	11,501
Orange-Unincorporated	70.5	18.8	10.7	224,278

For low-income families, the distribution of income spent on housing is more closely defined. For example, for the county as a whole, 37.8% spend less than 30% on housing, but another 34.5% spend up to 50%, while the remaining 27.7% spend more than 50% of their income.

“The ache for home lives in all of us, the safe place where we can go as we are and not be questioned.” –Maya Angelou

Household Cost Burden

Percentage of Income Spent on Housing by Low-Income Households - 2002

Place	Less than 30% (%)	30 - 49.9% (%)	50% or More CB (%)
Orange County	37.8	34.5	27.7
Apopka	40.6	32.9	26.5
Bay Lake	0.0	0.0	0.0
Belle Isle	48.8	27.1	24.2
Eatonville	42.6	32.7	24.8
Edgewood	47.9	25.8	26.3
Lake Buena Vista	0.0	0.0	0.0
Maitland	42.8	31.0	26.2
Oakland	51.4	23.9	24.8
Ocoee	39.8	33.0	27.2
Orlando	35.1	36.5	28.5
Windermere	48.5	27.7	23.8
Winter Garden	40.0	33.2	26.8
Winter Park	43.3	29.9	26.8
Orange-Unincorporated	38.1	34.2	27.7



How Does Your Garden Grow?

Tip - Garden Area: Select an area that has not been very productive or new ground that has never been plowed before.



CAPACITY

Indicator: *There is an adequate supply of high quality early care and education resources to meet the demand.*

There are more than 900 early education programs in Orange County that collectively offer many types of child care and early education services for families. Families in need of services can choose from center-based, family child care homes, faith-based, or school-based setting as well as family, friend, or neighbor care. Approximately 45,000 children in Orange County access early education and child care from this range of setting types. It is important to note that many parents continue to experience great difficulty in arranging infant care, after-school care, odd-hour care and care for children with disabilities and special health care needs.

The three main reasons parents need child care and early education services for infants and young children are: for employment outside the home, to prepare children for school, and to address issues related to a child's disabilities or special health care needs. Just as families are unique, so are their needs and preferences. Parents expect and depend on a stable system of early education.

Child Care Resource and Referral (CCR®R) serve as critical system connectors linking families with needed information regarding the options for care, types of care, consumer education on key issues to consider when choosing a program, and other crucial information needed to make sound and informed decisions. Community Coordinated Care for Children, Inc. (4C Orlando) who operates CCR®R services under contract for the Early Learning Coalition of Orange County is tasked with tracking data on the capacity of quality care. The CCR®R system supports early childhood teachers, directors and support staff through training either provided directly, coordinated through other community partners or both. Administrators and staff of CCR®Rs serve as the lynchpin for families,

providers, employers and communities promoting services and creative solutions to meet the early education needs of the various constituencies.

When examining capacity, the number of available spaces for children is not the only consideration. The location and quality of services are major considerations as well, along with the types of care.

Types of Care Settings and Business Categories

With the wide variety of child care and early education settings available in Orange County, navigating the universe of child care and early education can be a daunting task. There is often confusion about the legal categories of programs, setting types and funding streams available for early childhood services. Below are basic descriptions of care settings.

Child Care Centers/Preschools offer care for children in group settings of 12 children or more. In Florida, centers must be either licensed by the state or exempt from licensing. Although licensing does not ensure quality, it sets minimum health, safety and training standards, which centers must maintain. Florida continues to have more licensed center care, relative to its population, than any other state. Actual capacity is the maximum number of children providers will accept. They may be for profit entities or operate as not for profit programs such as the YMCA.

Family Child Care is another option for child care and early education, whereby care is provided in an early childhood professional's own home. In Florida, family child care homes (FCCH) are either registered or licensed. Licensed FCCH follow prescribed guidelines for teacher qualifications, environment, health and safety standards, and must comply with two onsite inspections each year. Registered FCCH do not receive onsite inspections. Only 9 counties require that FCCH be licensed. In



Licensing and Regulation

Orange County, there are 56 licensed family child care homes and 532 registered homes.

Public Schools offer educational programs for children usually beginning in preschool. Programs operating in schools may be exempt from child care licensure requirements and must provide educational programs for kindergarten and higher.

Faith-Based Child Care Programs offer care as an integral part of a church or parochial school. Such programs may be either licensed or licensed exempt. If licensed exempt, the program must be accredited by an organization, which publishes and requires compliance with its standards for health, safety and sanitation.

Child Care Regulation

Child care licensing is required for programs that do not qualify for exemption according to state statutes. Licensing is the first step to ensuring minimum levels of health and safety and monitoring the training and education of facility staff. When programs are not routinely monitored or inspected by independent entities, there is no way to ensure that basic elements that form the first step to quality are addressed. Licensing inspectors periodically visit programs and results are entered into the statewide licensing database maintained by the Department of Children and Families.

Family child care homes are only required to be registered. Registered family day care homes are not inspected by the Department and are required

to provide the following information on an annual basis:

- The name and address of the home.
- The name of the operator.
- The number of children served (not to exceed capacity as defined by §402.302(7), Florida Statutes).
- Proof of a written plan to provide at least one other competent adult to be available to substitute for the operator in an emergency.
- Proof of screening and background checks.
- Proof of completion of the 30-hour training course, completed prior to caring for children.
- Proof that immunization records of the children are kept current.

Every Registered Family Day Care Home operator must provide each parent with a copy of the Registered Family Child Care Home Health and Safety Checklist.

Where are children receiving services?

The following chart demonstrates the number of all children who were served by all types of child care arrangements as concentrated in zip codes across the county. Nearly 45,000 children were enrolled in child care in the county at some point as of March 2006. The data are organized by the least number of children served to the largest number of children served – both in zip codes in the Orlando area.

Children served in Child Care and Early Learning Programs

Number of Children Birth to Five in order of number served by zip code.

Zip Code	# of Children Served	City
32833	8	Orlando
34734	11	Gotha
34760	60	Oakland
32816	116	Orlando
32798	148	Zellwood
32814	150	Orlando
32826	240	Orlando
32827	349	Orlando
32830	350	Orlando
32836	436	Orlando
34786	507	Windermere
32829	536	Orlando
32820	651	Orlando
32712	700	Apopka
32839	748	Orlando
32803	863	Orlando
32817	878	Orlando
32824	885	Orlando
32751	903	Maitland
32806	976	Orlando
32801	1,019	Orlando

Zip Code	# of Children Served	City
32812	1,044	Orlando
32792	1,131	Winter Park
32825	1,152	Orlando
32835	1,264	Orlando
32810	1,317	Orlando
32804	1,403	Orlando
32789	1,483	Winter Park
32822	1,520	Orlando
32703	1,548	Apopka
34787	1,565	Winter Garden
32828	1,637	Orlando
32811	1,659	Orlando
32807	1,668	Orlando
32837	1,679	Orlando
34761	1,823	Orlando
32819	1,985	Orlando
32818	1,992	Orlando
32805	2,229	Orlando
32809	2,319	Orlando
32808	3,408	Orlando

Total Number of Children Being Served: 44,360



Highest Economic Need By Zip Code

In the following zip codes in Orange County there was at least one school with 75% or more children who are economically disadvantaged (including those eligible for free and reduced price lunch), as of 2005.

Apopka:	32703
Eatonville:	32751
Winter Garden:	32787
Orlando	32810, 32811, 32805, 32807, 32809, 32808, 32839, 32822, 32818

www.schoolmatters.com, a service of Standard and Poor's.

Other zip code areas, although not having schools with 75% or more children, did have a significant number of students eligible for free and v lunch. For example, the following zip code areas had at least one school with 70 to 74% economically disadvantaged children.

Apopka:	32712
Zellwood:	32798
Orlando:	32819, 32825, 32801

www.schoolmatters.com, a service of Standard and Poor's.

Research shows a strong link between women's access to child care and their ability to get and sustain employment. For those struggling the most economically, access to affordable, quality care might help more women work and move out of poverty and toward self-sufficiency. Families who earn up to 150% of the federal poverty level qualify for child care subsidies. However, many children are on the waiting list for subsidized child care or school readiness services and many who do qualify are not on the waiting list because parents give up due to chronic waiting lists and the low likelihood of getting a subsidy. The other side of this situation is when there is no funding, some parents are forced to leave their children in low-quality care environments to allocate more of their income on basic necessities such as food, housing, and transportation, and maybe more yet, are unable to work.





How Does Your Garden Grow?

Tip - Water: Water the garden area thoroughly with enthusiasm and optimism.

Community Services

There is a great deal of attention and emphasis on partnerships and collaborations. The reasons are economic, political, and social. Many human service agencies realize the inadequacies of fragmentation in serving the needs of adults and children. These needs have traditionally been met by a diverse and separate array of government departments, social and human service agencies, and educational institutions. Without the links provided by partnerships, these agencies may be unaware of the extent and range of their clients' needs, of the services and support offered by other agencies, and where the gaps in service delivery exist. The challenges and barriers that constituents face are interrelated. Meaningful collaborative partnerships among public and private programs and agencies are essential in maximizing resources, leveraging limited dollars, and maximizing services to families.

Transportation

One of the first challenges to streamlining services is transportation. The major mode of public transportation is the extensive bussing system operated by Lynx (Central Florida Regional Transportation Authority located in Orlando) serving Orange, Seminole, and Osceola counties. There are 65 stations and routes (or links) and the standard fee for a one-way fare is \$1.50. A week of passes costs \$12.00 and a 30-day pass costs \$38.00. There are discounts given for those 65 years old and older and for students in school (18 years and younger). The peak service times are between 6:00 a.m. and 6:30 p.m. with the earliest service provided at 4:30 a.m. and the last bus leaves downtown at 12:15 a.m. A service for those already in the downtown area is the Lymmo system. Lymmo is a state-of-the-art, three-mile lane system in downtown Orlando available free of charge with 21 stops. Traditionally, the public bussing system cannot account for those individuals

working shift work and needing transportation during non-peak hours. Moreover, scheduling is frequently disrupted by traffic and creates situations where riders must wait or miss their scheduled pick up. Bus schedules can also overlap with times for other routines such as getting children to their school bus stops or arriving on time for earlier or later work hours. For example, one of the questions on the parent survey focused on the availability of transportation. Almost 90% of parents responding had transportation available, while 5.5% did not. Parents were given an opportunity to add a statement and many stated that they used the bus system. One parent stated, "I take the bus everywhere, but I can walk to the day care." Another parent stated that using the bus system often times made her late dropping the children at their centers and subsequently late for work.

Although 80,000 rides are given each weekday in the county, the majority of the population own cars. For the average commuter, the time to get from home to work in the county was 25.1 minutes in 2004 (ACS, 2004). The City of Orlando reported statistics for vehicle availability in 2000: those not having a vehicle accounted for small 6.8% of Orange County, with 35.1% having one vehicle, 38.4% having two, and 12.8% have three vehicles or more (85.9% of Orange County residents have access to at least one vehicle). Complicating commuting and travel issues for most individuals and families is record high gas prices being experienced in all American cities. In March 2006, AAA confirmed that self-serve regular gasoline currently costs an average of \$2.69 per gallon. In Florida, gas prices currently average \$2.78 a gallon. At the time of this report, the price of gasoline in Orlando for self-serve regular is \$2.74.



Health and Dental

Orange County is home to two of the largest hospitals in the state - Florida Hospital and Orlando Regional Medical Center (ORMC). Florida Hospital employs more than 8,000 staff and ORMC employs more than 6,000. According to reports from the city of Orlando (2005), both are currently expanding to meet the growing health and medical needs of a city, county, state, and country.

Florida Hospital is the largest private, not-for-profit hospital in the state. Each year, the hospital staff cares for more than one million patients. Florida Hospital offers an array of services to meet the complex needs of patients. For example, there are 260 family practice physicians staffed at the

hospital and more than 150 pediatricians. In fiscal year 2004-2005, there were 190 licensed pediatricians in Orange County or 18.6 per 100,000 persons as compared to the state ratio of 14.1 per 100,000 Floridians (2,483 in the state) (Florida Department of Health, 2006). Orange County is also home to Arnold Palmer Hospital which serves as the largest birthing hospital in the area.

Indicators of child health and well-being includes issues related to birth rates and the condition of newborns. The following chart documents Orange County's rankings as compared to state data for four years.

Indicators of Child Well-Being

	1998		1999		2000		2001	
	Orange County	Florida	Orange County	Florida	Orange County	Florida	Orange County	Florida
Birth Rate	15.6	13.0	15.5	12.8	16.2	13.0	15.2	12.5
Teen Birth Rate 15-19	59.0	57.3	54.0	54.7	53.4	50.4	47.2	47.2
% of Births Receiving Prenatal Care	84.9	83.7	85.1	83.9	84.4	83.7	85.2	84.1
% of Low Birthweight Babies	8.9	8.1	9.4	8.2	9.2	8.0	9.1	8.2
Infant Mortality Rate	6.7	7.2	9.0	7.3	6.6	7.0	7.4	7.3

Source: CLIKS-Community Level Information on Kids

For a complete set of maps that present detailed data on birth rates and deaths in the county, refer to Appendix C.

Uninsured Orange County Residents

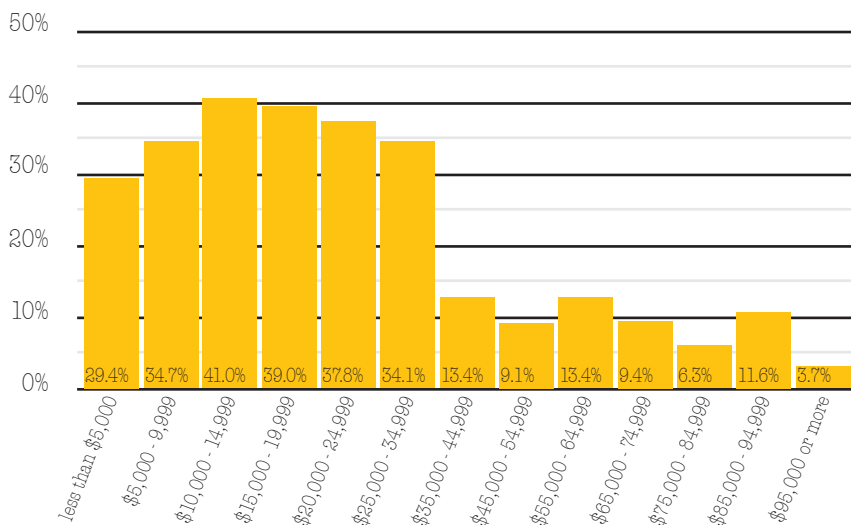
Other important data has been provided by a study conducted in the county in 1999 and updated in 2004. The Florida Health Insurance Study (FHIS) focused on a sample of adults younger than age 65 to survey about their health insurance coverage in Florida. The telephone survey was conducted in

1999 and implemented by the Survey Research Center of the University of Florida's Bureau of Economic and Business Research. A follow up survey was conducted, thus 2004 data were available. Several key findings follow.

Uninsured Floridians Younger than Age 65 (Health)

	Orange County	State of Florida
1999	15.2%	16.8%
2004	15.2%	19.2%
	n=2,895	n=46,665

Percent of Orange County Residents under Age 65 who are Uninsured by Annual Family Income, 2004



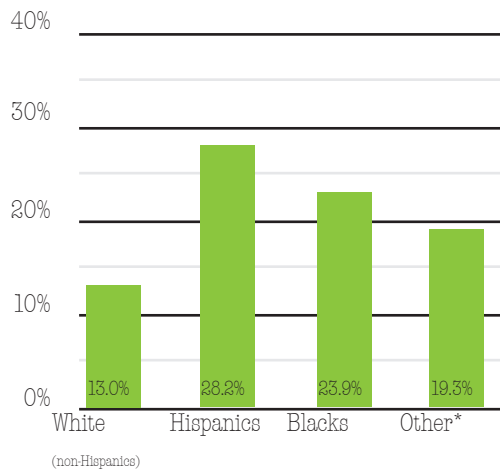
Annual Family Income

Sample size for this figure = 2,893 individuals

Rates of uninsurance are correlated with annual income, with the highest rates found among people living in households with an annual income of less than \$35,000.



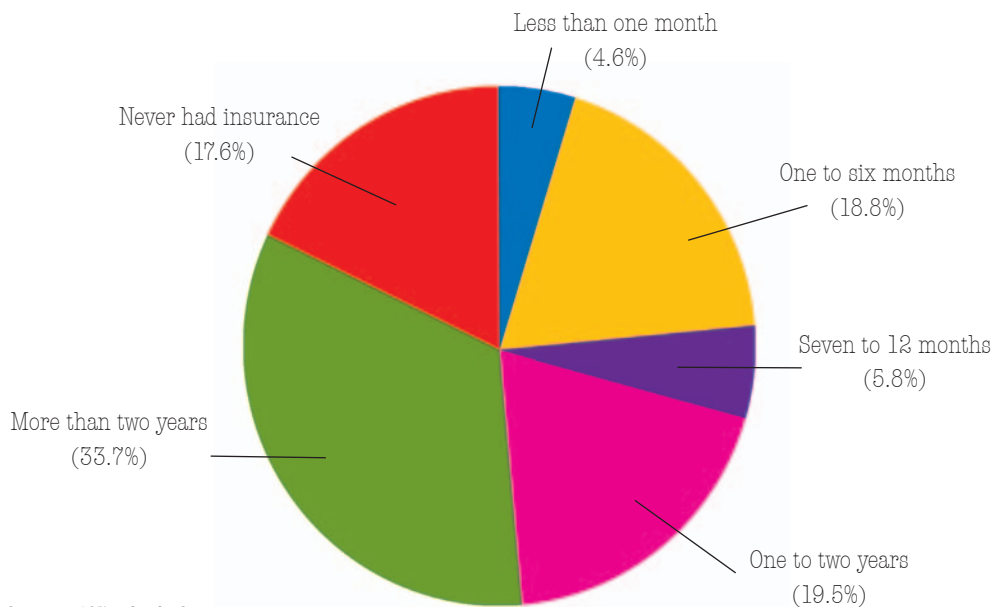
Uninsured Orange County Residents under Age 65 by Race and Ethnicity, 2004



*Includes American Indians, Asians, and mixed race. In Orange County, Hispanics have the highest rate of uninsured at 28.2%. About 25.9% of Blacks are without health insurance, as are 19.3% of those in other racial groups (including American Indian, Alaskan Natives, Pacific Islanders and non-Hispanic Mixed Race). White non-Hispanics have the lowest rate of the uninsured: about 15.0% lack coverage.

Note: Some caution should be used in making comparisons between years, since slightly different question wording was used in 2004.

Length of Time Without Health Coverage Orange County Residents under Age 65 (2004)

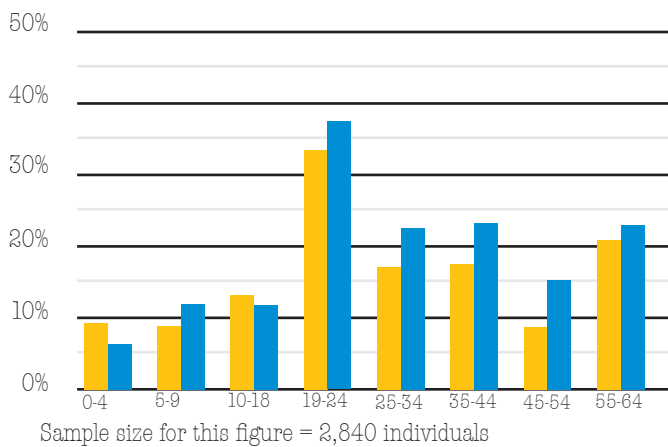


Sample size = 467 individuals

For Orange County residents without health coverage, being uninsured appears to be a persistent situation. More than half of those without coverage (53.2%) report having been without coverage for more than a year and another 17.6% never had insurance.

“May we leave our children a legacy of confidence, peace, strength, hope, security, faith, and the ability to love and provide for themselves and others.”

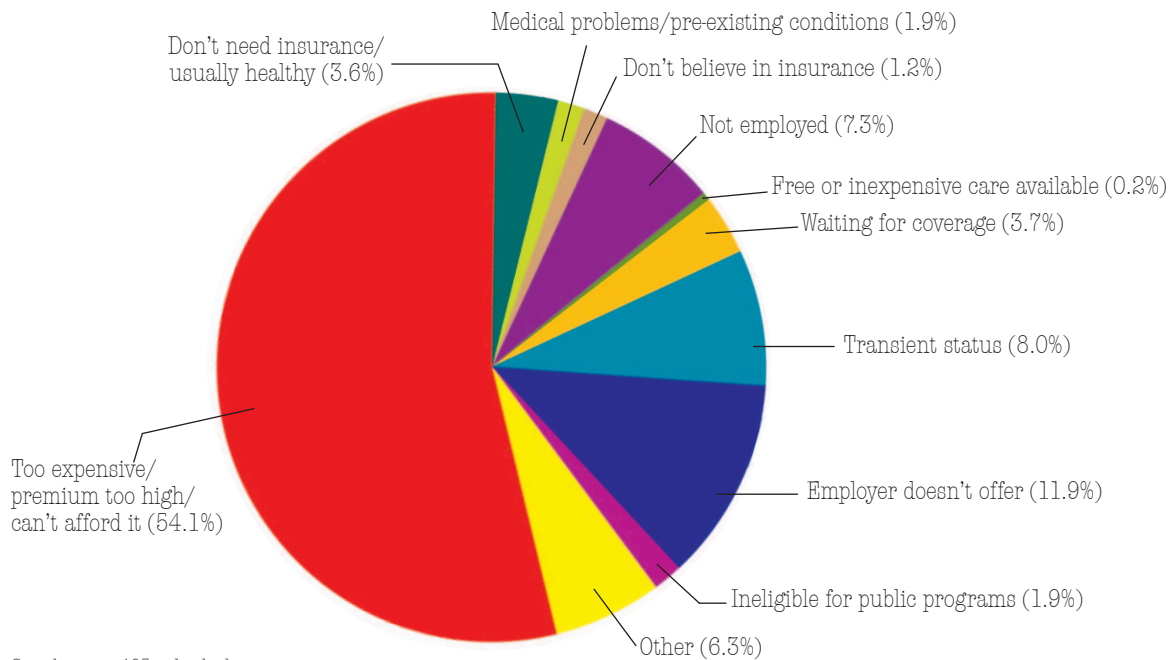
Uninsured Orange County Residents under Age 65 by Specific Age Category, 1999 and 2004



Between 1999 and 2004, there was a clear split between uninsured rates for adults and children. The rates of those uninsured declined among preschoolers 0 to 4 years old, from 9.2% to 6.7% and remained relatively low for all children. Among adults, the highest rate was among young people ages 19 to 24.

Note: Percentages given are for 2004.

**Reported “Main Reason” for Not Having Health Insurance
Orange County Residents under Age 65 (2004)**



Sample size = 465 individuals

Overwhelmingly, the most common “main” reasons that Orange County residents lack health insurance is cost, which was cited for 54.1% of people without health insurance. But workplace issues were also mentioned, with 11.9% reporting lack of employer-offered insurance, and another 7.3% reporting that unemployment was the “main” reason for not having coverage.

http://www.wphf.org/pubs/studypdfs/orange_110304.pdf



Nutrition

Nutrition is a critical component of a healthy life for everyone, especially our youngest. However, for some families, providing consistent, healthy, and well-balanced meals is not a reality. One program designed to help mothers, infants, and children needing assistance with this basic need is the Women, Infants and Children Supplemental Feeding Program (WIC) administered by the local Department of Health. Program staff reported that over 35,000 families were eligible for this service

in 2004. Of this number 22,066 participated in Orange County and over 345,000 participated in the state. In 2005, more than 8,500 infants were served and more than 13,500 children one to five years. The Child Care Food Program is also an important service geared specifically for children in early childhood settings. In 2005, 159 child care providers (centers and homes) participated in this program.

Women, Infants and Children (WIC)

	WIC Eligibles		WIC Eligibles Served (# of Participants)		Rate Percent	
	Orange	Florida	Orange	Florida	Orange	Florida
2002	32,054	521,482	18,953	311,793	59.1%	59.8%
2003	35,245	550,426	22,137	334,228	60.0%	60.7%
2004	35,979	538,421	22,066	346,030	61.3%	64.3%

2005	Orange	Florida
Children Birth <12 Months	8,822	126,965
Children One to Five Years	13,549	200,080
Total Served	22,371	327,045

**As of December 2005. The Department of Health, WIC Program Office, Tallahassee, FL*

Child Care Food Program

Number of Participating Centers and Homes

	2001	2003	2005
ORANGE*	140	150	159
FLORIDA	-	-	5,372

**2% of state total participating*

Healthy Start and United Way 2-1-1

Healthy Start

Healthy Start services are provided in all 67 Florida counties through local coalitions that include health care providers, hospitals, consumers, social service agencies, private businesses, and charitable organizations such as the March of Dimes and United Way.

Healthy Start legislation provides for universal risk screening of all Florida's pregnant women and newborn infants to identify those at risk of poor birth, health and developmental outcomes. This program includes targeted support services that address identified risks. The range of Healthy Start services available to pregnant women, infants and children up to age three include:

- Information and referral
- Comprehensive assessment of service needs in light of family and community resources
- Ongoing care coordination and support to assure access to needed services
- Psychosocial, nutritional and smoking cessation counseling
- Childbirth, breastfeeding and parenting support and education
- Home visiting

Healthy Start offers universal screening for all Florida pregnant women and infants to ensure that early care is targeted to those families where there is the best chance of preventing or minimizing adverse outcomes. According to data from Florida Department of Health, during 2002, a total of 101,600 women and 147,944 infants were screened for Healthy Start. Many health indicators for mothers and children were reported to be improving:

- The percentage of women beginning prenatal care during the first trimester rose from 75% in 1991 to 85.4% in 2002.

- The infant mortality rate declined from 8.9 per 1,000 live births in 1991 to 7.5 in 2002, with a decline in the non-white population from 15.6 in 1991 to 13.6 in 2002.

- Fewer teenagers are having babies with the rate of births to teens ages 15-17 dropping from 4.4% in 1991 to 2.4% in 2002.

At the local level, the Orange County Healthy Start Coalition, Inc. is made up of 160 members representing 82 organizations and provided services to 5,582 pregnant women and 3,824 infants in 2005. Relevant to funding, the dollar amount for grants or other funding sources that have been leveraged by the coalition during the contract period (FY 2005) was \$483,874. In the state's annual report, the stated greatest unmet maternal and child health population need included an accessible prenatal care system without barriers. Further, the county health department is the only entity that can provide many eligibility services for those needing assistance. Finally, another reported need is the need for marketing dollars to advertise the services to those who need them most.

United Way 2-1-1

There are over 300 public and nonprofit agencies in Orange County that provide emergency financial, housing, employment/job placement, counseling, legal and case management, and other support services for families. The 2-1-1 Community Resources website (<http://211communityresources.org/>) provides a valuable source of information when searching for specific services in Orange, Osceola, and Seminole counties.

The 2-1-1 online resource is a United Way service and is Orange County's one stop social service information and referral source. When searching for early childhood education services, there are



Children with Special Needs

37 sources of information according to data in the directory. The results of this search include 37 organizations that provide services for young children such as literacy instruction, training skills development for parents of children with disabilities, and parenting skills development. According to the 2-1-1 resource, there are numerous organizations that offer services related to nonpublic special schools for learning disabilities, speech therapy, or workshops for parenting skills development. Further, the majority of these services are located in Orlando, although most service other cities and communities. A similar finding results when searching for family support services in Orange County. Although over 100 organizations in the county offer such services, the majority are in Orlando. This may leave families in other areas in situations where they must travel for services or have fewer options in their area. For example, in zip code area 32703 in Apopka, 55 results are given for the family support service of family counseling. Of these 55 organizations, 35 are located in Orange County and only one program is located in Apopka (although other programs serve Apopka residents). For families living in Apopka in need of counseling services, the Neighborhood Center for Families is their only local option.

Children with Special Needs

There were 3,283 physically challenged children from birth to age three in the county according to the Howard Phillips Center for Children and Families Early Intervention, the county's designated Part C provider (2004). From data retrieved from the Central Directory, Early Steps (Part C and DEI Only) served 2,456 children in the county and 37,435 across the state during the year of 2005. Reported from the state, 2006 Florida Department of Education data, the Pre-K disabilities program (Part B) served 1,961 children in the county and 35,450 across the state. According to sources cited in the 2005 Head Start Community Assessment, the public schools received 2,000 referrals to screen preschool children with suspected disabilities and provided services for about 95% of these children. There are 14 various programs and organizations that offer services to families with children with disabilities and special health care needs. Some of these include: United Cerebral Palsy, The Devereux Florida Treatment Network, Howard Phillips Center for Children and Families, and the Learning Disabilities Resource Center.

Head Start

This federally-funded program provides comprehensive education and family services for children at or below 100% of poverty. At the local level, the Orange County program served 1,544 families during the 2004-2005 school year according to a 2005 Head Start Community Assessment. The majority of these families were Black (64%), followed by White (33%), and those who self-reported as Other (3%) and 85% of the White families reported Hispanic ethnicity. The majority of families spoke English (77%), were single-parent households (75%), and 41% of parents had less than a high school education. The reported median annual household income of Head

Start families was \$11,000 with 20% of these families earning less than \$5,999 per year.

The Head Start Division operates 21 Head Start Centers that are located throughout the county. As of 2004-2005, 1,544 children were enrolled in 78 classes (in 17 different zip codes). The following chart presents the Head Start centers along with where they are located in the county. The majority of the 21 centers are located in Orlando (14 of the 21 centers). The vast majority of the Orlando programs are in or near the Parramore community, known as one of the poorest areas of the county.

Name of Center	City and Zip	Enrollment (2004-2005)
John Bridges	Apopka (32703)	160
BETA	Eatonville (32751)	36
Denton Johnson	Eatonville (32751)	35
Cypress Park Elementary	Taft (32824)	40
Maxey Elementary	Winter Garden (32787)	60
Aloma Elementary	Winter Park (32792)	60
Hannibal	Winter Park (32789)	39
Callahan	Orlando (32801)	49
Frontline	Orlando (32805)	77
Rio Grande	Orlando (32805)	60
Englewood Elementary	Orlando (32807)	60
Hal P. Marston	Orlando (32808)	91
Pine Hills Center	Orlando (32808)	157
Pine Hills Elementary	Orlando (32808)	60
Winegard Elementary	Orlando (32809)	60
Oakridge YMCA	Orlando (32809)	40
Lake Weston Elementary	Orlando (32810)	40
Lila Mitchell	Orlando (32811)	120
Tangelo Park Elementary	Orlando (32819)	40
Bithlo	Orlando (32820)	60
East Orange	Orlando (32826)	60
Southwood	Orlando (32839)	120
TOTAL		1,544



How Does Your Garden Grow?

Tip - Plow and Till: Plow and break up the hard ground, being proactive to instill successful strategies, good outcomes and new ideas.



Business Engagement

Indicator: *The business community is engaged to ensure the school readiness of children.*

In a recent review of the economic benefits of high quality child care settings, Dr. Galinsky (2006) concluded that three cornerstone research studies of intervention programs yielded similar results. The High/Scope Perry Preschool Project, the Abecedarian Project, and the Chicago Child-Parent Centers study are well-known and each provides strong evidence of the economic benefits of early childhood education as an economic investment (shown in the following table).

Benefits and Costs Per Participant in 2002 Dollars

	High/Scope Perry Preschool Project (age 27)	Abecedarian Project (age 22) ⁶	Chicago Child-Parent Centers (age 21)
Total benefit for each \$1 invested (includes benefits to individual participants and to the public)	\$8.74	\$3.78	\$10.15
Public benefit for each \$1 invested	\$7.16	\$2.69	\$6.87

Source: J.A. Temple and A.J. Reynolds, in E. Zigler, W. Gilliam, and S. Jones (Eds.), *A Vision for Universal Prekindergarten* (in press). New York: Cambridge University Press.

Dr. Galinsky discussed the basic principles that each of these three interventions had in common. She suggested that the leaders of early childhood today need to work toward having these basics in place. Some of these basics that all interventions shared included:

- 1 Programs began early;
- 2 Programs had well-educated, well-trained and well-compensated teachers – with resulting low staff turnover;
- 3 Programs maintained small class size and high teacher-child ratios;
- 4 Programs were intensive (including contact hours, work with parents, and extension into the school-age years);
- 5 Focus was on children’s learning, not just their achievement; and
- 6 Programs focused on the whole child – the child’s intellectual, social, emotional and physical growth and well-being.

An interview was arranged with the principle

investigators of these studies and Dr. Galinsky (2006) reported that each researcher “agreed that the findings tell the same story – that those most at risk will make the greatest gains from early childhood programs (and conversely the social costs will be the highest for a failure to intervene on their behalf).” She also reported that each researcher offered strong support for universally available early childhood programs for all children although those at risk gain more from high quality intervention programs.

In 2004, Drs. Heckman and Masterov clearly argued for early intervention in our most disadvantaged communities and stated that at current levels of public support, America under-invests in the early years of our neediest children. The researchers suggested that early advantages cumulate, but so do early disadvantages and that later remediation of early deficits is a costly endeavor. Redirecting additional funds toward the early years, before the start of traditional schooling, in the opinions of the researchers, is a sound investment in the productivity and safety of larger society.



“Never doubt that a small group of committed people can change the world. It’s the only thing that ever has.” –Margaret Mead

Local Business

In order to ensure that children benefit the most from their early care and education settings, the business community plays an important role and must be engaged. There are several outstanding businesses, both locally owned and corporate, that call Orange County home. For example, in a recently published article in the Orlando Business Journal (March 31, 2006), 20 of Orlando’s Best Places to Work winners were named based on family-friendly practices, making employees feel valued, and providing ample incentives. According to this review, the following businesses made the 2006 list:

Small:

FBC Mortgage LLC
Tews Co.
HomeBanc Mortgage Corp
Resource Consulting Group
Mercantile Commercial Capital LLC

Medium:

Williams Co.
Value Pawn and Jewelry Stores
Winter Park Construction
Mercedes Homes
Hunton Brady Architects

Large:

Wayne Automatic Fire Sprinklers, Inc.
Welbro Building Corp
JHT Inc
Wharton-Smith Inc
Universal Engineering Sciences

Giant:

Gray Robinson P.A.
Tri-City Electrical Contractors, Inc.
Fairwinds Credit Union
Dynetech Corp.
PBS&J

<http://orlando.bizjournals.com/orlando/stories/2006/04/05/focus6.html>

Another strength of the business community in Orlando and the County is the low unemployment rate as of the end of 2005.

Labor Force	559,852
County Unemployment Rate	2.9%
National Unemployment Rate	4.6%
Florida Unemployment Rate	3.3%

Source: Florida Agency for Workforce Innovation, Labor Market Statistics.

Even more encouraging is that Orange County is growing exponentially in the business industry. In 2005, 30,948 business start-ups were reported in the County. According to this data, it is anticipated that Orange County will gain more jobs than any other county in the state through at least 2010 (City of Orlando, 2006).

Much of this reported growth has come from the high tech sector. The Central Florida Research Park and the University of Central Florida, housing the nation’s number one technology incubator, are both located in Orange County and support a large and diverse high tech industry base. Those living in Orange County benefit from a booming job market.

Major Employers

Following is a chart of the major employers in the County and the number of employees per company.

Major Employers of Orlando

Employer	Total Employees
Walt Disney World Company	57,000
Orange County Public Schools	22,000
Florida Hospital	14,667
Universal Orlando	13,000
Orlando Regional Healthcare	12,178
Winn-Dixie Store, Inc.	8,763
University of Central Florida	8,250
Central Florida Investments	7,500
Orange County Government	7,426
Lockheed Martin	7,300
Darden Restaurants	7,361
Marriott International, Inc.	6,312
McDonald's Corporation	5,931
Starwood Hotels & Resorts Worldwide, Inc.	5,369
SeaWorld Orlando	4,500
SunTrust Banks, Inc.	4,105
Sprint Corporation	4,000
Cox Enterprises, Inc.	3,931

Source: Nexis.com, Feb. 2005 and Direct Company Contact - 2005
<http://www.cityoforlando.net/economic/index.htm>

Specifically in Orlando, there are several employers that play a key role in keeping the County's economy strong. The following is a list of downtown Orlando's largest employers: Some other facts and figures about downtown Orlando reflect that from May 2004

Employer	Total Employees
Orange County Courthouse	1,140
Orlando Sentinel Communications	1,056
State of Florida	930
Orange County School Board	700
Home Depot (Formerly Hughes Supply)	700
CNL Financial Group	550

to May 2005, 22.7% of home sales were to foreign buyers, second only to Miami (30.4%). In addition, five of the state's top 10 accounting firms all have a major offices in downtown Orlando and six of the state's top 15 ranked law firms have headquarters in this part of town, more than any other Florida city (City of Orlando, 2005).

Several realities have converged over the past decade to prompt business attention to issues of school



Making the Case for Business Engagement

readiness and the early care of America's youngest children. Most children younger than the age of six have one or both parents in the full-time labor force. For many of these families, assuring a stable, safe, stimulating environment for their young children presents a significant challenge, in terms of access, availability and affordability. At the same time, recent research on children's early development confirms the incredible importance of these years in framing children's cognitive, language, social and emotional development. Finally, national as well as state data reveal that far too many children arrive at kindergarten without these critical life and learning skills and knowledge. This failure of readiness results in vast expenditures for remedial and special education, threatens high school completion, and portends continued social and economic costs for the individual and for society as a whole.

Recognizing that these factors also have an impact on employer profitability in both the short and long run, business has become involved through a series of workforce supports for families with young children as well as more direct engagement in child development and school readiness policy and programs. While employers bear very little of the aggregate cost of early care and education, they do make many other important contributions. These include:

- ❶ Establishing corporate collaborations to advance dependent care
- ❷ Building business-to-business mentoring relationships
- ❸ Designing and implementing large-scale media campaigns
- ❹ Providing leadership in mobilizing community efforts
- ❺ Serving as public policy analysts and advocates, and
- ❻ Engaging funding partnerships.

While concerns over employee recruitment, retention, and productivity are long-standing human resource issues in the business environment, there

is growing recognition that home and family issues must also become a part of the agendas of both individual businesses and business collectives. Charles Raymond, President of the Travelers Foundation, described this shift in a 1998 Families and Work Institute study. "For many years employees have brought work issues and problems home with them and have been told at work to keep their personal problems outside the office. Today, however, employers are realizing that those home issues must be dealt with to ensure the most productive workers." (Family and Work Institute, 1998).

Service integration within early childhood systems presents impressive possibilities for continuation and enhancement of services. Collaborative business processes provide a platform for much greater specialization, allowing each of their participants to focus on their areas of greatest capability, supported by other participants focusing on areas of complementary capability. Opportunities for cooperation, coordination, and consolidation must be explored to ensure availability, accessibility, and high quality care for children and families in Florida.

Investing in early care and education is also a highly effective means of economic development. In the March 2003 Fed Gazette, Art Rolnick, Senior Vice President and Director of Research, and Rob Grunewald, Regional Economic Analyst, write, "Early childhood development programs are rarely portrayed as economic development initiatives, and we think that is a mistake. Such programs, if they appear at all, are at the bottom of the economic development lists for state and local governments. They should be at the top. Most of the numerous projects and initiatives that state and local governments fund in the name of creating new private businesses and new jobs result in few public benefits. In contrast, studies find that well-focused investments in early childhood development yield high public as well as private returns." (Rolnick & Grunewald, 2003).



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Appendices of Raw Data

Appendix A: Language Spoken at Home

Appendix B: Literacy Levels

Appendix C: Maps

Appendix D: Parent Survey

Appendix A

Language Spoken at Home

Subject	Percent of Total	Percent of specified language speakers	
		Speak English "Very Well"	Speak English less than "Very Well"
Population 5 years and over	894,907	158,101	99,898
Speak only English	71.2%	—	—
Speak a language other than English	28.8%	61.3%	38.7%
Speak a language other than English	257,999	158,101	99,898
Spanish or Spanish Creole	72.1%	63.7%	36.3%
Other Indo-European languages	18.5%	52.8%	47.2%
French (incl. Patois, Cajun)	3.2%	64.4%	35.6%
French Creole	7.5%	38.2%	61.8%
Italian	0.1%	41.4%	58.6%
Portuguese or Portuguese Creole	1.7%	49.9%	50.1%
German	1.4%	80.9%	19.1%
Yiddish	0.0%	—	—
Other West Germanic languages	0.1%	100%	0%
Scandinavian Languages	0.1%	100%	0%
Greek	0.3%	100%	0%
Russian	0.5%	52%	48%
Polish	0.1%	100%	0%
Serbo-Croatian	0.0%	—	—
Other Slavic languages	0.4%	82.5%	17.5%
Armenian	0.0%	—	—
Persian	0.1%	0.0%	100%
Gujarathi	0.5%	38.6%	61.4%
Hindi	0.2%	45.5%	54.5%
Urdu	1.5%	46.0%	54.0%
Other Indic languages	0.8%	79.2%	20.8%
Other Indo-European languages	0.1%	100%	0%
Asian and Pacific Island languages	6.7%	56.4%	43.6%
Chinese	0.9%	48.3%	51.7%
Japanese	0.6%	67.5%	32.5%
Korean	0.1%	0%	100%
Mon-Khmer, Cambodian	0.2%	0%	100%
Miao, Hmong	0%	—	—
Thai	0.1%	100%	0%
Laotian	0%	—	—
Vietnamese	2.3%	36.9%	63.1%
Other Asian languages	1%	80.7%	19.3%
Tagalog	1.5%	92.9%	7.1%
Other Pacific Island languages	0.3%	28.2%	71.8%
Other languages	2.7%	68%	32%
Navajo	0%	—	—
Other Native North American languages	0%	—	—
Hungarian	0.1%	0%	100%
Arabic	1.5%	55.7%	44.3%
Hebrew	0%	—	—
African languages	1.2%	87.8%	12.2%
Other and Unspecified languages	0%	—	—

Appendix B

Literacy Levels

Prose Literacy Levels

- Level 1 Read a short passage of text and locate a single piece of information that is identical to or synonymous with the information given in the question.
- Level 2 Locate a single piece of information in the text, compare and contrast easily identifiable information based on criteria provided in the question.
- Level 3 Match literal or synonymous information in the text with that requested in the question.
- Level 4 Search through a text and match multiple features, integrate multiple pieces of information from complex or lengthy passages.
- Level 5 Search through dense text to compare and contrast complex information or generate new information making high-level inferences.

Document Literacy Levels

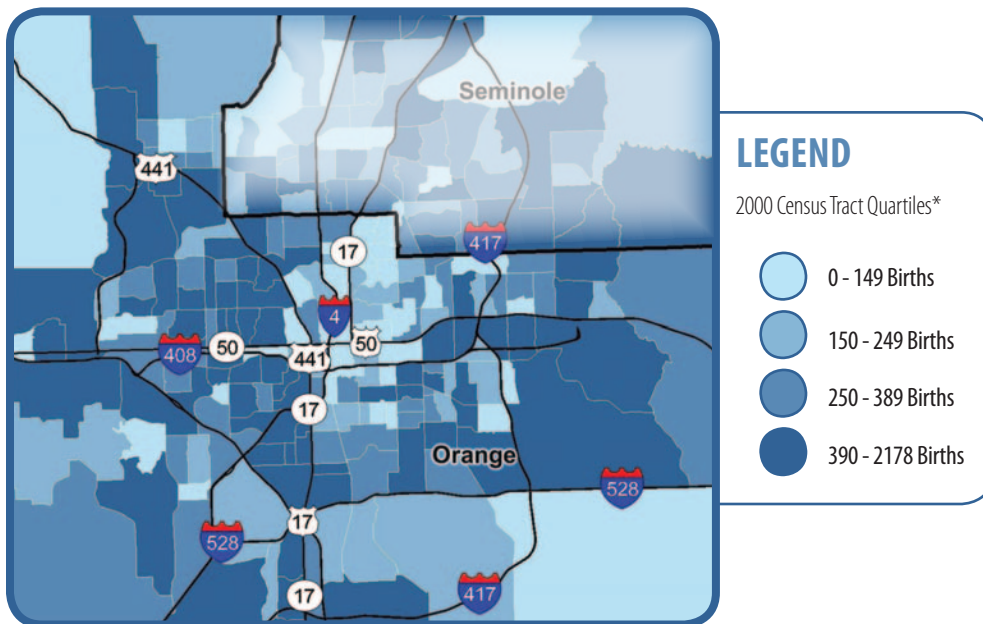
- Level 1 Locate information based on a literal match to the question or to enter information from personal knowledge into a document.
- Level 2 Match or integrate a piece of information either when several distracters are present or when low level inference is required.
- Level 3 Integrate multiple pieces of information from one or more documents.
- Level 4 Perform multiple-feature matches, cycle through documents, and integrate information.
- Level 5 Make high-level text-based inferences and use specialized knowledge.

Quantitative Literacy Levels

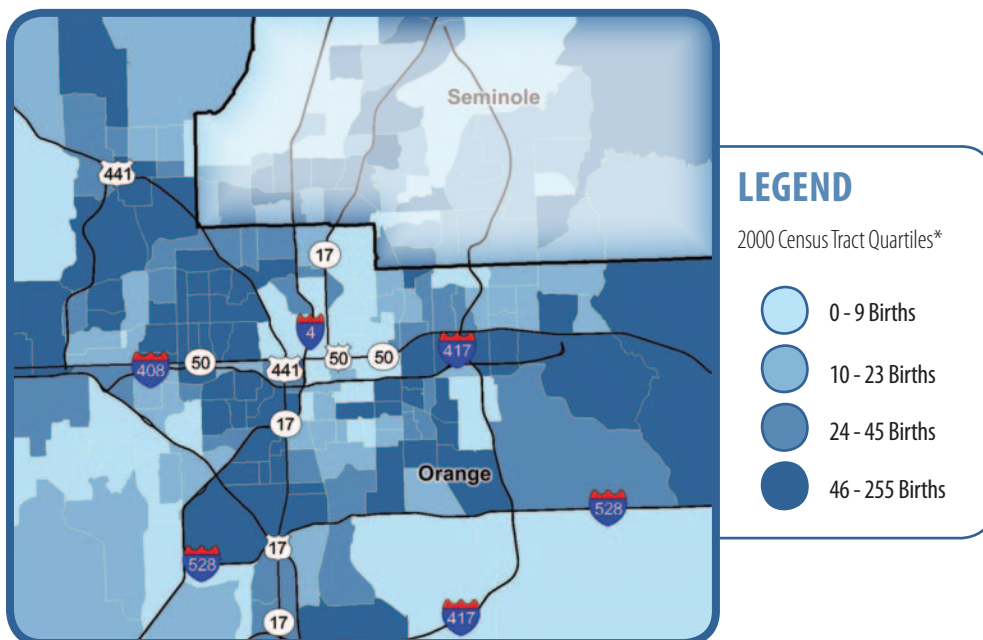
- Level 1 Perform single, relatively simple arithmetic operations, such as addition,
When the question included the numbers to be used and the arithmetic operation to be performed.
- Level 2 Locate numbers by matching the required information with that given; infer the arithmetic operation required.
- Level 3 Perform arithmetic operations on two or more numbers, or solve a problem, when the numbers must be located in the text or document.
- Level 4 Perform two or more sequential arithmetic operations; infer the operations from semantic information given or drawn from prior knowledge.
- Level 5 Extract features of a problem from text; quantities or operations needed require background knowledge.

Appendix C Maps

Total Resident Live Births (2000-2004)



Births to Mothers Ages 15-19 (2000 - 2004)

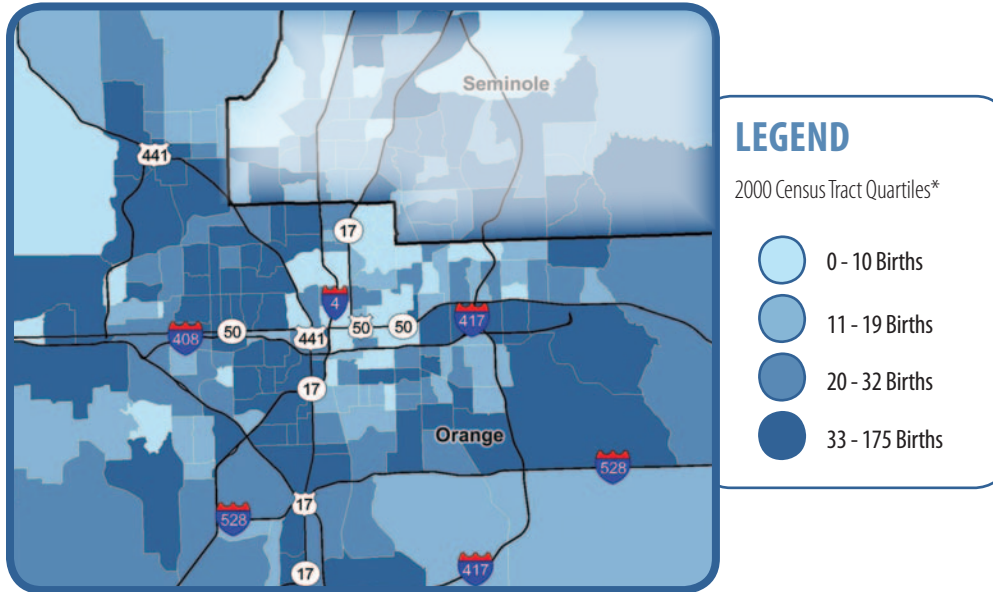


Source: 2000 Census

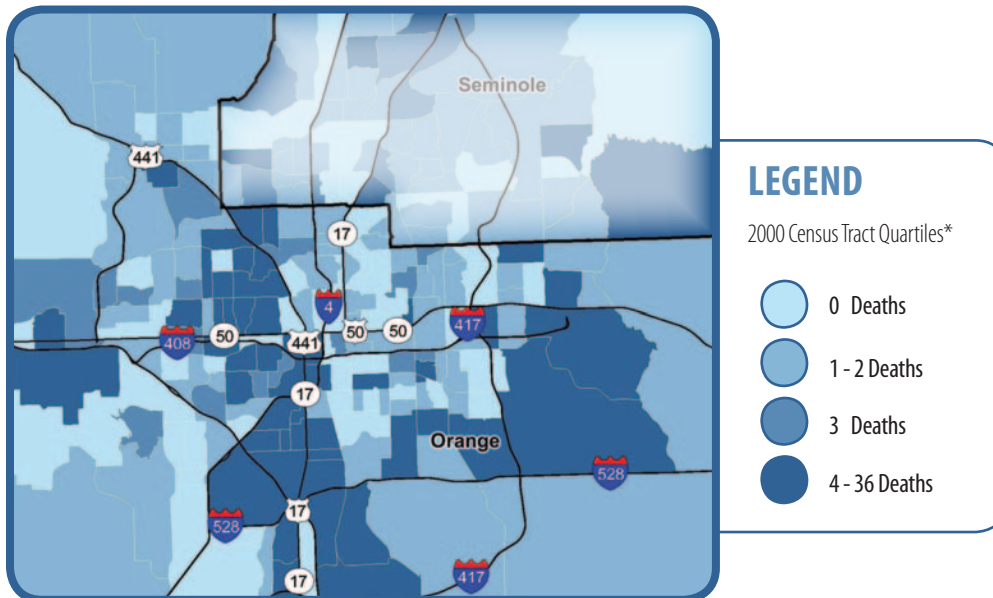
*Census Tract Counts are shaded by statewide quartiles. Note: These counts come from geocoded Vital Statistic Records and approximately 10% of the records could not be geocoded to a census tract.

THEMATIC MAP NOT TO SCALE; Provided by the Florida Department of Health; Office of Planning, Evaluation & Data Analysis; FloridaCHARTS.com

Live Births under 2500 grams (low birthweight) (2000-2004)



Infant Deaths (0 - 364 Days) (2000-2004)

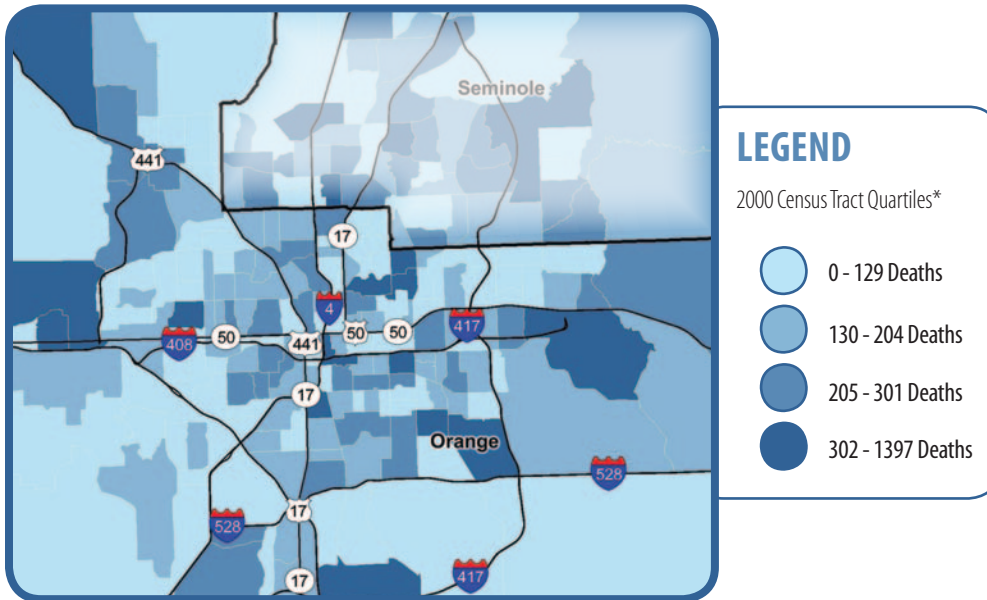


Source: 2000 Census

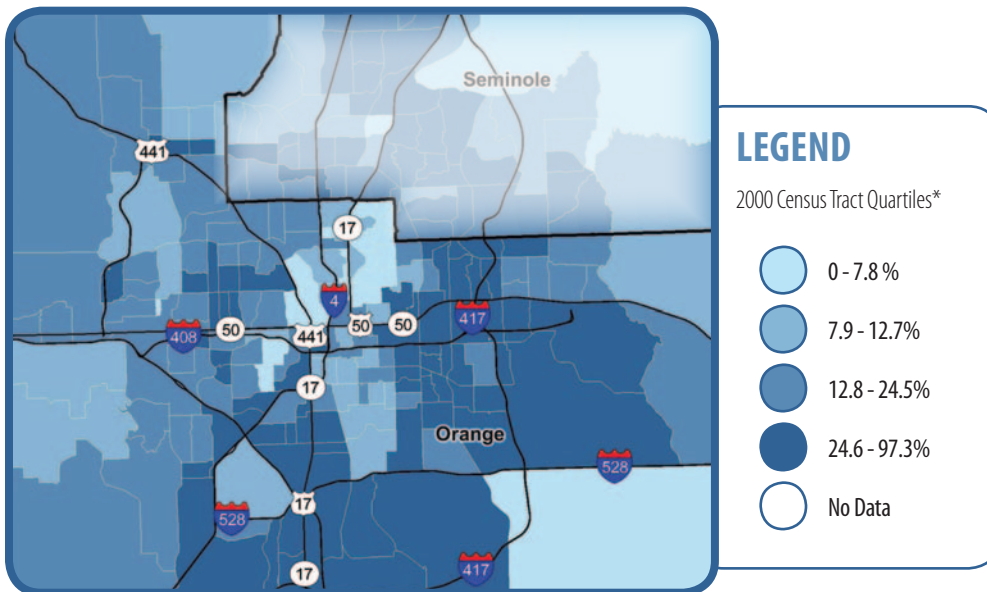
*Census Tract Counts are shaded by statewide quartiles. Note: These counts come from geocoded Vital Statistic Records and approximately 10% of the records could not be geocoded to a census tract.

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Deaths - All Causes (2000-2004)



Population >5 Years that speaks a language other than English (2000)

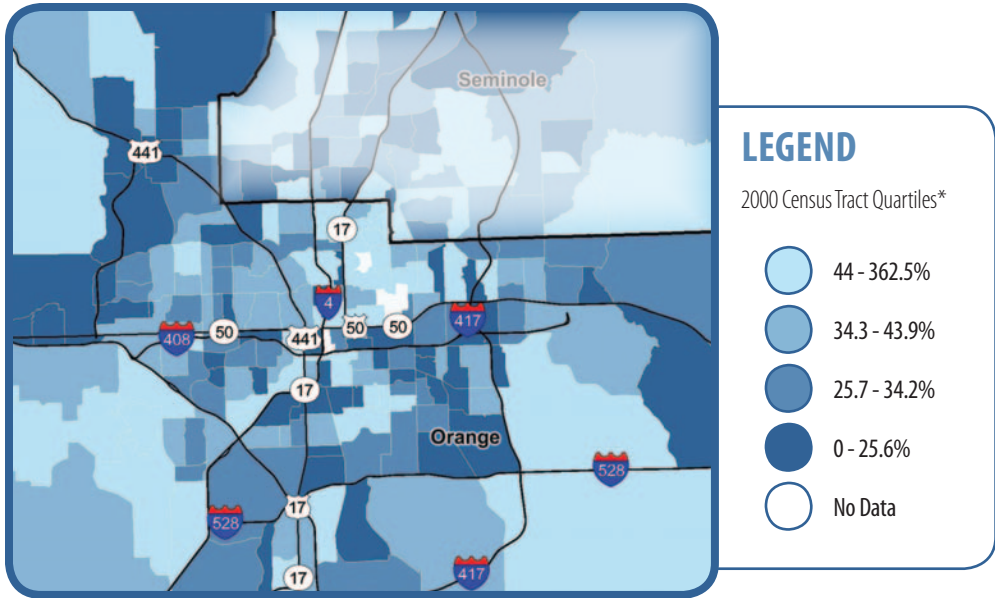


Source: 2000 Census

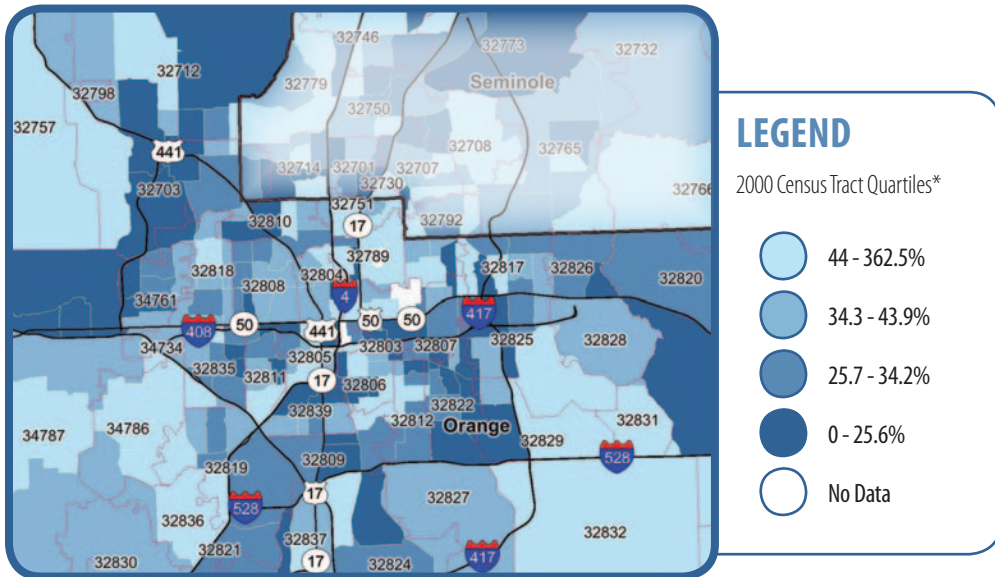
*Census Tract Counts are shaded by statewide quartiles. Note: These counts come from geocoded Vital Statistic Records and approximately 10% of the records could not be geocoded to a census tract.

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Population under age four enrolled in nursery or preschool (2000)



Population under age four enrolled in nursery or preschool (with zip codes) (2000)

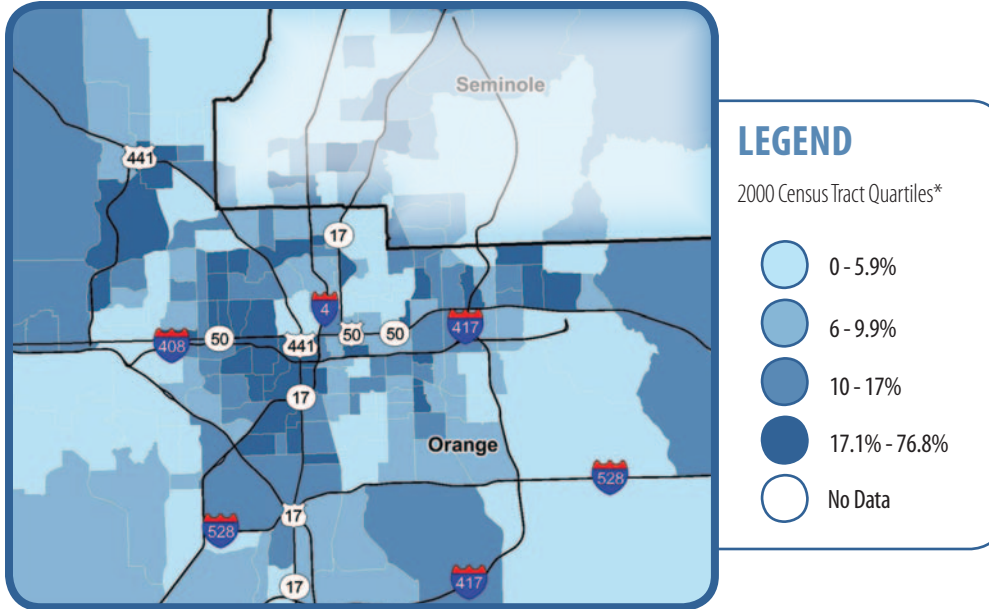


Source: 2000 Census

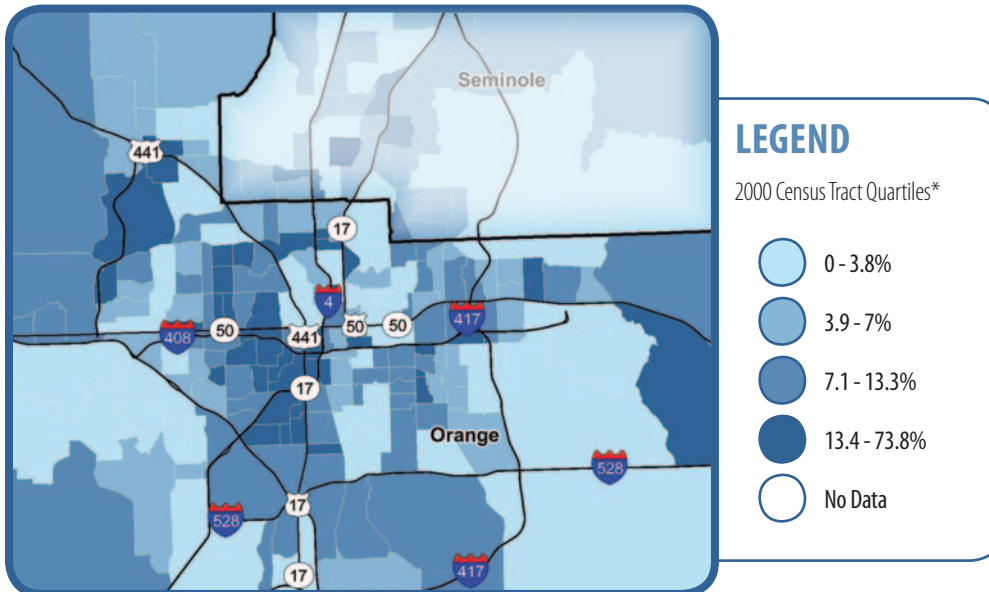
*Census Tract Counts are shaded by statewide quartiles. Note: These counts come from geocoded Vital Statistic Records and approximately 10% of the records could not be geocoded to a census tract.

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Population below poverty level (1999)



Families below poverty level (1999)

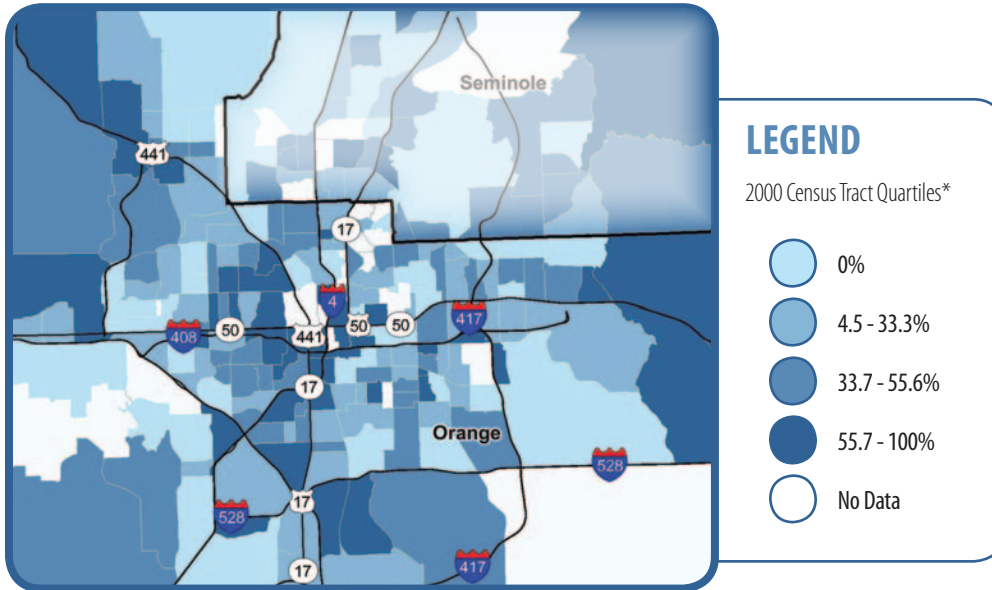


Source: 2000 Census

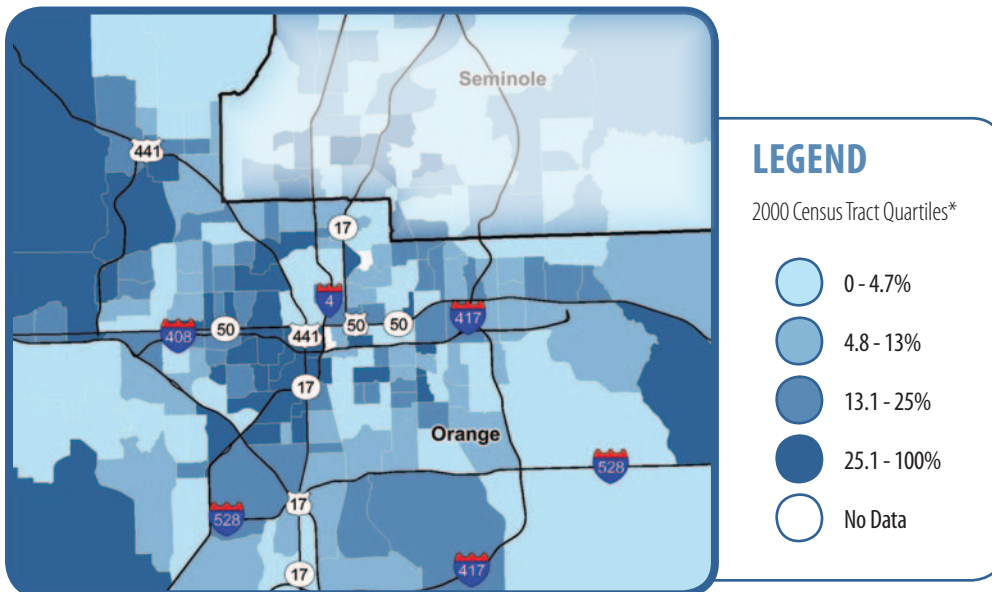
*Census Tract Counts are shaded by statewide quartiles. Note: These counts come from geocoded Vital Statistic Records and approximately 10% of the records could not be geocoded to a census tract.

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Female head of household below poverty with children under age five (no male present)(1999)



Families with children under age five below poverty (1999)



Source: 2000 Census

*Census Tract Counts are shaded by statewide quartiles. Note: These counts come from geocoded Vital Statistic Records and approximately 10% of the records could not be geocoded to a census tract.

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PARENT INTERVIEW FOR EARLY LEARNING COALITION OF ORANGE COUNTY

Parent Name: _____ Phone: _____
Completed by: _____ Parent # _____

Not interested: Completed: Call back:

If call back: Day (): M T W Th F S Su

Time: Morning Afternoon Evening

How many children are enrolled in a school readiness service? ____ (Adjust accordingly when asking the questions).

1. Are you satisfied with your school readiness placement for your child? Yes No
2. Do you feel that the program is helping your child to become prepared for school and ready to learn? Yes No
3. Who do you rely on for advice in parenting? (Family, friends, school readiness provider, other)
Family Friends SR Provider
4. Do you read materials such as magazines and brochures about how to enhance your child's school readiness?
 Yes No
5. How do you prefer to get information that helps you as a parent?
Reading
Workshop with other parents
Video or DVD
Listening to a tape or CD
6. What would you say is your biggest parenting challenge?
Behavior management
Stress management
Financial resources
Enough time
Other
Comments: _____
7. Do you use a local library as a resource? Yes No
If yes, do you take your child(ren) with you to the library? Yes No
8. Would you be willing to attend a workshop or training to help you address this challenge? Yes No
If yes, would you be able to attend a workshop or training? Yes No
9. Do you have transportation available to you? Yes No
Comments: _____
10. Do you have a computer in your home with internet access? Yes No
If yes, e-mail address: _____
11. Do you see yourself as your child's first teacher? Yes No
Comments: _____
12. What do you want your child to be able to do by the time he/she enters kindergarten?
Comments: _____

Thank you so much for taking the time to speak to me.

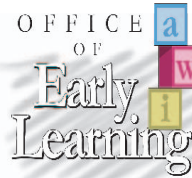


PO Box 540387
Orlando, FL 32854-0387

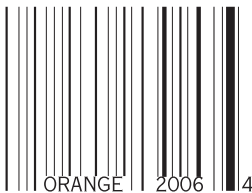
Instructions: When ideas begin to sprout, feed and water daily, nurture tenderly, handle with care.

Uses: One generation plants the trees; another gets the shade.

- Chinese Proverb



WHEN TO PLANT SEEDS: Continuously



Directions for Planting Seeds for Change

Light Full Sunshine
 Category Perennial
 Days to Germination Quickly if soil is fertile
 Days to Bloom Depends on Variety
 Height Measure Often
 Spacing Gardener's Choice

Research, layout and graphic design by the
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