

2019-20



OFFICE OF EARLY LEARNING ANNUAL REPORT

Improving Program Quality

Everyone has an opportunity to succeed when they have access to high-quality early care and education programs and services.



OFFICE OF
Early Learning
LEARN EARLY. LEARN FOR LIFE.

The annual report for the Office of Early learning is required by Section 1002.82, Florida Statutes. Copies are available to download from www.floridaearlylearning.com or by contacting the office at 850-717-8550.

Table of Contents

- Executive Summary.....1**
- Financial Review..... 2**
 - 2019-20 Budget for the Office of Early Learning3
 - Expenditures 3
 - 2019-20 Office of Early Learning Statewide Contract Expenditures..... 3
 - Descriptions of Expenditure Classifications4
 - 2019-20 Coalition-Level School Readiness Program Expenditures5
 - 2019-20 School Readiness Program Administrative Staff and Overhead..... 6
 - 2019-20 Coalition-Level Voluntary Prekindergarten Program Expenditures 7
 - 2019-20 Voluntary Prekindergarten Program Administrative Staff and Overhead..... 8
 - 2019-20 Quality Expenditures9
 - Statewide 9
 - Early Learning Coalitions.....9
 - COVID-19 Funding Summary.....10
- From the Inspector General’s Office: Preventing Fraud in the School Readiness and Voluntary Prekindergarten Education Programs...11**
- Early Care and Education in Florida at a Glance 13
 - State Administration 13
 - Office of Early Learning..... 13
 - Children Served in Early Care and Education Programs and Services 13
 - Local Administration 14
 - Early Learning Coalitions and RCMA..... 14
 - Statewide Collaboration 14
- Programs and Services 16
 - Child Care Resource and Referral Program 16
 - CCR&R Best Practices..... 17
 - 2019-20 CCR&R Service Requests..... 17
 - School Readiness Program..... 18
 - School Readiness Program - 10 Year Waiting List History 19
 - 2019-20 School Readiness Program Provider and Enrollment Data20
 - Voluntary Prekindergarten Education Program 24
 - 2019-20 VPK Program Provider and Enrollment Data25

Statewide Initiatives.....	28
Families and Community Impact	28
Family Engagement.....	28
Family Engagement Plans	28
Family Engagement in Education Month	28
Children’s Week.....	29
Vroom.....	29
Vroom Week.....	29
Consumer Education for Families.....	30
Help Me Grow.....	30
Supporting Florida’s Child Care Providers and Teacher.....	31
Cross Sector Referral Professional Development Training Modules & Child Care Resource and Referral Certification Evaluation.....	31
Florida Early Learning Professional Development Standards & Career Pathways.....	31
School Readiness Voluntary Pre- and Post-Child Assessments.....	33
Developmental Screening of School Readiness Children.....	33
Number of Screenings Performed by Each Coalition in 2019-20.....	34
Florida State University (FSU) Center for Prevention and Early Intervention Policy 10 Components of Quality Infant and Toddler Care.....	35
Strategies to Support Racial Equity for Children and Families.....	35
School-Age SR Programs and Quality.....	36
Florida Early Learning and Afterschool Career Pathway.....	36
Professional Development.....	37
2019-20 Training History by OEL Course.....	38
Early Learning Florida.....	38
Lastinger Center Instructor-Led Courses.....	39
VPK Regional Facilitator Network.....	42
Instructor-Led and Online Trainings.....	42
T.E.A.C.H.....	42
Home Instruction for Parents of Preschool Youngsters (HIPPY).....	43
Transition to Kindergarten.....	44
Sunshine State Early Learning Information Portal.....	44
Enhanced Field System Modernization.....	46

Accountability and Program Improvement	47
VPK Readiness Rates.....	47
School Readiness Program Assessment.....	47
2018-19 & 2019-20 for 2019-20 Contracts.....	49
Differential Payments.....	49
Special-Focus Networks.....	50
Inclusion Warm Line Services	50
Infant/Toddler Specialist Network	51
Preschool Network.....	52
Select Programs and Projects.....	53
School Readiness Match Program.....	53
Preschool Development Grant Birth Through Five (PDG B-5).....	55
2019-20 Year in Review – Early Learning Coalitions.....	56
Comprehensive Consumer Education	56
Provider Financial Supports.....	56
Training and Technical Assistance.....	59
Quality Activities for Infant and Toddler Care.....	60
Inclusion.....	61
Appendix A – Early Learning Coalition Service Delivery Fiscal Year 2019-20	
Appendix B – Percentage of Children in School Readiness Compared to Children in Poverty by Early Learning	
Appendix C – Percentage of Children in School Readiness Compared to Children in Poverty by County	



Executive Summary

The Office of Early Learning (OEL) made significant strides in the 2019-20 fiscal year to continue to improve the quality of and access to early care and education in Florida. The requirements for a program assessment (the Classroom Assessment Scoring System (CLASS)) in School Readiness (SR) programs continued to raise the quality of classroom interactions. The minimum score required for a provider to contract for SR services will continue to increase over the next two years. Providers with the highest program assessment scores, 4.00 – 7.00, earned higher provider reimbursements through quality differential payments. Providers taking the additional step of administering child assessments earned a five percent differential.

In 2019, Florida was awarded an \$8.5 million Preschool Development Grant. Work funded by this grant led to completion of a Florida Early Childhood Strategic Plan and Florida Early Childhood Needs Assessment as well as trainings and statewide summits to continue expanding capacity and quality of programs. The successes stemming from the initial grant led, in January 2020, to Florida receiving a highly competitive Preschool Development Renewal grant (PDGR) that will provide an additional \$13.4 million annually for three years. The grant's State Advisory Council is creating momentum across birth-through-5 cross-sector services. Multiple Data Sharing Agreements linked more than 1,400 data fields across nearly every entity that serves young children and their families providing a comprehensive view of Florida's programs through innovative mapping. This report highlights a few of these impactful initiatives.

OEL made numerous enhancements to the EFS Modernization (EFS Mod) statewide system that continued to build and improve functions for coalitions and providers. An EFS Mod risk mitigation team addressed multiple issues that resulted from the July 2018 data migration. EFS Mod has moved into the maintenance and enhancement phase.

During the final months of the 2019-20 fiscal year, the focus turned to ensuring that providers could stay open or re-open safely during the COVID-19 pandemic. Many of the measures implemented in response to COVID-19 will have long-term positive impacts on the industry, such as a professional development stipend program that drew 70,000 more teachers than in the previous year to take career-enhancing courses during "downtime" that the pandemic created.

Even at the height of the pandemic, more than 40 percent of providers were able to stay open to serve their families and communities. This was achieved through a combination of mini-grants that supported infrastructure, cleaning and supply needs and the first two of four phases of CARES Act funds to providers. OEL also worked with early learning coalitions to expedite access to child care for the children of first responders and health care professionals and found flexible ways to support providers and families, including reimbursements based on enrollment instead of attendance and waiving required copayments for SR families. Highlights of these financial supports to Florida's families and their child care providers are included in this report.

OEL is proud of its collaborative partnership with early learning coalitions and other stakeholders and our collective impact on maintaining a strong and ever-improving early child care and education system. Our work helps Florida's families work, supports our state's economy and – most importantly – gives children a great start for school and life.



Financial Review

In fiscal year 2019-20, the Office of Early Learning (OEL) received almost \$1.4 billion in state and federal funding. In addition to the School Readiness (SR) and Voluntary Prekindergarten (VPK) Education Programs, funding was included for the following programs.

<p>School Readiness Match A program that matches local public and private funds with government funding for eligible working parents.</p>	<p>Redlands Christian Migrant Association (RCMA) An organization that provides child care and early education to children of migrant farmworkers and rural low-income families in Florida.</p>	<p>Home Instruction for Parents of Preschool Youngsters (HIPPY) A parent involvement home visitation program for eligible parents to help prepare the 3-, 4- and 5-year-old children for success in school and life.</p>
<p>Teacher Education and Compensation Helps (T.E.A.C.H.) An early childhood scholarship program that provides financial support to early childhood caregivers and directors so they can work toward earning a teaching credential, degree or director's credential.</p>	<p>Help Me Grow Florida A one-stop call center designed to increase access to services for children who may show developmental, behavioral, physical or social challenges.</p>	





2019-20 Budget for the Office of Early Learning

Program	Budget
Local Coalitions and Redlands Christian Migrant Association (RCMA) – School Readiness Program	736,117,978
Local Coalitions and Redlands Christian Migrant Association (RCMA) – School Readiness Match Program	30,000,000
Local Coalitions – Voluntary Prekindergarten (VPK) Program	402,280,371
VPK Standards and Accountability	1,629,791
Teacher Education and Compensation Helps (T.E.A.C.H.)	10,000,000
Home Instruction for Parents of Preschool Youngsters (HIPPPY)	3,900,000
Implementation of Quality Performance Incentives Program, including Program Assessment	6,400,000
Help Me Grow Florida Network	1,808,957
Online Early Learning Professional Development System	3,000,000
Linking Educational Assets for Readiness Now LEARN	347,110
Riviera Beach Pilot Project	150,000
Preschool Emergency Alert Response Learning Center (P.E.A.R.L.S.)	600,000
Data Systems and Services	3,265,010
VPK Outreach and Monitoring	721,000
School Readiness Fraud Grants (restitution payments to Local Coalitions)	950,000
Preschool Development Grant Birth through 5 (PDG B-5)	22,520,000
Coronavirus (COVID-19) CCDF and CARES Act Grants to Local Coalitions	150,974,240
Administration and Program Support	11,587,875
Total Budget	1,386,252,332

Expenditures

The following tables show expenditures for the School Readiness and VPK programs during fiscal year 2019-20 at the state and coalition levels.

2019-20 Office of Early Learning Statewide Contract Expenditures

Program/Project	Contractor	Expenditures
Teacher Education and Compensation Helps (T.E.A.C.H.)	The Children's Forum	9,947,792
School Readiness Program	Redlands Christian Migrant Association (RCMA)	15,036,704
Home Instruction for Parents of Preschool Youngsters (HIPPPY)	University of South Florida	3,651,860
Technology support	University of North Florida	1,696,826
Help Me Grow Florida Network	The Children's Forum	1,754,976
Online Early Learning Professional Development System	University of Florida Lastinger Center	2,937,650
Preschool Development Grant Birth - Five	Various	4,439,851
Other Contracts	Various	2,501,028

Source: OEL Statewide Contract Expenditure Workbooks FY 2019-20



Descriptions of Expenditure Classifications

School Readiness Program expenditures are classified in accordance with federal regulations (45 Code of Federal Regulations (C.F.R.) section 98) and state statutes (section 1002.82, Florida Statutes). The following table describes the expenditure classifications for tracking and reporting program expenditures.

Direct Costs	Costs for direct payments to child care facilities for child care, including Gold Seal costs.	
Gold Seal Costs	Costs related to the Gold Seal Quality Care program, which allows higher reimbursement per child for providers that are accredited by nationally recognized agencies and meet quality standards.	
Administrative Costs	Cost identified in federal regulations that include the following:	
	<ul style="list-style-type: none"> - Salaries and related costs to staff engaged in administering and implementing programs - Developing agreements - Evaluating program results - Procurement and contract management 	<ul style="list-style-type: none"> - Providing local officials and the public with program information - Fiscal and budgetary activities - Legal services - Resolution of audit findings
Non-direct Costs	Costs for services not classified as administrative or direct payment for child care services. These services include, but are not limited to the following:	
	<ul style="list-style-type: none"> - Assisting families complete required application and eligibility documentation - Determining child and family eligibility - Recruiting eligible child care providers 	<ul style="list-style-type: none"> - Processing and tracking attendance records - Developing and maintaining a statewide child care information system
Quality Costs	Costs related to activities to improve child care quality, such as the following:	
	<ul style="list-style-type: none"> - Resource and referral services and comprehensive consumer education to parents and the public to promote informed child care choices. - Financial support to providers and their staff to assist them in meeting applicable state requirements including performance standards, curricula, literacy supports, professional development and training. - Supports for child screenings and assessments, training and technical assistance to providers, staff and parents on standards, child screening and assessments, character development, developmentally appropriate practices, and health and safety. - Inclusion and warm-line services including developmental and health screenings. 	





2019-20 Coalition-Level School Readiness Program Expenditures

Coalition	Total Expenditures w/ Cash Match	Direct Services Expenditure Percentage	Administrative Expenditure Percentage	Administrative, Quality and Non-Direct Services Expenditure Percentage	Quality Expenditure Percentage (w/o Gold Seal)	Total Provider Payments Expenditure Percentage*
Alachua	12,556,031	82.67%	4.09%	17.33%	7.35%	83.54%
Big Bend	17,593,525	79.08%	5.10%	20.92%	7.50%	79.36%
Brevard	23,297,987	86.42%	4.46%	13.58%	4.57%	87.15%
Broward	69,416,300	82.59%	3.30%	17.41%	9.76%	84.99%
Duval	43,284,135	78.53%	2.91%	21.47%	13.11%	79.07%
Emerald Coast	9,377,944	77.08%	3.18%	22.92%	14.67%	78.24%
Escambia	16,018,586	82.00%	3.91%	18.00%	6.51%	82.43%
Flagler and Volusia	18,858,349	84.30%	3.76%	15.70%	7.93%	84.48%
Gateway	8,465,145	72.29%	2.13%	27.71%	18.09%	74.88%
Heartland	11,262,160	80.55%	3.75%	19.45%	7.88%	81.33%
Hillsborough	58,809,860	83.28%	3.56%	16.72%	8.14%	83.58%
IRMO	10,039,104	80.95%	3.00%	19.05%	9.42%	81.18%
Lake	8,513,759	77.19%	3.99%	22.81%	12.21%	79.14%
Manatee	14,528,991	79.60%	3.38%	20.40%	14.43%	80.40%
Marion	10,554,440	80.08%	4.26%	19.92%	10.29%	80.14%
Miami-Dade/Monroe	135,160,589	78.30%	4.06%	21.70%	10.41%	81.12%
Nature Coast	9,819,135	81.76%	3.81%	18.24%	6.75%	81.89%
North Florida	18,953,513	81.18%	3.70%	18.82%	10.53%	81.55%
Northwest Florida	15,720,826	80.17%	2.26%	19.83%	10.85%	83.56%
Orange	50,106,604	80.59%	2.88%	19.41%	11.01%	80.85%
Osceola	10,317,183	81.58%	3.58%	18.42%	9.45%	81.64%
Palm Beach	67,400,583	84.49%	3.31%	15.51%	7.79%	85.44%
Pasco-Hernando	18,662,626	81.03%	2.85%	18.97%	9.66%	83.19%
Pinellas	39,585,864	81.38%	3.74%	18.62%	9.23%	82.49%
Polk	26,174,583	79.50%	3.12%	20.50%	10.30%	79.86%
St. Lucie	12,697,525	83.96%	3.02%	16.04%	9.36%	84.38%
Santa Rosa	4,394,835	80.04%	4.60%	19.96%	7.83%	80.06%
Sarasota	7,982,310	80.05%	3.67%	19.95%	10.28%	81.47%
Seminole	14,906,998	84.98%	2.37%	15.02%	7.16%	85.35%
Southwest Florida	24,272,306	83.76%	3.17%	16.24%	5.35%	84.47%
RCMA	15,671,396	78.50%	4.50%	21.50%	6.46%	82.79%
Statewide	804,403,192	81.12%	3.53%	18.88%	9.46%	82.38%

Source: OEL SR Expenditure Workbooks FY 2019-20 data as of November 2020; does not reflect final expenditure reconciliations.

*Includes quality performance differentials, contracted slots and gold seal quality costs.



2019-20 School Readiness Program Administrative Staff and Overhead

Coalition	Number SR Children Served (by FTE)*	Number of SR Administrative Staff (by FTE) **	Ratio of Children Served to SR Admin Staff	SR Admin Expenditures	Ratio of SR Admin Overhead to Number of SR Children Served
Alachua	1,597	15.50	103.0	513,654	321.66
Big Bend	3,251	12.50	260.1	896,435	275.72
Brevard	3,315	14.23	233.0	1,038,932	313.41
Broward	8,862	26.30	336.9	2,287,698	258.16
Duval	7,025	16.68	421.2	1,259,673	179.31
Emerald Coast	1,251	4.00	312.8	298,499	238.56
Escambia	2,657	3.48	764.6	626,331	235.74
Flagler and Volusia	3,221	8.99	358.3	709,486	220.28
Gateway	1,410	3.94	357.9	180,450	127.97
Heartland	1,615	11.19	144.3	421,997	261.34
Hillsborough	9,824	75.60	129.9	2,094,178	213.17
IRMO	1,714	7.55	227.0	301,126	175.68
Lake	1,542	3.68	419.4	339,416	220.10
Manatee	2,048	4.65	440.4	491,386	239.97
Marion	1,980	6.29	314.8	449,982	227.30
Miami-Dade/Monroe	21,168	87.34	242.4	5,493,326	259.52
Nature Coast	1,697	4.30	394.6	373,969	220.41
North Florida	3,427	7.67	446.8	700,758	204.50
Northwest Florida	1,780	3.03	588.6	354,654	199.20
Orange	8,297	26.10	317.9	1,443,450	173.98
Osceola	1,531	5.19	295.0	369,466	241.29
Palm Beach	8,742	17.84	490.0	2,232,225	255.35
Pasco-Hernando	3,447	4.80	718.2	532,136	154.36
Pinellas	5,444	10.50	518.5	1,479,737	271.80
Polk	4,714	22.26	211.8	816,851	173.29
St. Lucie	2,240	7.15	313.3	383,798	171.33
Santa Rosa	726	1.96	370.3	201,989	278.29
Sarasota	971	2.05	473.8	293,114	301.78
Seminole	1,977	1.74	1136.3	353,891	178.98
Southwest Florida	4,265	6.35	671.6	769,174	180.36
Statewide	121,737	420.88	289.24	27,707,781	227.60

* From EFS Modernization as of November 6, 2020.

** Self-reported by ELCs on annual Revenue & Expenditure Reports as of November 2020; Includes contracted staff; does not reflect final expenditure and reporting reconciliations.



2019-20 Coalition-Level Voluntary Prekindergarten Program Expenditures

Coalition	Total Administrative Expenditures	Total Direct Services Expenditures	Total All Expenditures	% for Admin*
Alachua	41,374	4,035,978	4,077,352	1.03%
Big Bend	262,022	6,369,150	6,631,172	4.11%
Brevard	427,150	11,028,343	11,455,493	3.87%
Broward	1,501,725	37,543,126	39,044,851	4.00%
Duval	660,146	22,720,610	23,380,756	2.91%
Emerald Coast	217,355	5,523,429	5,740,784	3.94%
Escambia	183,485	4,534,302	4,717,787	4.05%
Flagler and Volusia	406,693	10,086,505	10,493,198	4.03%
Gateway	108,668	2,602,678	2,711,346	4.18%
Heartland	97,424	4,127,781	4,225,205	2.36%
Hillsborough	1,219,914	30,454,053	31,673,967	4.01%
IRMO	135,903	5,733,536	5,869,439	2.37%
Lake	234,222	5,879,689	6,113,911	3.98%
Manatee	260,263	6,523,049	6,783,312	3.99%
Marion	188,684	5,094,843	5,283,527	3.70%
Miami-Dade/Monroe	1,573,795	52,638,381	54,212,176	2.99%
Nature Coast	167,549	4,415,432	4,582,981	3.79%
North Florida	500,238	13,750,437	14,250,675	3.64%
Northwest Florida	161,008	3,815,394	3,976,402	4.22%
Orange	1,213,187	30,329,663	31,542,850	4.00%
Osceola	324,017	8,349,063	8,673,080	3.88%
Palm Beach	1,118,778	28,108,497	29,227,275	3.98%
Pasco-Hernando	410,555	13,071,014	13,481,569	3.14%
Pinellas	412,955	14,261,838	14,674,793	2.90%
Polk	367,568	10,497,161	10,864,729	3.50%
St. Lucie	188,052	5,912,591	6,100,643	3.18%
Santa Rosa	59,465	2,498,881	2,558,346	2.38%
Sarasota	147,186	4,595,386	4,742,572	3.20%
Seminole	390,236	10,118,075	10,508,311	3.86%
Southwest Florida	809,608	20,163,336	20,972,944	4.02%
Statewide	13,789,225	384,782,221	398,571,446	3.58%

Source: OEL VPK Expenditure Workbooks FY 2019-20 as of November 2020; does not reflect final expenditure reconciliations.

*Given the impact of COVID-19, there were additional requirements and activities impacting VPK programs which required additional time/effort by the coalitions.



2019-20 Voluntary Prekindergarten Program Administrative Staff and Overhead

Coalition	Number VPK Children (by FTE) Served*	Number of VPK Staff (by FTE) **	Ratio of Children Served to VPK Staff	VPK Admin Expenditures	Ratio of VPK Admin Overhead to Number of VPK Children Served
Alachua	1,700	2.1	805.48	41,374	24.34
Big Bend	2,703	11.0	245.76	262,022	96.92
Brevard	4,584	6.3	727.73	427,150	93.17
Broward	15,140	3.3	4641.20	1,501,725	99.19
Duval	9,225	9.2	1005.95	660,146	71.56
Emerald Coast	2,284	0.1	45689.40	217,355	95.14
Escambia	1,910	2.7	714.01	183,485	96.07
Flagler and Volusia	4,320	7.9	544.03	406,693	94.15
Gateway	1,126	0.7	1656.04	108,668	96.50
Heartland	1,858	0.8	2312.42	97,424	52.44
Hillsborough	11,897	30.0	397.23	1,219,914	102.54
IRMO	2,383	4.1	584.04	135,903	57.03
Lake	2,446	2.3	1083.61	234,222	95.77
Manatee	2,726	5.2	522.13	260,263	95.49
Marion	2,211	2.9	763.55	188,684	85.32
Miami-Dade/Monroe	21,469	25.5	842.27	1,573,795	73.30
Nature Coast	1,896	3.3	574.62	167,549	88.36
North Florida	5,651	5.2	1088.73	500,238	88.53
Northwest Florida	1,644	2.2	743.75	161,008	97.96
Orange	12,310	18.7	658.26	1,213,187	98.56
Osceola	3,474	4.0	866.36	324,017	93.27
Palm Beach	11,063	11.2	986.97	1,118,778	101.13
Pasco-Hernando	5,508	5.2	1059.30	410,555	74.53
Pinellas	5,878	2.5	2351.02	412,955	70.26
Polk	4,494	15.3	293.32	367,568	81.80
St. Lucie	2,431	5.0	491.07	188,052	77.36
Santa Rosa	1,053	1.0	1063.20	59,465	56.50
Sarasota	1,886	3.2	596.87	147,186	78.04
Seminole	4,125	4.6	902.63	390,236	94.60
Southwest Florida ***	7,564	7.9	962.35	809,608	107.03
Statewide	156,956	203.1	772.98	13,789,225	87.85

* From Voluntary Prekindergarten Estimating Conference August 4, 2020.

** Self-reported by ELCs on annual Revenue & Expenditure Reports as of November 2020; Includes contracted staff; does not reflect final expenditure and reporting reconciliations.

*** Includes RCMA.



2019-20 Quality Expenditures

Statewide

The Children's Forum (T.E.A.C.H.)	9,483,950
University of North Florida	76,201
The Children's Forum (Help Me Grow Florida Network)	1,754,976
Paul H. Brooks Publishing Co., Inc.	101,722
University of Florida Lastinger Center Online Early Learning Professional Development System	2,937,650
University of Florida Lastinger Center Health and Safety	49,498
Infinity	182,509
Teachstone Training	364,100
WELS System Foundation	140,868
TOTAL	15,091,474

Source: OEL School Readiness Workbooks FY 2019-20

Early Learning Coalitions

Comprehensive Consumer Education	10,347,155
Early Learning Standards, Curriculum, Health and Development Screening and Assessment	6,703,185
Provider Training/Technical Assistance and Financial Support	46,386,237
Provider Tiered Reimbursement Differentials	4,833,931
Quality Activities for Infant and Toddler Care	6,650,303
Inclusion	3,036,990
TOTAL	77,957,801

Source: OEL School Readiness Workbooks FY 2019-20



COVID-19 Funding Summary

Supports	Estimated Number		Fiscal Year 2019-20	Funding Source
CCDF - Immediate Response				
All SR Providers - Payments based on enrollment and suspended terminations April - June 2020	9,318	Providers	\$ 23,696,987	CCDF
Fund Parents' Required SR Copayments April - June 2020	NA		\$ 28,231,429	CCDF
Mini-grants (infrastructure, cleaning, teacher stipends)	4,152	Providers	\$ 14,181,750	CCDF
			\$ 66,110,166	CCDF
CARES Act - Child Care for Healthcare Workers and First Responders				
Child care payments through June 2020	28,095	Children	\$ 19,122,514	CARES
Bonuses to providers	4,306	Providers	\$ 16,678,189	CARES
			\$ 35,800,703	CARES
CARES Act - Child Care Provider Grants in Three Phases				
Phase I: Emergency Child Care Relief Grants for Early Learning/Child Care Providers	6,480	Providers	\$ 30,920,232	CARES
Phase II: High-Quality Reopening Support Grants for Early Learning/Child Care Providers	2,282	Providers	\$ 9,026,783	CARES
			\$ 39,947,015	CARES
General Revenue - Voluntary Prekindergarten Program Response				
VPK Provider Payments based on enrollments (Apr - June)	160,786	Children	\$ 83,939,502	GR
			\$ 83,939,502	GR

\$ 225,797,386 Total Funding



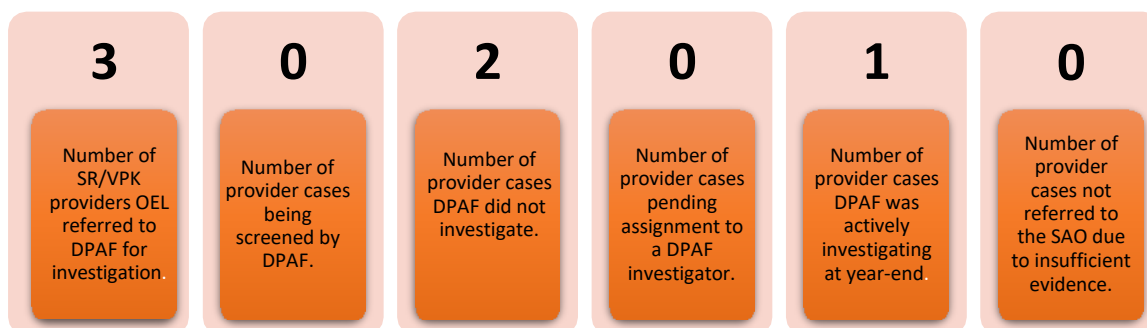
From the Inspector General's Office Preventing Fraud in the School Readiness and Voluntary Prekindergarten Education Programs

Working with early learning coalitions and Redlands Christian Migrant Association (RCMA), the Office of Early Learning's (OEL) Office of Inspector General (OIG) continued efforts to prevent and detect instances of fraud in the statewide early learning system of services. Anti-fraud activities focused on technical assistance to early learning coalitions and coordination of the Statewide Anti-fraud Workgroup whose focus is on sharing best practices among the early learning coalitions and continued partnerships with other government agencies on identification of potential fraudulent activity.

As a result, the OEL's OIG referred suspected fraud cases for the School Readiness and VPK programs to the Florida Department of Financial Services Division of Public Assistance Fraud (DPAF) for criminal investigation. In turn, DPAF referred cases to the appropriate State Attorney's Office (SAO) for criminal prosecution.

During fiscal year 2019-20, the total restitution ordered for prior year cases was \$281,206.10. OEL collected \$334,344.23 in restitution payments, including from recipient cases referred in 2019-20 as well as prior fiscal years. No provider cases referred in 2019-20 were closed as of year-end.

FY 2019-20 Provider Fraud Case Referrals and Status





FY 2019-20 Recipient Fraud Case Referrals and Status

160	Number of recipients of School Readiness child care support referred to Division of Public Assistance Fraud (DPAF) for criminal investigation.
101	Number of School Readiness recipient cases DPAF did not investigate.
49	Number of School Readiness recipient cases in screening status or pending assignment to a DPAF investigator.
4	Number of School Readiness recipient cases that DPAF is actively investigating or a request was made for overpayment/over issuance assistance.
6	Number of School Readiness recipient cases DPAF referred to State Attorney's Office (SAO) for criminal prosecution.
0	Number of School Readiness recipient cases DPAF decided to not refer to the SAO due to insufficient evidence, no intent to defraud, or other reasons.
0	Number of School Readiness recipient cases sent to DPAF that are still awaiting status.

Data Source: Fraud Referral System as of July 1, 2020.





Early Care and Education in Florida at a Glance

State Administration

Office of Early Learning

The Office of Early Learning (OEL), within the Florida Department of Education, is the lead administrator for federal and state child care funds, responsible for developing, adopting and implementing quality standards and outcome measures that benefit and improve Florida’s comprehensive early childhood care and education system.

Consistent with state law (section 1002.213, Florida Statutes), OEL is fully accountable to the Commissioner of Education.

OEL administers federal and state child care funds and partners with 30 local early learning coalitions and the Redlands Christian Migrant Association (RCMA) to deliver comprehensive early childhood care and education services statewide.



General Functions

- The office oversees three main early learning programs: School Readiness (SR) Program, Voluntary Prekindergarten (VPK) Education Program, and Child Care Resource and Referral Services (CCR&R).
- OEL governs day-to-day-operations of early learning programs for the state, administers funds to early learning coalitions and other statewide providers and is responsible for addressing developmentally appropriate curricula.
- Other duties related to early learning programs and outlined in federal and/or state regulations office including federal reporting requirements, programmatic/financial monitoring and other oversight tasks.

Children Served in Early Care and Education Programs and Services

Programs/Services	2018-19	2019-20	2019-20 Waiting List
School Readiness	208,746	211,711	19,444
VPK	174,141	171,093	N/A
VPK Specialized Instructional Services	178	106	N/A
VPK Total	174,319	171,199	N/A

Sources: School Readiness - EFS Modernization enrollment data.
August 4, 2020 VPK Estimating Conference.
Waiting List - EFS Modernization.



Local Administration

Early Learning Coalitions and RCMA

The 30 early learning coalitions and RCMA work to meet the early care and education needs of local communities by planning services based on the area’s needs, creating networks of public and private providers, establishing public and private partnerships to leverage economies of scale, and collecting match dollars to serve additional families. They are governed by federal grant program requirements and state laws.

General Functions of Early Learning Coalitions and RCMA

Resource and Referral Services	•Eligibility, enrollment, outreach and consumer education.
Child Care/Early Education Services	•Local oversight of School Readiness and VPK programs, child screenings, compliance services, supporting quality improvement.
Comprehensive Services	•Preventions and intervention, resource linkages, staff development.
School Readiness Match Program	•Expands child care assistance for low-income working families by using state and federal funds as incentives for matching local funds from local governments, employers and other sources.
IT System Services	•Support single point of entry, coalition websites and participant data files.
Service Provider Payments	•Reimbursement of child care and early education providers.

Statewide Collaboration

Partnerships and collaboration are essential to the goals of a comprehensive early child care and education system such as Florida’s. Each of OEL’s program areas – CCR&R, SR and VPK – focuses on the success and well-being of all of Florida’s children and their families. CCR&R connects families with the resources and information they need to keep their children safe and healthy and assists families in locating, recognizing and enrolling children in a quality educational or early childhood program.

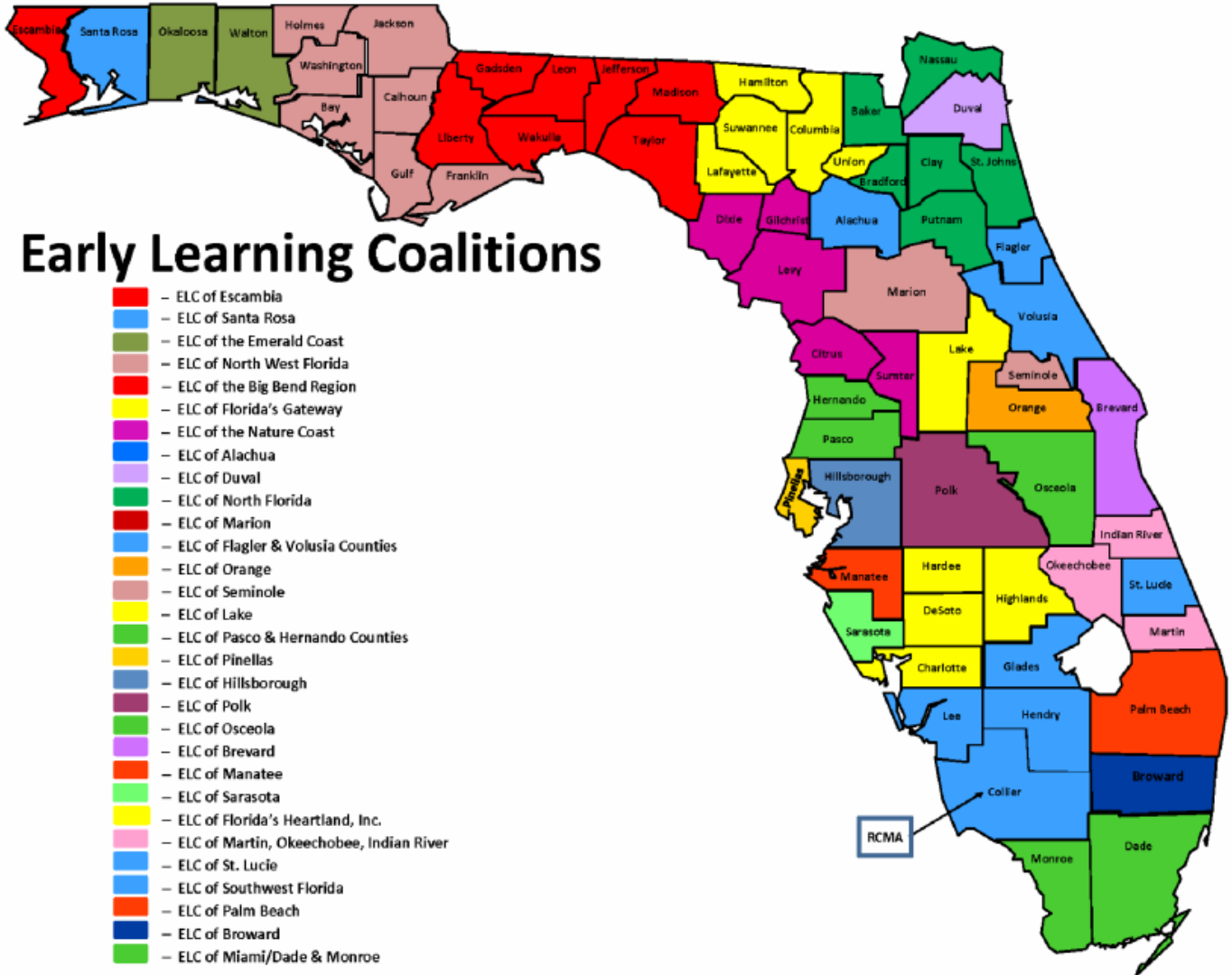
Child care providers and teachers in these programs receive training and technical assistance on topics related to health and safety; academic, social, and emotional development; and standards and guidelines from the CCR&R, SR and VPK programs. OEL’s programs share goals, information, resources and include staff from all three programs in initiatives, trainings and presentations to other stakeholders.

OEL’s purpose-driven programs complement, enhance and share the knowledge and skills of their staff as they collaborate to support Florida’s families and children in achieving success.





Early Learning Coalition Regional Map





Programs and Services



Child Care Resource and Referral

Child Care Resource and Referral Program

Funded by the Child Care and Development Block Grant, Florida's Child Care Resource and Referral (CCR&R) program provides numerous services to families, child care providers and communities. The Office of Early Learning (OEL) is responsible for the statewide resource and referral network and contracts with 30 early learning coalitions and Redlands Christian Migrant Association (RCMA) to ensure there are services available in each of Florida's 67 counties. Each coalition is responsible for providing direct services to families and providers in their communities. CCR&R services are provided at no cost and include, but are not limited to, information about available financial and community resources; child care listings; early learning options for families; parent and consumer education; and training and technical assistance for current and prospective child care providers. Integrating state and local efforts ensures that all families in Florida have equal access to quality child care information and resources.



CCR&R Best Practices

Early learning coalitions and/or their subcontractors assist families in finding quality and affordable child care, community resources and financial assistance options. Quality customer service is a top priority of the state network, and each early learning coalition has a designated CCR&R coordinator to lead the work of the CCR&R program at their organization.

To support this vital role, the CCR&R State Network developed a training tool – the **CCR&R Coordinator Guide** – to assist new CCR&R coordinators in learning program requirements, expectations, and other key program elements. The CCR&R Coordinator Guide includes best practices that the CCR&R State Network encourages to enhance program service delivery statewide.

In addition to the CCR&R Coordinator Guide, the CCR&R State Network provides an orientation for new CCR&R Coordinators that details the roles and responsibilities of the position. The orientation includes key program elements such as CCR&R reports and forms, family and community engagement and partnerships, trauma-informed services, CCR&R and inclusion, equity, consumer education resources, community resources, provider services and quality assurance. The CCR&R Coordinator Guide and orientation are instrumental in helping new CCR&R coordinators prepare for and achieve CCR&R Coordinator Certification.



2019-20 CCR&R Service Requests

18,488

- Number of requests for assistance through the State CCR&R's toll free number and CCR&R's Help Inbox.

158,550

- Number of requests for information about VPK.

10,772

- Approximate number of legally operating child care providers maintained in a directory by early learning coalitions.



School Readiness Program

Florida's School Readiness Program offers low-income families financial assistance to assist with access to high-quality early care and education for their children while they work or participate in job training. Funding is provided for early care and education so young children can be successful in school and in the future.

The Office of Early Learning (OEL) administers the program at the state level. Early learning coalitions administer School Readiness at the county and regional levels. Funding comes from four sources—the Child Care and Development Block Grant, the Temporary Assistance for Needy Families Block Grant, the Social Services Block Grant and the State of Florida.

The program's two main goals are to help families become financially self-sufficient and help each child from a qualifying family develop school readiness skills. These skills are measured by standards and outcomes adopted by OEL as well as the statewide screening of kindergarten students.



School Readiness Program - 10 Year Waiting List History

Florida’s School Readiness Program works to:

- Prepare young children to start kindergarten ready to learn.
- Help working families afford quality early learning services.
- Keep parents in the workforce and/or participating in education or training activities.
- Help families become financially independent.
- Provide parents information about child development and family well-being.

Due to the high need for services, the School Readiness Program has averaged a waiting list of more than 19,000 children for the past fiscal year. To help families who are currently waiting for School Readiness services, OEL works with local CCR&R specialists to provide families with information about other programs they may be eligible for, such as Head Start, Early Head Start, and other locally funded programs that offer free or reduced-priced child care. Local CCR&R programs also provide families with lists of locally funded community resources to help families until School Readiness Program funding becomes available.

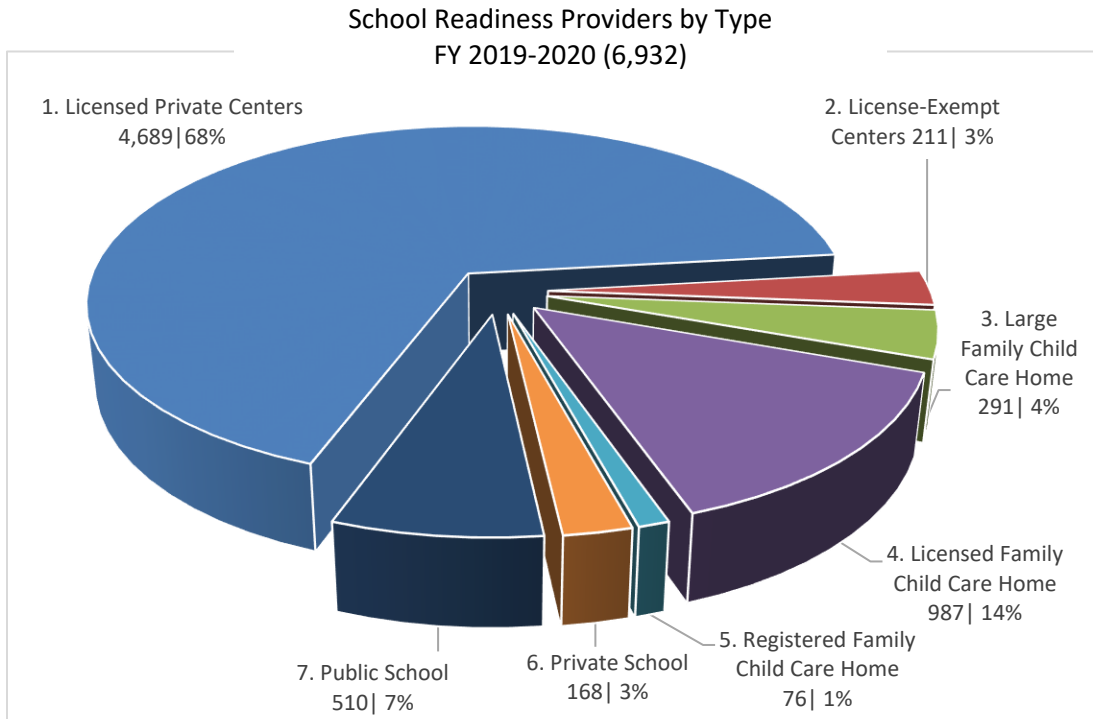


Fiscal Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
July	85,013	80,500	78,892	60,659	56,471	53,380	38,308	28,197	25,302	21,052
August	90,791	84,098	68,414	57,750	64,687	52,527	43,945	33,593	34,597	23,502
September	90,685	85,751	73,168	49,419	68,811	50,249	44,132	33,626	35,215	21,770
October	91,957	81,607	68,516	47,826	68,950	42,560	40,356	34,071	30,702	22,676
November	88,979	77,069	71,933	42,609	68,437	35,317	36,478	33,194	17,813	22,567
December	78,906	75,110	67,676	36,770	64,548	30,926	31,915	31,237	21,695	21,543
January	74,452	75,365	60,259	36,684	61,840	29,106	31,508	30,326	18,588	19,164
February	67,988	71,803	58,134	37,121	58,614	25,774	28,835	29,553	16,945	14,554
March	68,033	64,780	58,322	37,867	51,397	25,941	25,871	29,064	18,552	14,589
April	70,869	66,206	57,182	43,624	53,596	27,260	26,053	27,227	17,525	14,968
May	74,497	65,255	45,959	47,956	56,748	34,730	25,469	28,939	16,628	16,350
June	78,324	68,747	65,032	52,336	59,057	36,872	26,550	31,399	15,231	20,588
Monthly Average	80,041	74,691	64,457	45,885	61,096	37,054	33,285	30,869	22,399	19,444
Monthly Maximum	91,957	85,751	78,892	60,659	68,950	53,380	44,132	34,071	35,215	23,502
Monthly Minimum	67,988	64,780	45,959	36,684	51,397	25,774	25,469	27,227	15,231	14,554

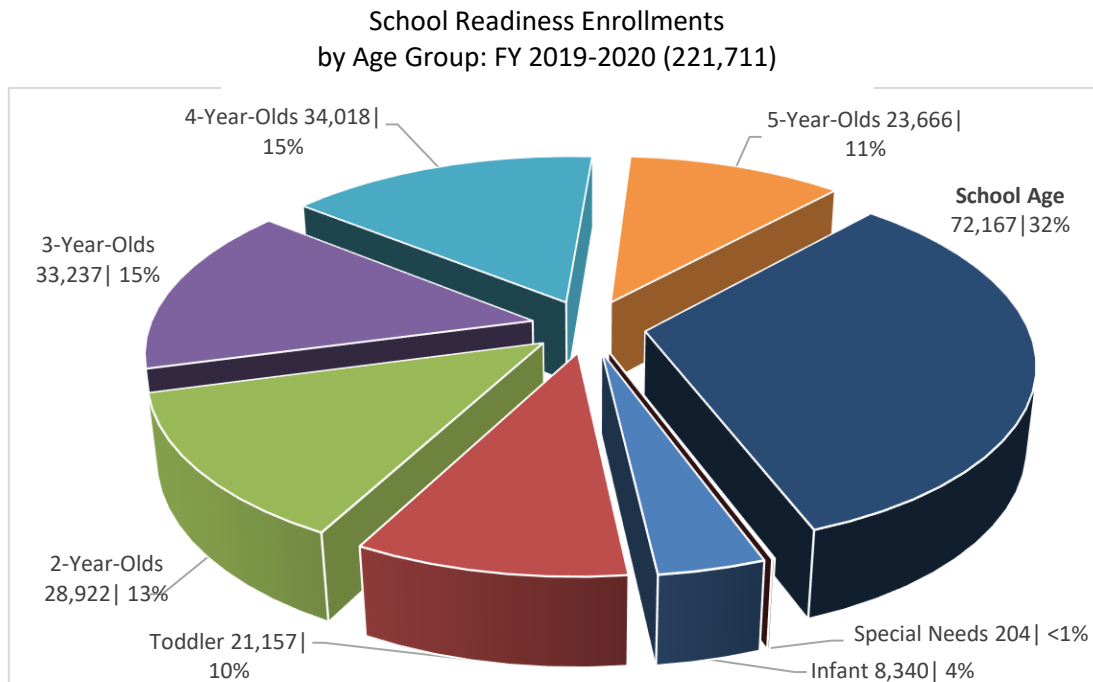
Source: EFS Modernization data.



2019-20 School Readiness Program Provider and Enrollment Data



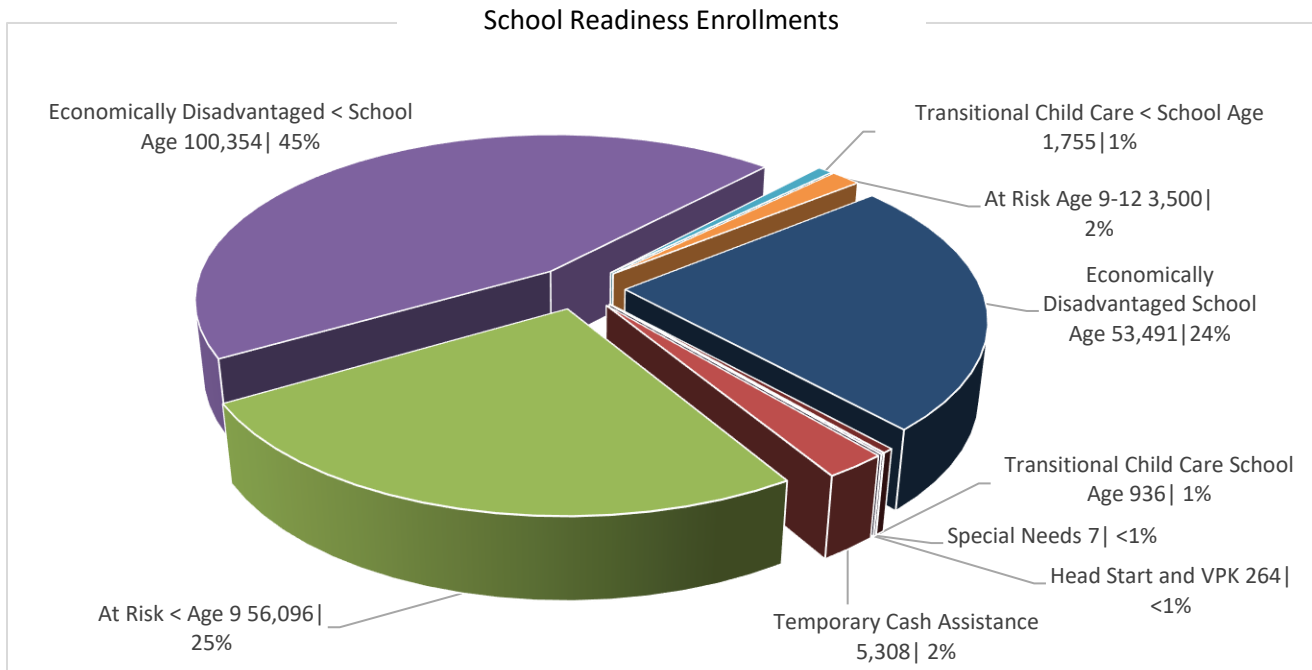
Source: EFS Modernization data as of November 2020.



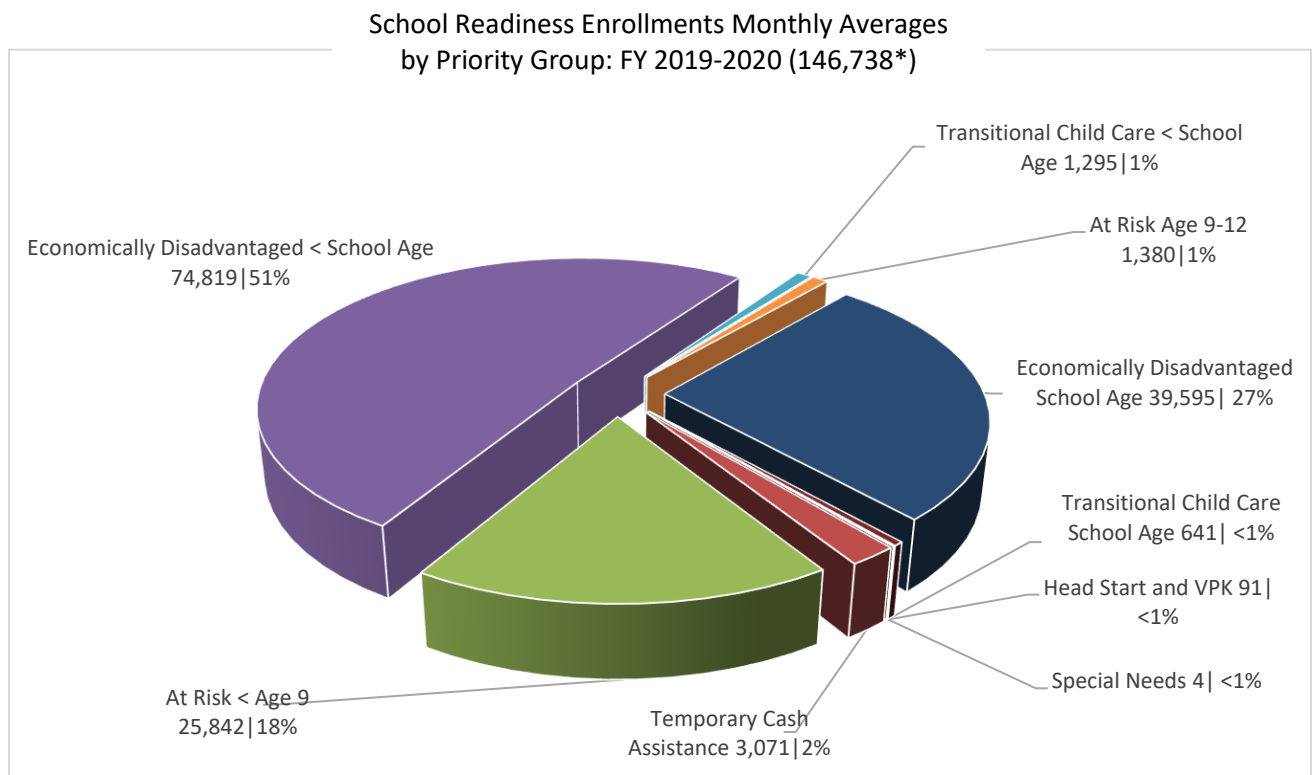
Source: EFS Modernization data as of November 2020.



2019-20 School Readiness Program Provider and Enrollment Data



Source: EFS Modernization data as of November 2020.



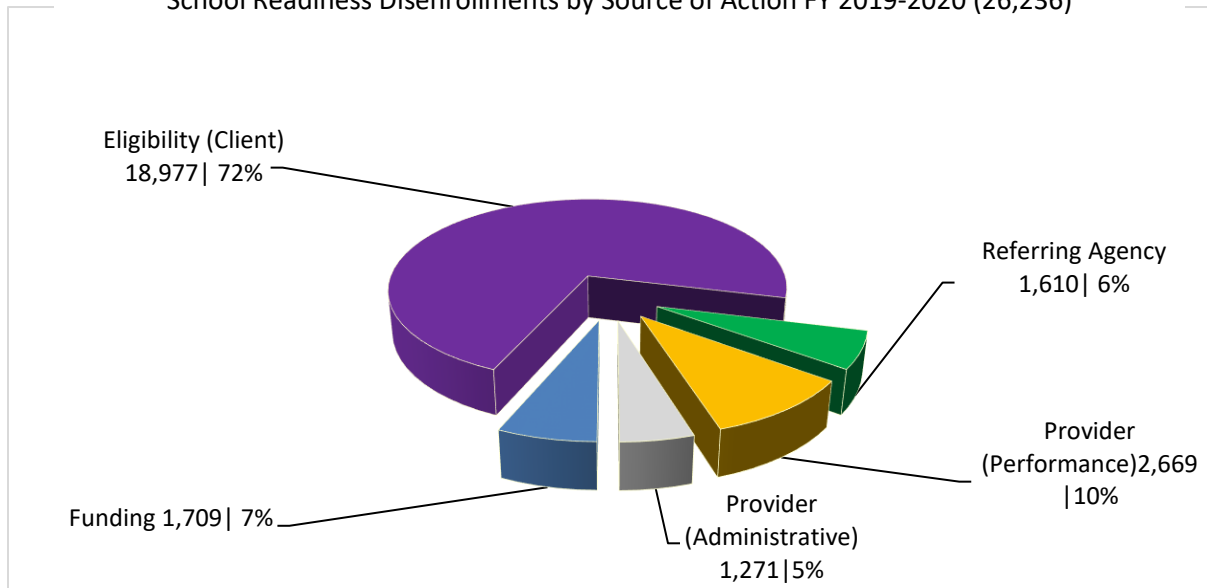
Source: EFS Modernization data as of November 2020.

*Children counted in the enrollment with the highest dollars paid during the fiscal year. RCMA children were counted in the enrollments with the highest days enrolled during the fiscal year.



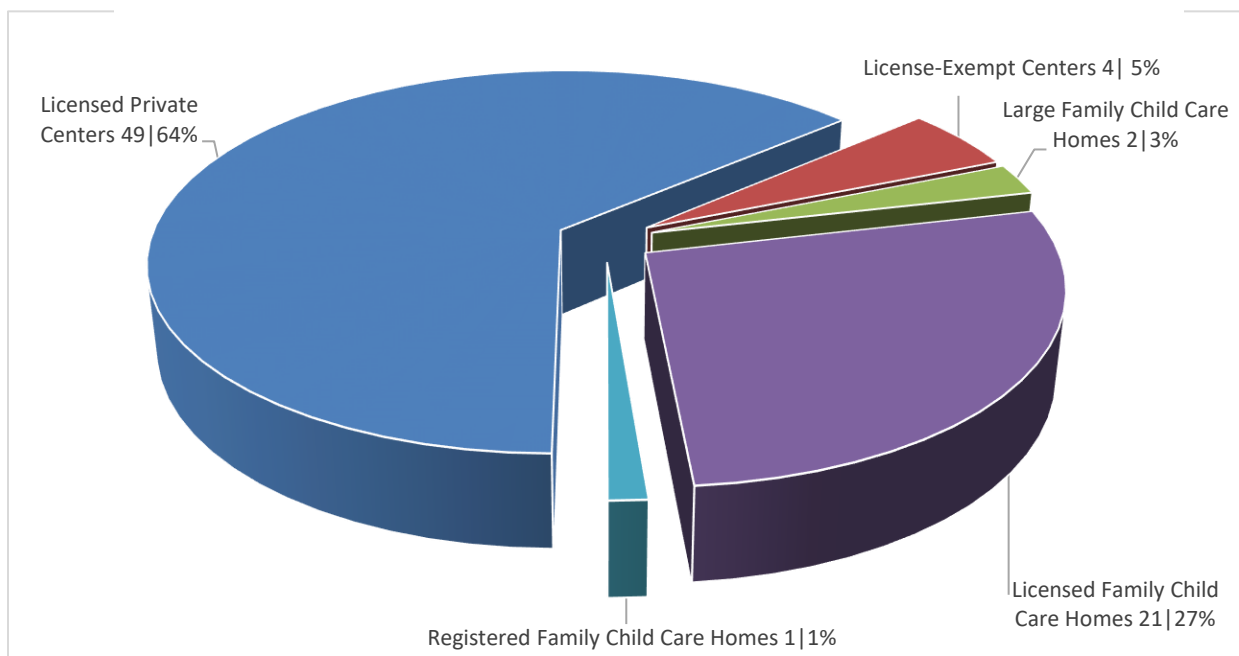
2019-20 School Readiness Program Provider and Enrollment Data

School Readiness Disenrollments by Source of Action FY 2019-2020 (26,236)



Source: EFS Modernization data as of November 2020.

School Readiness Provider Contracts Revoked by Type: FY 2019-2020 (77*)



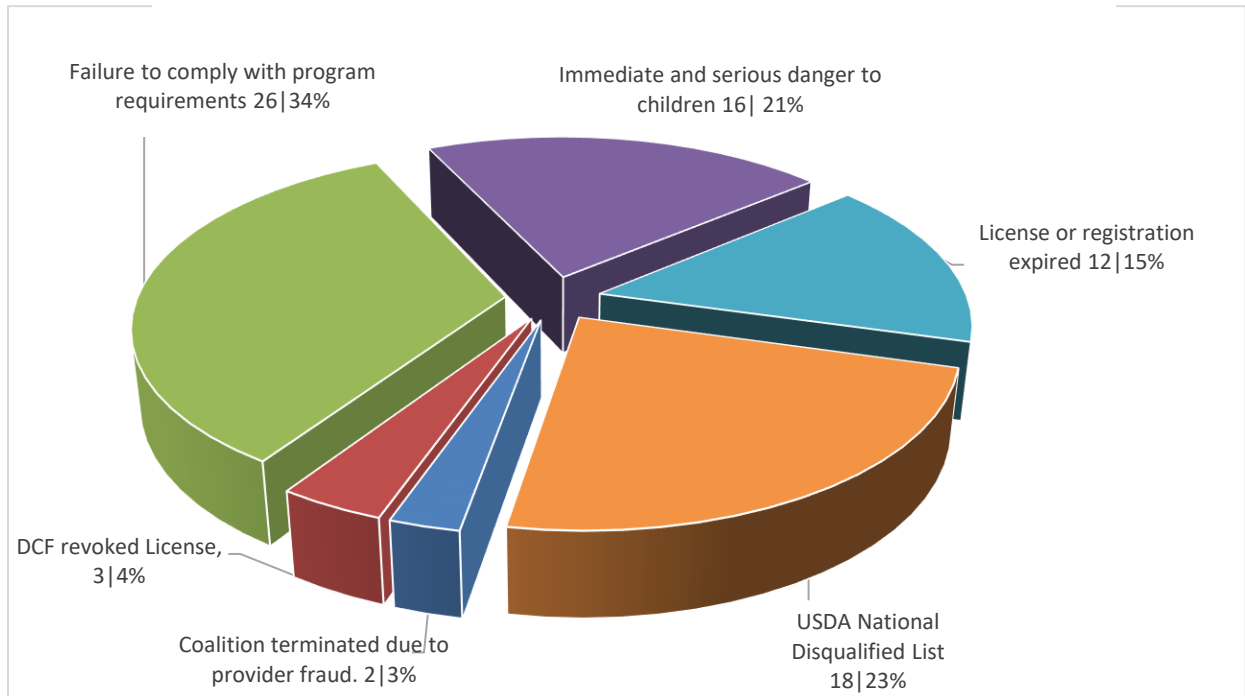
*Source: EFS Modernization data as of November 2020.

*Coalitions did not revoke any provider contracts in the category of Public Schools, Private Schools or Informals Not Licensed.



2019-20 School Readiness Program Provider and Enrollment Data

School Readiness Provider Contracts Revoked by Cause: FY 2019-2020 (77)



Source: EFS Modernization data as of November 2020.



Florida VPK

Voluntary Prekindergarten Education Program

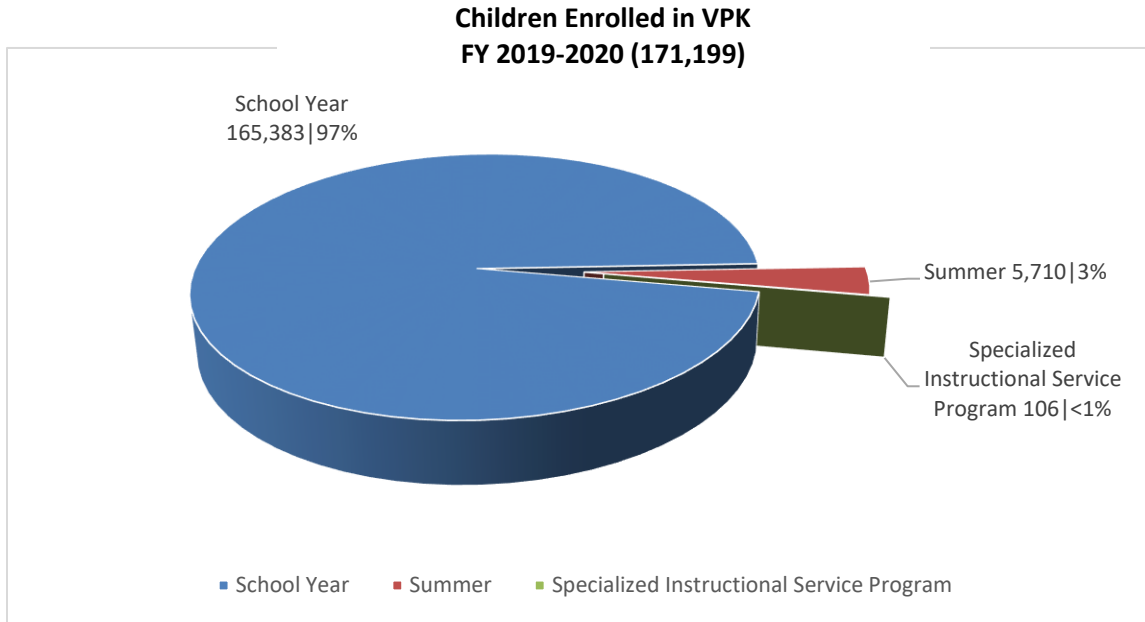
The Voluntary Prekindergarten (VPK) Education Program prepares children for success in school and in life. The program is a free, high-quality education program available to all 4-year-old children residing in the state. Parents of 4 year olds with birthdays from Feb. 2 through Sept. 1 may wait to enroll their child the following year when they are 5.

The Office of Early Learning (OEL) administers VPK program operations at the state level. Mandated by the Florida Constitution, the program originated in 2002 from a ballot initiative proposing an amendment. Since it began in 2005-06, more than 2.3 million children have benefited from VPK. Data collected by the Department of Education show that children who participate in VPK are much more ready for kindergarten than children who do not participate in VPK. Parents can select from one of several VPK program options available from private and public providers. Providers have flexibility to structure daily hours per week to meet the required number of instructional hours: **School-Year Program - 540 Instructional Hours and Summer Program - 300 Instructional Hours.**

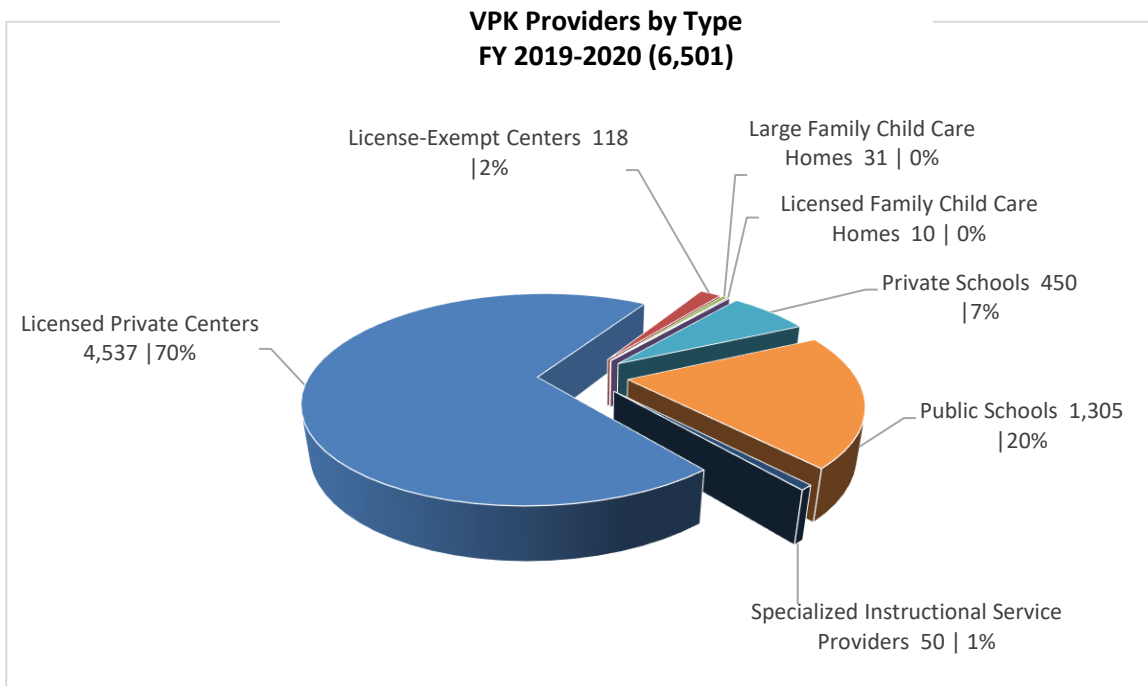
VPK Specialized Instructional Services (SIS) is a program option available for VPK-age children with current individualized educational plans (IEPs). This option allows parents of a VPK-age child to choose additional therapy services consistent with the child's IEP in lieu of attending VPK in a traditional classroom setting. Providers must be approved by DOE and meet specific licensing or certification requirements based on the type of specialized service they provide.



2019-20 VPK Program Provider and Enrollment Data



Source: August 4, 2020 VPK Estimating Conference.

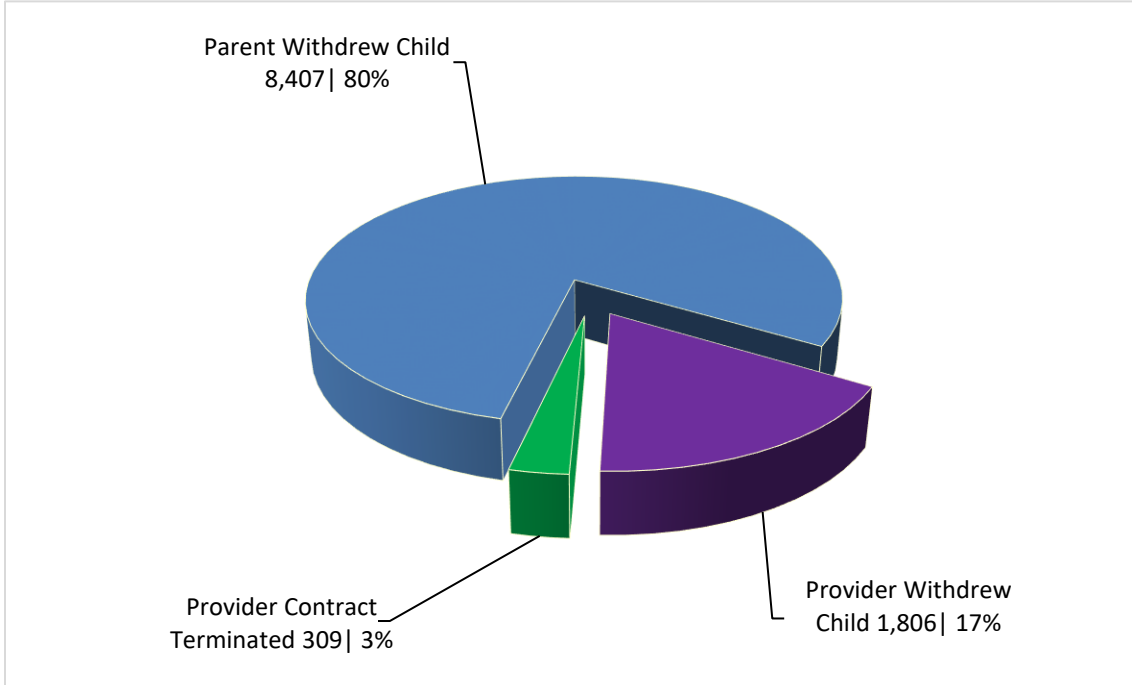


Source: EFS Modernization database as of November 2020.



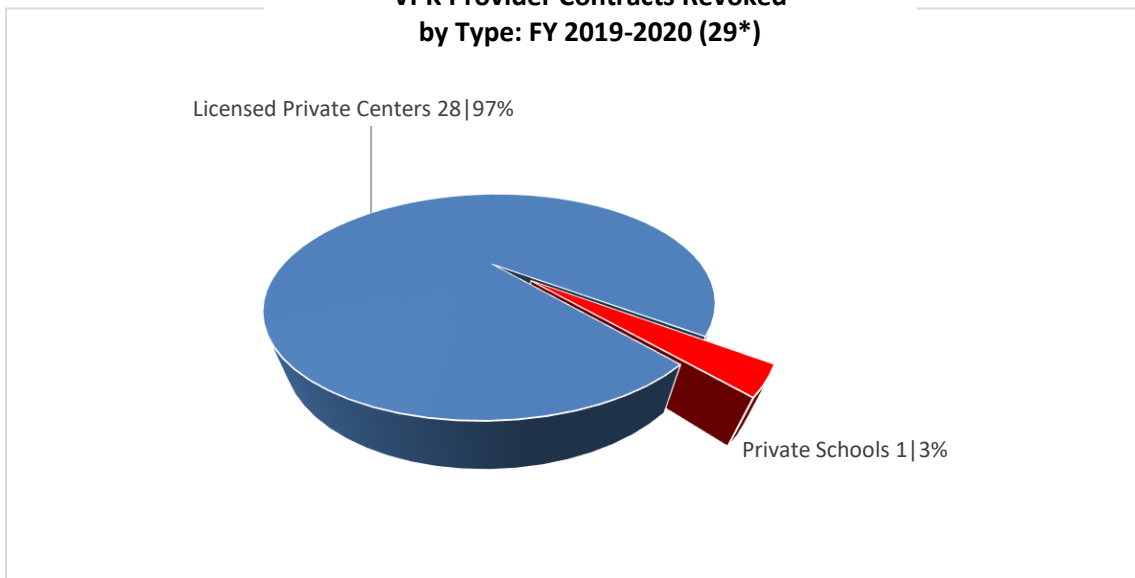
2019-20 VPK Program Provider and Enrollment Data

Voluntary Prekindergarten Disenrollments Source of Action FY 2019-2020 (10,522)



Source: EFS Modernization database as of November 2020.

VPK Provider Contracts Revoked by Type: FY 2019-2020 (29*)



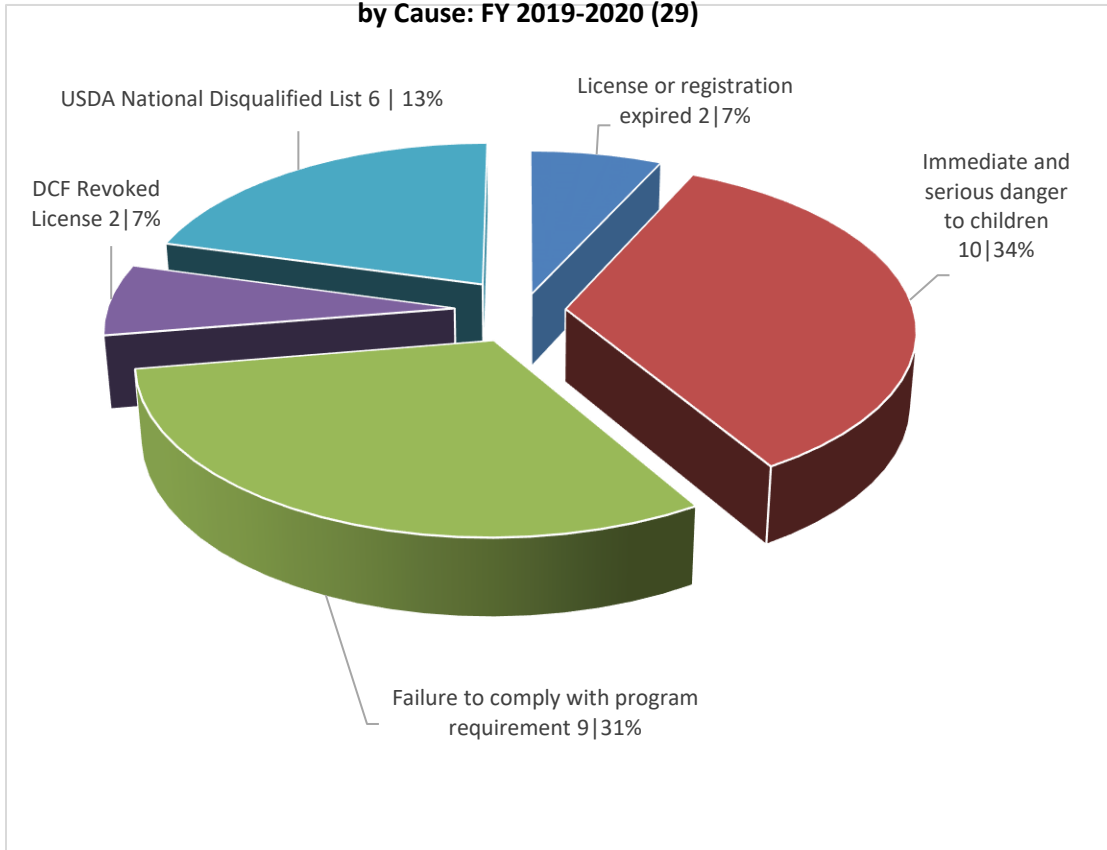
Source: EFS Modernization database as of November 2020.

*Coalitions did not revoke any provider contracts in the categories of License-Exempt Centers, Large Family Child Care Homes, Licensed Family Child Care Homes, Public Schools or Specialized Instructional Service Providers.



2019-20 VPK Program Provider and Enrollment Data

**VPK Provider Contracts Revoked
by Cause: FY 2019-2020 (29)**



Source: EFS Modernization database as of November 2020.



Statewide Initiatives

Families and Community Impact

Providing holistic services for families results in positive outcomes for children. The Office of Early Learning (OEL) and local early learning coalitions have developed programs and initiatives to meet the diverse needs of families. By partnering with other state agencies and non-profit organizations, Child Care Resource and Referral (CCR&R) staff enable families to connect with resources to improve the quality of life for their children.

Family Engagement

The CCR&R State Network staff work with the School Readiness and Voluntary Prekindergarten (VPK) Education Programs to include family engagement in their initiatives. CCR&R staff are included in the Inclusion Network,

Transition to Kindergarten work group, Preschool Network and Infant Toddler Network to promote family engagement as a network component.



Family Engagement Partnerships and Initiatives

The CCR&R State Network has a representative on the Florida Department of Education's Family Engagement Cadre and collaborates on family engagement initiatives such as Back to School, Dads Take Your Child to School Day, Family Engagement Month and Stop the Summer Slide campaigns.

Many early learning coalitions and the State CCR&R Network partner with The Ounce of Prevention Fund of Florida for the Prevent Child Abuse Florida campaign. OEL and early learning coalitions join the Ounce of Prevention in their campaign to focus attention on child abuse prevention by promoting activities and events that strengthen Florida's families and communities. Activities include their Pinwheels for Prevention and Safe Sleep campaigns and their Circle of Parents parenting program.

Family Engagement Plans

The CCR&R State Network supports coalitions in designing and implementing family engagement plans. The CCR&R State Network supports early learning coalitions, providers and families with toolkits and a sample engagement plan of activities to implement locally. The design of the toolkits and activities helps providers and coalitions conduct a family engagement self-assessment and develop family engagement plans that align with local needs. Each coalition is required to submit an annual family engagement plan report to the CCR&R State Network by August 31.

The CCR&R State Network also provides access to a variety of resources to strengthen family engagement at all levels. Building positive relationships between families and CCR&R staff at the local and state level enables CCR&R to help families engage in and make positive choices that impact their children's development and well-being.

Family Engagement in Education Month

The CCR&R State Network and Florida Department of Education's OEL work to promote Family Engagement in Education Month during November. The CCR&R State Network shares resources and information with the early learning coalitions and has a statewide contest that recognizes coalitions and how they share ways to encourage family engagement. Some coalitions work with child care providers to have special events or contests in their own communities to promote family engagement.



Children's Week

Florida's Children's Week is a special annual celebration that captures the true spirit and commitment Florida has made to its children and youth. The CCR&R State Network partners with the Children's Week staff and the Early Learning Coalition of the Big Bend to host Children's Day at the Capitol and the annual Hanging of the Hands in the rotunda.

The CCR&R State Network encourages child care providers and early learning coalitions to share their children's "hand" art to hand in the Capitol to remind legislators and the public of the important work they do to support children and families in Florida.



Vroom



The CCR&R State Network promotes Vroom to encourage families to support their children's cognitive, social, and emotional development at home. Developed by the Bezos Family Foundation, the Vroom project translates the science of brain development during the first five years of life into common language and empowers parents and caregivers to turn everyday moments into brain-building moments by providing customized tips for interaction. Vroom's 1,000-plus brain-building tips arrive daily via a free smartphone app or through weekly texts. Tips and other materials are available at www.joinvroom.org. The Florida Early Learning and Developmental Standards have Vroom tips aligned with many of the standards.

The CCR&R State Network, as well as most early learning coalitions, have continued to engage families with Vroom through special events, newsletters, websites and social media.

Vroom Week

Vroom Week is the last week in November. It is a week dedicated to promoting Vroom as a tool to engage families in their children's learning and healthy development. The CCR&R State Network promotes Vroom Week through OEL's social media, the Parents' Pages newsletter and a statewide Vroom Week Contest. Early learning coalitions participate in contests and also host contests to promote Vroom at the local level.



Consumer Education for Families



The CCR&R State Network updated the *Family Guide to Selecting Quality Early Learning Programs*, the *First Teacher Books*, and multiple Quality Checklists.

Family Guide to Selecting Quality Early Learning Programs helps parents learn about the types of early learning programs and services available in Florida and how to select quality early learning programs for their young children.

The Quality Checklist helps parents make informed decisions on selecting a provider to care for their children by providing quality indicators for child care centers as well as family child care homes. ***Quality Checklists: For Child Care Centers and Preschools*** is a checklist for Family child care homes; and there are two checklists parents can use when visiting potential early learning programs.

The First Teacher Books are designed for families to learn about their children’s development and learning from birth to age 5 and contain activities for families to use that align with the Florida Developmental and Early Learning Standards.

The CCR&R State Network offers these books, at no cost, in English, Spanish and Haitian Creole.

Help Me Grow

As part of the Help Me Grow National Center, Help Me Grow Florida increases access to services for children who may show developmental, behavioral, physical or social challenges. The statewide system focuses on identifying developmental, physical and/or behavioral challenges in children ages birth through 8 years and connecting the children and their families to local developmental, medical, behavioral services and support. In 2012, Florida became an affiliate of Help Me Grow National, launching initiatives in Hillsborough and Miami-Dade counties. The 2014 Legislature approved \$2 million to establish a state coordinating office, provide infrastructure for a state program and launch five additional Florida affiliate sites. In 2016, the Children’s Forum became the designated fiscal agent.



Currently, 12 established affiliates serve 32 counties across the state and offer families information, resources and materials; referrals with advocacy and follow-up; children’s health and developmental screenings; enrollment in community programs; and networking opportunities for families, service providers and community partners.

During the 2019-2020 program year, Help Me Grow Florida served 5,943 children from 5,316 families. There were 7,621 child developmental screenings conducted, an increase of 11.58 percent from the previous year. Help me Grow Florida connected 74 percent of the families who contacted them to local services that met their needs. The health care practitioner community’s use of Help Me Grow Florida’s services, such as referring families for developmental screenings and other Help Me Grow services, resulted in 4,198 referrals, an increase of 212.82 percent in 2019-20. (Source: *Help Me Grow Annual Report 2019-20*)



Supporting Florida's Child Care Providers and Teachers

OEL partners with early learning coalitions and Redlands Christian Migrant Association (RCMA) to provide guidance and professional development to child care providers and VPK teachers. In addition to the OEL staff, VPK and SR regional facilitators, inclusion specialists, infant and toddler specialists and provider services staff offer providers onsite support, professional development, coaching and family consultations. OEL implemented or continued the following initiatives to maintain and improve the quality of early education programs in Florida.

Cross Sector Referral Professional Development Training Modules & Child Care Resource and Referral Certification Evaluation

During 2019-20, as part of the Preschool Development Grant, OEL's CCR&R State Network began collaborating with the University of Florida's Lastinger Center for Learning (UF Lastinger Center) to develop eight hours of professional development modules for cross-sector referral staff. The modules focus on early child education, child care subsidy, customer service, family and community engagement, and working with vulnerable populations through a trauma-informed care approach. The office continues to build on these efforts with the goal of strengthening the cross-sector referral system across all entities that connect the most vulnerable families to services. This includes CCR&R, Help Me Grow, Head Start/Early Head Start, Part C/B transition partners and other referral agencies. The Cross Sector Referral Professional Development Training Modules and CCR&R certification evaluation were piloted in October and November 2020. Pilot participants include 50 CCR&R staff and other referral agency specialists who have agreed to pilot the modules and evaluation and provide feedback for training module enhancements. Once enhancements are complete, up to 500 CCR&R and referral specialists will access the training modules each year. The tentative implementation date for the modules is July 1, 2021.

Florida Early Learning Professional Development Standards & Career Pathways

In 2019, the Florida Legislature passed House Bill 1027, which created section 1002.995, Florida Statutes, which directed OEL to identify both formal and informal early learning career pathways. As required, OEL promulgated an administrative rule (Rule 6M-4.735, Florida Administrative Code) which included formal and informal career pathways, Professional Development (PD) standards and key competencies for early childhood educators in School Readiness programs and directions to establish a process for stackable credentials.

Standards and key competencies are the foundation of PD and identify what every educator should know and be able to do. Educators, supervisors, and support professionals can utilize the standards and key competencies to guide individualized professional development plans for educators and evaluate courses and PD opportunities to align with their identified needs. The key competencies align with Florida's Early Learning and Developmental Standards, which are descriptors of what children should know and be able to do. Florida has the following competencies and associated trainings: Early Childhood Educators, Afterschool Educators, Directors and Administrators, Career Advisors, Early Childhood Inclusion Specialists, and Early Learning Coaches.

Educators develop knowledge and skills in a variety of ways, and the Florida Standards and Key Competencies for Early Childhood and Afterschool Educators are designed to support formal and informal pathways.

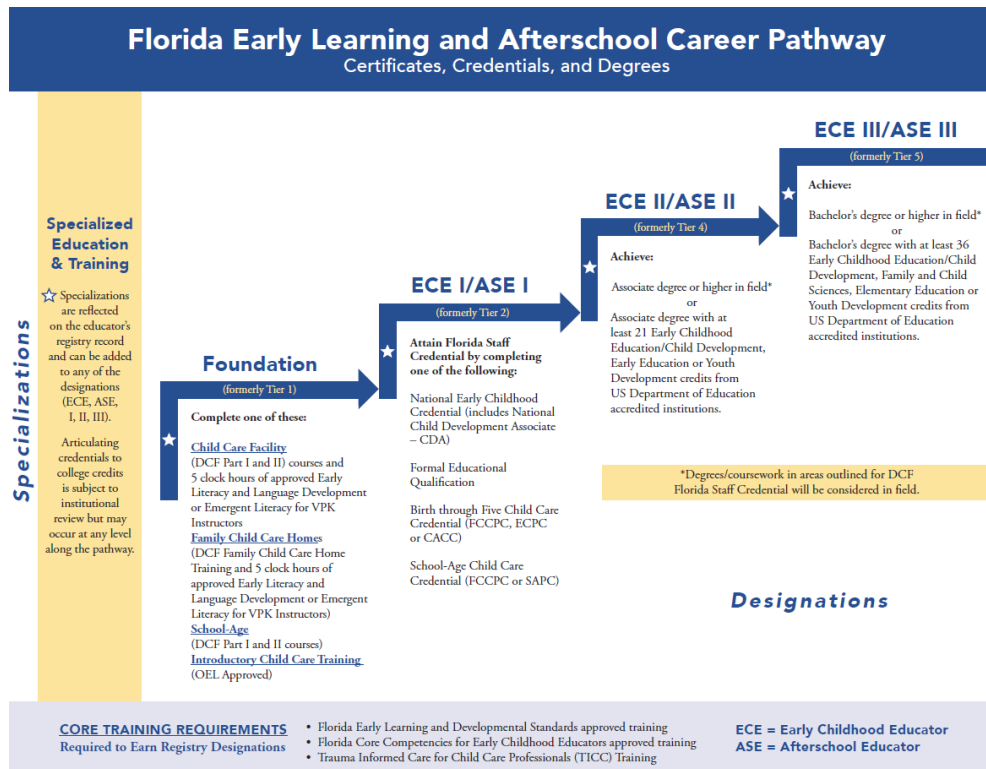


Formal Pathway - The formal pathway is a form of PD through which the educator seeks a college degree by earning academic credits sufficient to satisfy requirements of an institute of higher education's course of study.

Informal Pathway - The informal pathway is a form of PD through which the educator seeks learning opportunities offered through Registry-approved providers that meet pre-defined standards or quality criteria (i.e., International Association of Continuing Education and Training (IACET)). These PD opportunities may result in credentials awarded that signify satisfactory completion or competency attainment in a prescribed course of study.

Stackable credentials - An early education teacher or director designated as an early childhood educator (ECE) I through III (ECE I, ECE II, or ECE III) or an after-school educator (ASE) I through III (ASE I, ASE II, or ASE III) can complete an identified credential(s), which may be stacked to earn a formal or informal specialization.

Specializations - An early education teacher or director may complete a specialization in any of the topics outlined in the Early Learning Professional Development Standards and Career Pathways Handbook. Formal or informal specializations recognized by the Registry can be added to the teacher's or director's Registry record at any time and will not expire.





School Readiness Voluntary Pre-and Post-Child Assessments

During the 2018 legislative session, the Florida Legislature passed a bill (HB 1091) that increased quality and accountability in the School Readiness (SR) Program. One aspect of the law focused on child assessment and offered qualifying providers a payment differential up to 5 percent for implementing child assessments. Participation in child assessment is on a voluntary basis for eligible child care providers.

Child assessments are used to measure growth across the core domains of early childhood development. This provides teachers, early learning providers and parents with a way to guide instruction, to document learning and development over time, and to complement developmentally appropriate curriculum.

OEL contracts with the following companies to enable early learning coalitions to purchase these assessments through a statewide contract: Assessment Technology, High Scope Educational Research Foundation and Teaching Strategies. In addition to measuring growth, the assessments must measure progress in the performance standards and provide for appropriate accommodations for children with disabilities and English language learners. The law further stipulates that only qualified individuals may assess children.

Providers that voluntarily participated in child assessments received a 5-percent differential payment per eligible child/per completed assessment/per assessment period. A child is deemed eligible when the parents indicate consent for the assessment via the parent portal and the child has been enrolled at least 60 days prior to the end of the assessment period.

There are three assessment periods through the School Readiness year:

- Assessment Period 1 – August, September, October
- Assessment Period 2 – November, December, January
- Assessment Period 3 – February, March and April

For the inaugural year (2019-20), 447 providers participated and assessed 8,138 children.

Developmental Screening of School Readiness Program Children

Each child who participates in the School Readiness Program must receive an annual developmental screening. The developmental screening captures a snapshot of a child's development at a single point in time, to provide information on the child's development and to track progress over time. Currently, the Ages & Stages Questionnaires®, Third Edition (ASQ®-3) and the Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2) are the developmental screening tools used in the School Readiness Program.

The screeners are easy-to-use, family-friendly and create the snapshot needed to catch developmental delays and celebrate milestones. The screening process identifies children not meeting the milestones for their age and who may benefit from further assessment and follow-up. In fiscal year **2019-20**, more than **113,200** screenings were performed in the School Readiness Program.



Number of Screenings Performed by Each Coalition in 2019-20

	Early Learning Coalition	2019-20 Total Screenings
1	Alachua	1,751
2	Big Bend	2,921
3	Brevard	2,872
4	Broward	7,498
5	Duval	8,702
6	Emerald Coast	1,098
7	Escambia County	3,523
8	Flagler and Volusia	3,986
9	Florida's Gateway	1,160
10	Florida's Heartland	576
11	Hillsborough County	8,997
12	IRMO	1,679
13	Lake County	2,366
14	Manatee	2,233
15	Miami-Dade / Monroe	18,354
16	Marion County	1,866
17	Nature Coast	1,431
18	North West Florida	1,768
19	North Florida	4,045
20	Orange County	7,702
21	Osceola County	907
22	Palm Beach	21,825
23	Pasco Hernando	3,276
24	Pinellas County	5,602
25	Polk County	4,371
26	Santa Rosa	596
27	Sarasota	4,100
28	Seminole	1,793
29	SLC	1,759
30	Southwest Florida	3,076
	Total	113,200

Source: Data provided and verified by early learning coalitions.



Florida State University (FSU) Center for Prevention and Early Intervention Policy 10 Components of Quality Care for Infants and Toddlers

The FSU 10 Components of Quality Care for Infants and Toddlers is a quality improvement tool developed by the FSU Center for Prevention and Early Intervention Policy (FSU CPEIP). The Center's focus is on infants and toddlers in the areas of school readiness, infant mental health, home visiting and quality child care practices, investigating what interventions are most effective, translating the related research findings into public policy and programs, and evaluating the impact on children, families and communities. The 10 Components system addresses the gap between existing levels of infant/toddler care quality and the higher levels of quality needed to support the unique developmental needs of infants and toddlers. Each component gives prominence to the social-emotional and relationship needs of infants and toddlers, identified by the latest research as the foundation for all future development.

Supported by the Preschool Development Grant, in 2019 and early 2020, OEL and FSU CPEIP collaborated to provide 10 Components of Quality train-the-trainer sessions to infant-toddler specialists, trainers, coaches and program managers at Florida's early learning coalitions, with the goal of increasing the quality of infant-toddler programs statewide. The 10 Components system will be embedded into routine practice at participating early learning coalitions to support continuous quality improvement in infant and toddler programs by an active statewide cadre of FSU-approved 10 Components trainers who will:

- Provide 10 Components training to infant-toddler educators/providers.
- Use the 10 Components Signs of Quality tool to assess current quality and support quality improvements over time.

Due to the COVID-19 pandemic, all activities associated with initiative were postponed as of March 2020. OEL and the FSU CPEIP are currently developing plans to resume trainings when it is deemed safe to do so.

With funding through the Preschool Development Grant renewal (PDG-R), OEL has engaged FSU CPEIP to provide increased capacity and implementation support for the initiative through the following virtual activities:

- Stand-alone training on the 10 Components Signs of Quality Observation Tool for other ELC staff.
- Technical assistance webinars and virtual coaching hours for FSU-approved trainers/observers.

School-Age SR Programs and Quality

With one-third of School Readiness children being of school age, OEL continues to seek opportunities to support school-age children within its system of quality in care through strong partnerships, clearly aligned core competencies and career pathways, and resources to ensure school-age providers support children's academic needs.

During 2019-20, OEL worked closely with the Florida Afterschool Network (FAN) to provide data and information for the State of Afterschool and Summer Learning in Florida, a report mapping correlations between juvenile crime, child welfare and afterschool and summer learning. OEL continues to collaborate with FAN, Florida's 21st Century Community Learning Centers (21CCLC) program, and the Children's Forum to align afterschool standards, professional core competencies, and career pathways for afterschool providers.



Provider survey results from 2019 indicated the majority of children are served by private centers. Survey results also highlighted a need for tutoring and homework help resources for providers to support school-age children’s academic needs.

Professional Development

The Office of Early Learning (OEL) provides access to high-quality training, online and face-to-face/instructor led, on relevant early learning topics with a focus on early literacy. Highlighted in this section are courses developed by OEL, in collaboration with early education and care professionals and researchers from the perspective fields, and those developed and offered by the University of Florida Lastinger Center.

These professional development opportunities are evidence, in part, of OEL’s collaborative efforts to transform Florida’s early learning workforce.

2019-20 Training History by OEL Course

OEL Online Courses	Completers
Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (2018)	8,789
Integrating the Standards: Phonological Awareness (2017)	7,985
Emergent Literacy for VPK Instructors (2018)	8,277
Language and Vocabulary in the VPK Classroom (2009)	6,876
Mathematical Thinking for Early Learners (2015)	7,488
Working to Create Positive Learning Environments: Preventive Strategies (2017)	7,740
Developing the Socially and Emotionally Competent Child (2017)	7,410
English Language Learners in the VPK Classroom (2007)	4,444
How to Administer the Florida VPK Assessment (2017)	7,961
VPK Assessment Instructional Implications (2017)	6,844
VPK Director Credential Course (2016)	3,450
Implementing the Florida Standards in Early Learning Classrooms: Birth to Kindergarten (2018)	6,112
Implementing the Florida Standards in Infant and Toddler Classrooms: Birth through 2 Years (2018)	5,780
Core Competencies for Practitioners (2017)	4,034
TOTAL	93,190



2019-20 Training History by OEL Course

OEL Instructor-Led Courses	Participants
Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (2018)	516
Integrating the Standards: Phonological Awareness (2012)	886
How to Administer the Florida VPK Assessment (2013)	106
VPK Assessment Instructional Implications (2013)	73
Making Sense of Sets and Numbers (2015)	290
Counting and Operating with Numbers (2016)	201
Patterns, Measurement and Data (2016)	99
Shapes and Spatial Relationships (2016)	110
Scaffolding (2019)	490
Book Embedded Vocabulary (2019)	394
Dialogic Reading (2019)	350
Think, Show, Tell, Talk (2019)	329
TOTAL	3,844

Early Learning Florida

In partnership with Florida's Office of Early Learning (OEL), the University of Florida (UF) Lastinger Center provides statewide professional development opportunities designed to improve the quality of early child care and education by building the skills and knowledge of early childhood educators. The UF Lastinger Center, through its Early Learning Florida program, provides online job-embedded courses as well as face-to-face and blended trainings, calibrations, and support for Communities of Practice facilitators and Technical Assistance coaches to accomplish the goals set forth below by OEL for the Early Learning Professional Development System:

- Increase the knowledge and skills of early childhood professionals;
- Increase the number of hours of professional development completed by early childhood professionals;
- Increase the number of people trained to facilitate Communities of Practice; and
- Increase the number of people trained to provide Technical Assistance Coaching.

The following charts provide participation data for these courses.



Lastinger Center Instructor-Led Courses

Lastinger Center (UF) Instructor-Led Courses [20 hours]	9/1/2019 - 12/31/2019 Completions [Fall Term]	1/1/2020 - 4/30/2020 Completions [Spring Term]	5/1/2020 - 8/30/2020 Completions [Summer Term]	4/1/2015 - 4/30/2020 TOTAL Completions Pilot-to-Date
Designing Infant and Toddler Learning Environments	110	71	144	1,439
Engaging Families of Infants and Toddlers	31	28	not offered	715
Infant and Toddler Language Development	16	35	89	665
Infant and Toddler Social-Emotional Development	31	37	127	1,389
Infant Developmental Stages: The First Year of Life	N/A	17	not offered	227
Infant Toddler Health, Safety, and Nutrition	86	N/A	not offered	445
Using Observation to Support Developmentally Appropriate Practice with Infants and Toddlers	N/A	19	not offered	584
Supporting Early Intervention with Infants and Toddlers	N/A	21	not offered	258
Understanding Trauma-Informed Care with Infants and Toddlers	58	31	22	111
Instructional Support in Preschool: Quality of Feedback	N/A	23	73	1,558
Preschool Family Engagement	23	55	not offered	211
Preschool Growth and Development: Maximizing Learning Experiences	82	73	142	672
Preschool Health, Safety, and Nutrition	99	87	not offered	540
Preschool Language Development	N/A	42	140	1,512
Preschool Learning Environments	15	17	not offered	756
Guiding Preschool Behavior and Building Classroom Community	110	101	278	1,427
Inclusion in the Preschool Setting	10	N/A	not offered	206
Act 1: Getting Organized for Learning in Preschool	120	129	not offered	800
Act 2: Planning for a Successful Year in Preschool	N/A	40	not offered	135
Act 3: Designing Strategies and Refining Practice in Preschool	not offered	not offered	not offered	not offered
Effective Operations in Early Care and Education	65	80	7	486
Professionalism in Early Childhood Education	36	20	123	633
Professionalism in Early Childhood Education for Directors	78	61	85	342



Lastinger Center Instructor-Led Courses

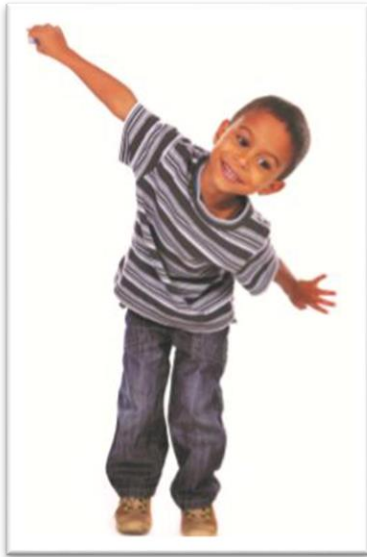
Lastinger Center (UF) Instructor-Led Courses [20 hours]- Continued	9/1/2019 - 12/31/2019 Completions [Fall Term]	1/1/2020 - 4/30/2020 Completions [Spring Term]	5/1/2020 - 8/30/2020 Completions [Summer Term]	4/1/2015 - 4/30/2020 TOTAL Completions Pilot-to-Date
The Building Blocks of Preschool Literacy	8	36	not offered	343
Organizational Leadership in Early Care and Education	28	28	not offered	56
Instructional Leadership in Early Care and Education	N/A	27	not offered	27
Understanding and Promoting the Development and Learning of Young Dual Language Learners (DLL 1)	N/A	17	73	270
Screening and Assessing Young Dual Language Learners (DLL 2)	N/A	N/A	not offered	19
Strategies to Support Young Dual Language Learners in Preschool (DLL 3)	N/A	N/A	not offered	N/A
Using Observation to Inform Individualized Instruction in Preschool	18	19	not offered	910
Preschool Trauma Informed Care	107	59	26	192
Why Ask Why: STEAM in Preschool Learning Environments	24	60	not offered	104
Fomentando el Desarrollo Socioemocional Saludable en los Bebés y Niños Pequeños	35	42	17	576
Participación Familiar: Involucrando a las Familias de Bebés y Niños Pequeños	20	30	not offered	182
Desarrollo del Lenguaje en Niños Preescolares	34	57	53	369
Diseñando Entornos de Aprendizaje para Bebés y Niños Pequeños	49	62	76	266
Utilizando Observaciones para Informar el Cuidado y la Enseñanza Individualizada de Niños Preescolares	20	31	not offered	195
TOTALS	1,313	1,455	1,475	18,620



Lastinger Center Instructor-Led Courses

Lastinger Center (UF) Online Courses [Asynchronous 1-2 hours]	9/1/19 - 12/31/19 Logins	1/1/2020 - 4/30/2020 Logins	5/1/2020 - 8/30/2020 Completions [Summer Term]	TOTAL Completions 6/1/17 - 4/30/2020
Child Safety and Prevention	4,978	4404	5480	58,265
Health and Sanitation	4,341	4144	5432	56,592
Planning for Emergencies	4,022	3710	4991	51,880
Precautions in Transporting Children	3,303	4221	4588	42,442
Preventing Child Abuse and Supporting Children in Trauma	3,775	3577	4797	49,220
Safe Sleep Practices	3,980	3713	4890	48,544
Safety in the Environment	3,813	3592	4685	49,688
Supporting the Social and Emotional Development of Children in Mixed-Age Groupings	2,872	2586	3549	35,130
Supporting the Social-Emotional Development of Infants and Toddlers	2,031	2000	3215	26,798
Supporting the Social-Emotional Development of Preschool Children	1,803	1794	2978	23,633
TOTALS	34,918	33,741	44,605	442,192

Professional Development [Coaches and Facilitators]	9/1/19 - 8/31/2020 Classes [12 month contract year]	9/1/19 - 8/31/2020 Participants
TA Coach (3 day Institute)	1	33
Communities of Practice (CoP)	2	17
Certified Coach Calibrations	10	183
CoP Calibrations	10	184
TOTALS	23	417



VPK Regional Facilitator Network

OEL's VPK regional facilitator network consists of eight facilitators located around the state who support providers, coalitions and school districts, as well as connecting with other stakeholders. Regional facilitators lead VPK training and technical assistance initiatives, including training VPK providers and other VPK-approved trainers. Facilitators serve as a local point of contact for VPK providers, coalition and district staff, and VPK-approved trainers in the area. Facilitators serve with regional groups and organizations that work with VPK-age children, including those with special needs. They work with coalitions and districts to host and facilitate meetings and technical assistance opportunities for VPK providers and to provide support for low-performing providers based on VPK Readiness Rates.

During the 2019-20 program year, VPK regional facilitators spent significant time and effort training early childhood educators on best practices for teaching language and vocabulary to young children, specifically preschool-age children. Through a series of four instructor-led training modules titled "Language and Vocabulary Development for Preschoolers," educators developed greater understanding of foundational early language and vocabulary development and how to teach vocabulary to young children. Statewide, VPK regional facilitators and OEL-approved trainers offered 151 classes in 2019-20 with 1,691 early childhood educators successfully completing the classes.

Instructor-Led and Online Trainings

VPK program staff offered 12 instructor-led courses for providers and eight corresponding train-the-trainer courses by training area when needed. Instructor-led training continued throughout the year in content areas, including phonological awareness, early learning standards, how to use the VPK Assessment and interpret its results and mathematical thinking.

In addition, the VPK program offered 11 online courses in 2019-20. Continuing courses covered specific areas of emergent literacy, language and vocabulary, mathematical thinking, English language learners and standards, as well as content especially for VPK program directors. As displayed previously, 93,190 early childhood educators completed online VPK courses in 2019-20.

For more information regarding available instructor-led trainings, visit <http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training>.

T.E.A.C.H.

The Florida Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood Scholarship Program - a partnership between OEL and the Children's Forum—offers scholarships for early childhood education providers to take classes that apply toward various levels of credentials and certification.

The program's purpose is to offer a mechanism for improving the overall quality of early childhood education programs by linking training and education to compensation, increasing wages while decreasing turnover and allowing educators to continue professional development.



Scholarships are available to center-based teachers, directors and family child care home providers who are working in early care and education centers and family child care homes. Recipients commit to at least one year of service with their current employer, which helps to reduce turnover and strengthen teaching practices.

According to the T.E.A.C.H. annual report, 5,513 scholars utilized statewide contract dollars during the 19-20 fiscal year. Scholarships were awarded last year to 2,508 new applicants who had never had a T.E.A.C.H. scholarship. T.E.A.C.H. scholars attended 74 different training programs. The average GPA for T.E.A.C.H scholars was 3.40.

Home Instruction for Parents of Preschool Youngsters (HIPPY)

The Home Instruction for Parents of Preschool Youngsters (HIPPY) program is an evidenced-based family support home visiting model. During fiscal year 2019-20, services were provided to 1,958 children and 1,690 families, and these children and families showed an increase in parental involvement, an increase in kindergarten readiness, and sustained student success in school.

Program evaluation results show that children and their families benefit from participating in the HIPPY Program and that the effects last through at least the third grade.



- Approximately 92 percent of HIPPY parents were reading to their children three or more times a week and almost 50 percent of HIPPY children are read to every day.

Children participating in HIPPY are making educational strides and learning the early educational foundational concepts necessary for kindergarten success.

- Data analysis from the Bracken School Readiness Assessment administered at the end of the intervention show that 90 percent of children in the HIPPY program were classified as “average,” “advanced” and “very advanced,” indicating significant growth in preparedness for kindergarten.
- Data analysis conducted in fiscal year 2019-20 on students who were enrolled in kindergarten in the 2017-2018 academic year show HIPPY children in kindergarten performed well in terms of school attendance and promotions.

HIPPY children in kindergarten performed well in terms of school attendance and promotions.

- 95 percent of all HIPPY kindergarten students were promoted to first grade at the end of the school year.
- HIPPY’s impact persists from kindergarten through the third grade. Among third grade HIPPY students, 53 percent of the students achieved a satisfactory reading score and 58 percent of HIPPY students achieved a satisfactory math score on the Florida Standards Assessments, and 86 percent of HIPPY students were promoted to the fourth grade.



Transition to Kindergarten

During 2019-20, OEL's Transition to Kindergarten website was updated to provide a more user-friendly format to assist families and providers in locating transitioning resources and best practice tools. OEL also began work on a Transition to Kindergarten Toolkit and created a Transition to Kindergarten booklist and a Social Media Kit template.

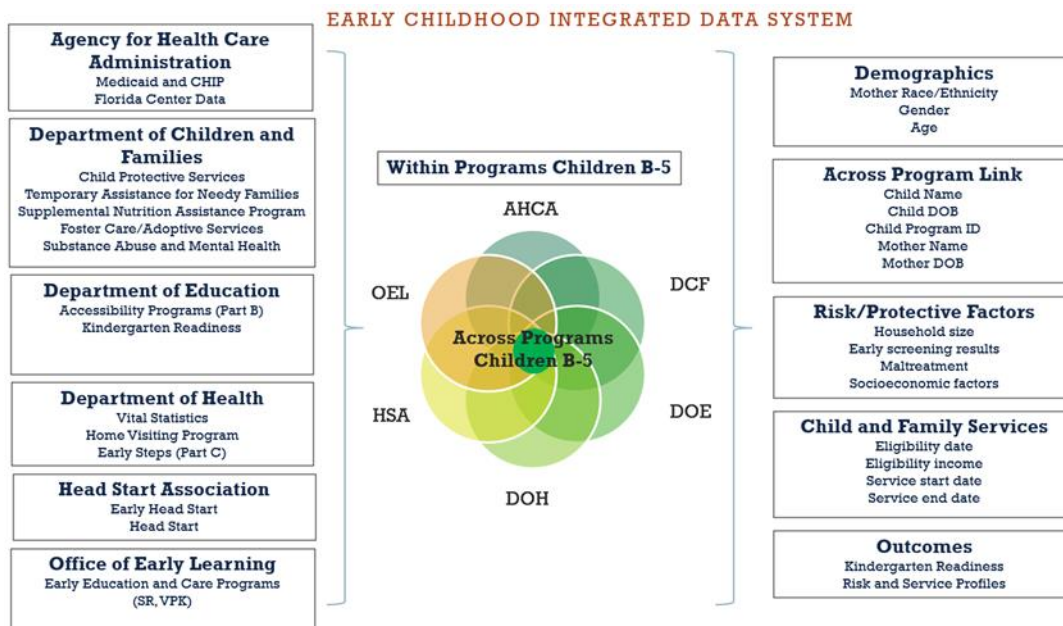
The purpose of the Transition to Kindergarten Toolkit is to provide guidance to districts, educators and families on creating a consistent Transition to Kindergarten system statewide. The toolkit will include a suggested timeline of events that may occur throughout the year to ensure a smooth transition from preschool to kindergarten, in addition to resources and a variety of templates that can be customized. The Transition to Kindergarten booklist will be organized by topic (e.g., Getting Ready/Rules; Making Friends; Social-Emotional Behavior) and the Social Media Kit template may be customized to meet the needs of each school. Both of these resources will be posted in the toolkit.

Transition to kindergarten initiative activities and resources were developed and provided in alignment with the supporting educators and family goals included in the Preschool Development Grant Birth Through Five (PDG B-5) received by Florida in 2019.

In the coming year, the Transition to Kindergarten Toolkit will be completed and regional summits will be provided with a focus on integrating early literacy in the transition to kindergarten initiative and continuing to foster a love for learning and improve student achievement.

Sunshine State Early Learning Information Portal

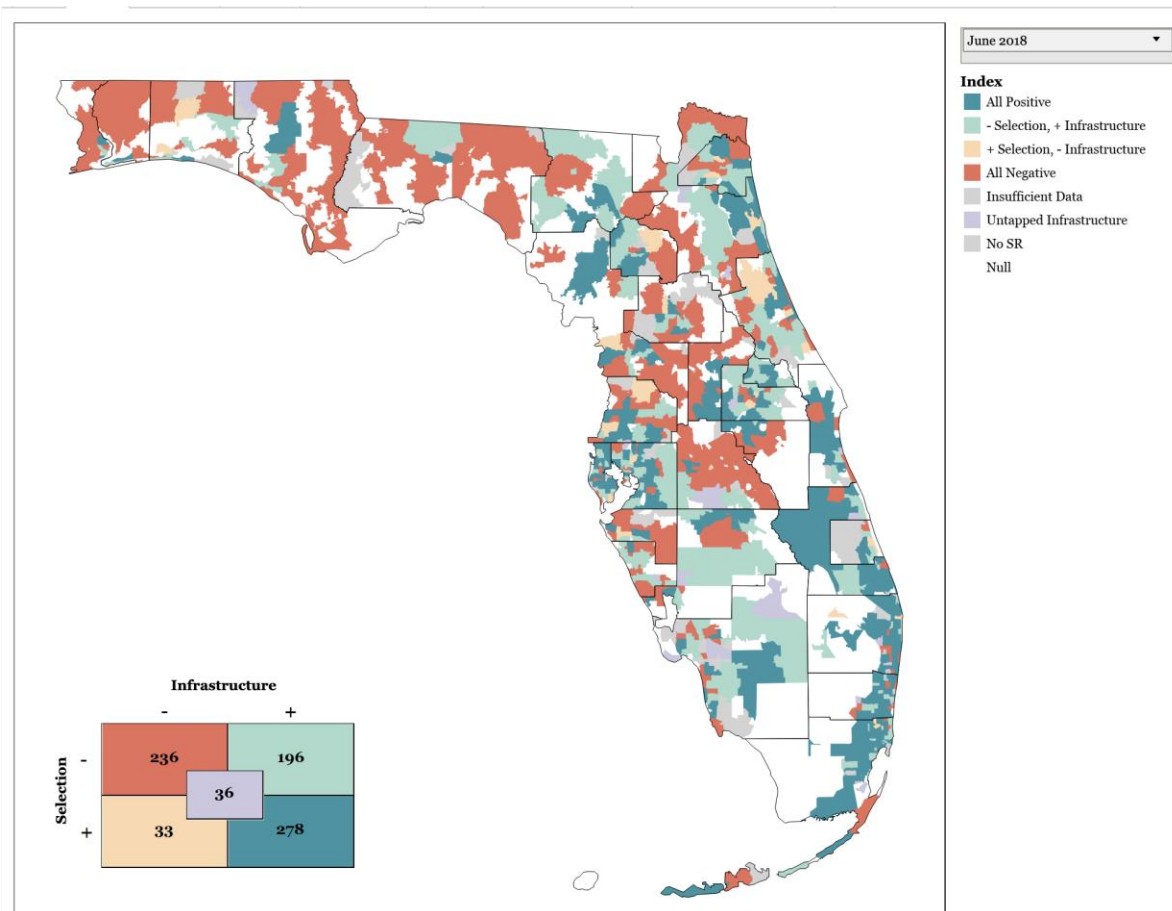
As part of Florida's Preschool Development Grant, the Office of Early Learning (OEL) partnered with the Anita Zucker Center for Excellence in Early Childhood Studies at the University of Florida to create an interactive web portal which was updated annually. In 2018, a pilot was initiated to establish agreements with multiple state of Florida agencies to collect real-time data to construct comprehensive profiles of service for children throughout the state.





Florida's Sunshine State Early Learning Information Portal (The Sunshine Portal) upgrades the pilot project to provide centralized access to indicators about children, families, and early childhood services. It provides a comprehensive and up-to-date view of the early childhood mixed delivery system, where information is linked at the child-level and reported as state and local summaries of the risk factors, protective factors, service access, service quality, and outcome indicators in user friendly data visualizations (i.e. maps, tables, and graphs). The Sunshine Portal will provide ongoing information critical to identifying priorities that will guide ongoing system refinements.

Below is an example of the visualization generated by The Sunshine Portal depicting the Florida Index of Child Care Access, illustrating the effect of availability infrastructure and demand for the School Readiness program.



The map, which includes data from June 2018, demonstrates a great deal of heterogeneity in access to child care, measured by the selection and infrastructure sub-indices, for families receiving subsidies across the state of Florida at the zip code level. Selection refers to whether parents are making decisions to enroll their children in the highest quality care available. Infrastructure refers to the amount of high-quality care available, relative to the number of subsidy recipients needing care. Both sub-indices can be negative, zero, or positive. This results in five possible combinations of selection and infrastructure across geographic locations where data is available, each revealing unique barriers to access.



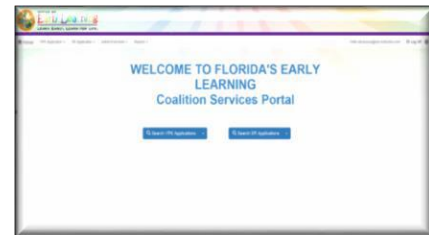
Enhanced Field System Modernization

The Office of Early Learning (OEL) has implemented the Enhanced Field System Modernization (EFS Mod) as a single statewide information system for School Readiness (SR) and Voluntary Prekindergarten (VPK) services.

Scope and Functionality

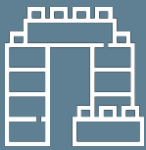
The scope of EFS Mod includes three main components – a Family Portal, a Provider Portal and a Coalition Services Portal.

- The **Family Portal** allows families to apply for Florida’s School Readiness and VPK programs. They can also complete the redetermination process for their School Readiness eligibility once a child is enrolled in services. Families can upload documents supporting their eligibility for these programs and electronically sign their applications, allowing the entire process to be completed online.
- The **Provider Portal** allows providers to create and maintain a profile of their business that coalitions share with families who request child care options. Providers also use the Provider Portal to contract with early learning coalitions to become a School Readiness or VPK provider, and manage and submit attendance records and related payment files for reimbursement.
- The **Coalition Services Portal** is used by early learning coalition staff to process School Readiness eligibility, VPK applications and manage the School Readiness waiting list. Coalitions also use the Coalition Services Portal to execute contracts with providers, maintain provider listings for families and process attendance and payment reimbursements for School Readiness and VPK child enrollments.



In August 2019, OEL created a cross-functional team within OEL, including its Inspector General and external financial experts, to address ongoing data migration issues from the launch of EFS Mod. The team met at least weekly to discuss the state of the project and find solution-oriented results for EFS Mod-related issues as they arose. OEL also contracted with a technology firm to conduct a risk assessment of EFS Mod that focused on current activities and included recommendations for future work.

In March 2020, the impact of the COVID-19 pandemic on early child care and education providers required numerous EFS Mod enhancements to keep pace with the OEL’s response. Enhancements included tracking reimbursements based on enrollment instead of attendance, waivers for SR co-payments, establishing job search as a criterion for SR eligibility, extension of eligibility timelines, emergency messaging capability, provider contract extensions and an expedited child care referral process for first responders and health care workers to support their service to communities.



Accountability and Program Improvement

VPK Readiness Rates

Since 2016, the Star Early Literacy assessment has been administered as the statewide kindergarten screening. In the fall of 2019, public schools administered the screening to 190,805 kindergarteners, of whom 53 percent scored 500 or higher, indicating those students were “ready for kindergarten.” Those results were then used to evaluate the VPK program for the program year 2018-19. Of 126,238 students who completed at least 70 percent of the VPK program and took the assessment, 63 percent of the students were “ready for kindergarten.” The percent of children “ready” for kindergarten by program type is provided in the chart below:

Readiness of Incoming Kindergarten Students Statewide – Fall 2019

Category	Total Children	Percent “Ready”
All Public School Students	190,805	53%
All VPK Participants	152,725	60%
VPK Non-Completers	26,487	47%
Non-VPK Participants	55,184	39%
SR & VPK Participants	12,027	51%
VPK Completers	126,238	63%
SR Only Kindergarteners	3,723	31%

Source: 2019-20 VPK Readiness Rate match files and FLKRS final data files.

In June 2018, the State Board of Education approved a revision to an administrative rule (Rule 6M-8.601, Florida Administrative Code), which changed the minimum readiness rate from 70 to 60 (60 points on a 100-point scale) and provided a “hold harmless” provision for VPK providers for the next two years’ VPK provider readiness rates (VPK Program Years 2016-17 and 2017-18). In September 2019, the State Board of Education approved modifications to this administrative rule to provide for the inclusion of learning gains from the VPK assessment to be included a part of the readiness rate calculation.

OEL published provider kindergarten readiness rates for the 2018-19 VPK program year. Based on the criteria adopted in rule, the rate placed 2,175 VPK programs on probation for failing to meet the minimum readiness rate of 60. With the addition of 26 providers that continued their probationary status as did not earn a 2018-19 rate, a total of 2,201 or 33 percent of the 6,611 2018-19 VPK programs were placed/remained on probation. Providers on probation for the 2018-19 VPK program year, were required to implement an improvement plan in accordance with administrative rules (Rule 6M-8.700 or 6M-8.701, Florida Administrative Code) which requires approval by the early learning coalition. OEL and early learning coalitions assisted through opportunities for training, technical assistance and guidance.

Providers that remain on probation for two consecutive years and subsequently fail to meet the minimum rate, may apply for a good cause exemption from being ineligible to offer the VPK program. If a good cause exemption is not granted, the provider is removed from the VPK program for five years. To date, 30 providers have lost their eligibility to offer the VPK program due to not meeting the 2018-19 minimum readiness rate.



School Readiness Program Assessment

Florida began capacity building around program assessment in 2013 with implementation of the Classroom Assessment Scoring System® (CLASS) Initiative.* Through this initiative, Florida was able to develop a cadre of CLASS trainers and observers. This initial project placed Florida in a position to launch the Early Learning Performance Funding Project (ELPFP) in 2014. OEL and other stakeholders designed the ELPFP to reward SR providers who demonstrated higher levels of quality as measured by observation of the teacher-child interactions occurring within classrooms. Participants received higher differentials added to their base reimbursement.

The five-year project taught Florida many lessons about implementation of program assessment and successful strategies for improving teacher-child outcomes. Because of the success of this project, the 2018 Florida Legislature mandated the use of program assessment for SR providers wishing to provide subsidized child care services. With the long-term use of CLASS already established in Florida, the OEL selected CLASS as the measure of quality for infant, toddler and preschool classrooms as it met the statutory requirements to measure program quality. It is required that only certified reliable observers conduct assessments in infant, toddler and preschool classrooms and at all provider types.

OEL uses CLASS composite scores to indicate a provider’s CLASS score. Composite scores are determined by averaging the dimension scores for observations, except Negative Climate. Observers assess 50 percent of randomly selected classrooms at each care level. In addition to the requirement for providers to meet or exceed the Minimum Contracting Threshold, the law requires program improvement through an improvement plan for those providers scoring below the Quality Contracting Threshold.

Providers are exempt from this program assessment required if they serve 20 percent or less of their SR child care slots filled and do not have any specific health and safety violations i.e., (no Class I violations and no more than three Class II violations in the prior two-year period). Family child care homes with two or fewer slots and those that offer only overnight services are also exempt provided they have no disqualifying violations. Early learning coalitions may waive the required minimum program assessment score in the event a provider is in an identified “child care” desert.

OEL set initial contracting thresholds through administrative rule (Rule 6M-4.741 Program Assessment Requirements for the School Readiness Program, Florida Administrative Code) and then increased those thresholds through the rule revision in 2020. OEL based this decision to increase contracting thresholds on data gathered through CLASS assessments done under the auspices of the ELPFP, feedback from the early learning coalitions, the public and the education community.

School Readiness Program Assessment Threshold

Program Year	Minimum Contracting Threshold	Quality Improvement Threshold
2019-2020	2.51	3.0
2020-2021	3.50	4.00
2021-2022	4.00	N/A

Providers placed on a Quality Improvement Plan (QIP) may participate in the following strategies:



- CLASS Group Coaching (formerly Making the Most of CLASSroom Interactions - MMCI) Training;
- Two (2) Early Childhood Training System (ECTS) courses;
- Professional development;
- Certified coaching visits;
- 20-hours of IACET- or OEL-approved training; and
- Coalition-approved strategy (approved in their SR Plan).

The results from the 2018-19 and 2019-20 CLASS assessments are displayed below. These data were used to determine providers' eligibility to contract with their early learning coalition to offer SR services in 2019-20. As indicated above, providers who earned scores of 2.51 – 2.99 were required to have a quality improvement plan.

2018–19 & 2019–20 CLASS Data for 2019–20 Contracts

CLASS Score	Number of Providers Statewide	Percent of Providers Statewide	Differential Percentage
0 – 2.5	1	<1%	---
2.51 – 2.99	83	2%	---
3.00 – 3.49	304	7%	---
3.50 – 3.99	648	14%	---
4.00 – 4.99	2,286	51%	4%
5.00 – 5.99	1,060	24%	7%
6.00 – 7.00	97	2%	10%
Total	4,479		

**Source from Quality Performance System (QPS) as of October 14, 2020.*

OEL enhanced the existing system to support implementation of the legislation and then designed and developed a new and improved version of a provider registration system for program assessments called the Quality Performance System (QPS). Providers required to have a program assessment must complete the registration process in the QPS.

Differential Payments

Legislation that passed in 2018 (HB 1091) and mentioned previously, also required that OEL develop, no later than July 1, 2019, a differential payment program based on quality measures adopted by OEL.

As established in administrative rule (Rule 6M-4.500 Child Attendance and Provider Reimbursement, Florida Administrative Code), providers with a CLASS composite score of 4.00 to 4.99 receive a 4-percent QPI differential. Providers that receive program assessment composite scores of 5.00 to 5.99 receive a 7-percent differential and providers that receive program assessment composite scores of 6.00 to 7.00 receive a 10-percent differential. A child care provider that is currently on a Quality Improvement Plan is not eligible for the QPI.

**CLASS® is a standardized observational tool, with supporting national research that measures the quality of teacher-to-child interactions on a 1-7 point scale. It measures classroom quality through three domains and multiple dimensions: Emotional support – positive climate, negative climate, teacher sensitivity, and regard for student perspectives; Classroom organization – behavior management, productivity, and instructional learning formats and Instructional support – concept development, quality of feedback and language modeling.*



Special-Focus Networks

Inclusion Warm Line Services

The Inclusion Network has more than 120 members including early childhood inclusion specialists from each of the 30 early learning coalitions. The OEL coordinates monthly webinars and one Inclusion Retreat a year to share information, learn from guest speakers and discuss current needs related to children with developmental delays and disabilities for the Network. As part of their early learning services, each early learning coalition offers Warm Line services to assist parents and providers with information and referrals for child evaluations and inclusive services.

The inclusion specialists respond after a developmental screening has indicated areas of concern in a child or when a warm line call comes through the early learning coalition. The inclusion specialist will contact the early learning provider to offer observations of the child in the early learning environment and will rescreen the child as part of the inclusion services. The inclusion specialists support early learning providers and parents with technical assistance, plan focused interventions for individual children who require additional supports and link early interventions for children prior to kindergarten entry. They also follow up with early learning providers to assure that there are no other needs for additional supports for the child, the family or the early childhood educator.

WARM LINE & INCLUSION TECHNICAL ASSISTANCE ACTIVITIES

Services Performed	# of Activities
General Strategies Observation and strategies to address developmental concerns so all children are engaged in the learning process in all settings. Note: These children do NOT have an identified special need.	22,370
Social Emotional Observations and strategies to address social emotional/ behavioral concerns, to help children succeed in the early learning environment.	7,579
Identified Special Needs/IDEA/ADA Observations and strategies to address each child's individual educational plan (IEP/IFSP). Note: These children have an identified special need. Information provided to early learning programs and families on ADA and other anti-discrimination laws.	1,626
Special Health Care Needs TA/504 Plan Observations and strategies to support children who have a medical concern, such as asthma, diabetes, severe allergies, or congenital conditions that require assistance beyond "quality" or "delay."	128
General Quality Improvement Observations and strategies to assist early learning programs, such as supporting teachers, classroom management guidance, curriculum support, and environmental adaptations.	12,992
Screening/ Assessment (all types) Any activity related to screening or assessment regarding inclusion services or special needs, data entry concerns, scoring, administration, presentation of results and processing activities. Does not include routine developmental screenings in the School Readiness Program for children without concerns.	74,349
Technical Assistance Totals support early learning providers and parents with technical assistance, plan-focused interventions for individual children who require additional supports and link early interventions for children prior to kindergarten entry.	63,445



WARM LINE & INCLUSION TECHNICAL ASSISTANCE ACTIVITIES

Services Performed	# of Activities
Referrals to other agencies Processing paperwork, sharing contact information, follow-up phone calls.	6,056
Training This category includes training offered by the inclusion specialist or any other ELC staff member whether by an individual or group on behalf of the ELC.	394

Infant/Toddler Specialist Network

OEL coordinates an infant/toddler network designed to support coalition staff who manage local infant/ toddler initiatives or work in a direct support role to providers serving young children from birth to 36 months old. The network promotes community connections, state and local resources to increase access to quality care that supports responsive relationships between teachers, infants/toddlers, and their families.

An effective, efficient and accountable infant/toddler network provides support for access and quality initiatives conducted statewide and in local areas. OEL launched the infant/toddler initiative in 2017 with the goal of deepening the learning and engagement of the network to support its work with infant/toddler programs and educators. The network consists of one infant/toddler specialist per coalition.

Florida’s Infant-Toddler Specialists provide technical assistance, training and support on:

- Developmentally appropriate practices.
- Developmental standards.
- Quality improvement strategies.
- Professional development.

Supports for Florida’s Infant-Toddler Network:

- 10 Components of Quality Infant and Toddler Care System, developed by Mimi Graham, et al - FSU Center for Prevention and Early Intervention Policy, provides a framework for continuous quality improvement, (<https://cpeip.fsu.edu/>).
- Active Implementation model - National Implementation Research Network (<https://nirn.fpg.unc.edu/>).

Supports for Florida’s Infant/Toddler Network in 2019-20 included:

- Monthly conference calls with guest speakers providing current, research-based information on important topics such as understanding child development to support early intervention, the importance of the use of language in infant and toddler classrooms, and understanding the biting child.
- The FSU 10 Components of Quality, Infant and Toddler Care train-the-trainer initiative. This training allows early learning coalition staff to support continuous quality improvement in infant/toddler programs using the 10 Components system of training and observations with the 10 Components Signs of Quality tool.
- Active Implementation model - National Implementation Research Network (<https://nirn.fpg.unc.edu/>).



Preschool Network

In September 2018, OEL identified the 10 Preschool Quality Indicators. Using these indicators, the Preschool Network Steering Committee, consisting of a panel of experts from across the state, identified the three priority needs specific to each indicator.

Preschool Quality Indicators



Beginning in January 2019, OEL, in collaboration with early learning coalitions, school districts and early learning providers, established the Preschool Network. The Preschool Network includes 145 individuals representing all regions of Florida with the purpose of promoting community connections and state and local resources to increase access to quality care that supports responsive relationships between teachers, preschoolers and their families. Through the development and use of the Preschool Quality Indicators listed below, the Preschool Network strives to ensure that every child care provider is offering safe, healthy environments along with developmentally appropriate experiences and practices for the children they serve.

Identified Quality Indicators:

- Education, Training and Support
- Safe and Healthy Program Practices
- Family Engagement
- Classroom Environment and Interactions
- Comprehensive Early Learning Standards and Curricula
- Assessment of Child Progress



Select Programs and Projects

School Readiness Match Program

The School Readiness (SR) Program supports low-income working parents by providing their children access to outcome-focused early education programs, allowing parents to work and give their children a successful start in school and life.

The 2019 Legislature revised how local match contributions are collected and reported for the expansion of SR program services, which has come to be known as the SR Match Program. [Specific Appropriation 86 of Chapter 2019- 115, L.O.F.](#), provided an unprecedented \$30 million in Child Care and Development Block Grant Trust Fund authority to expand services to low-income families at or below 200 percent of the federal poverty level and at or below 85 percent of the state median income.

The SR Match Program enables the state's 30 early learning coalitions and the Redlands Christian Migrant Association (RCMA) to work with public and private businesses to match federal funding on a dollar-for-dollar basis with contributions from local governments, charitable foundations and private businesses that want to help provide child care services to participating families. This effectively doubles funding available for early education and care for working families in these communities.

Through the SR Match Program, early learning coalitions use contributions from local government, employers, charitable foundations, and other sources so that Florida communities can create local partnerships focused on using state and local funds for direct services and expanding the number of child care slots.





Select Programs and Projects

Statewide Initiatives

For 2019-20, all 30 early learning coalitions and RCMA participated in the SR Match Program. The amount of funds allocated to each coalition, the amount estimated expended on direct services and on expanding school readiness slots and the estimated total number of SR slots funded with local matching funds are displayed below.

2019-20 SR Match Program

Coalition	Total Amount Allocated	Direct Services State (CCDF) Match Expenditures Invoiced to OEL as of 8/25/20	Direct Services Local Match Expenditures Reported to OEL as of 8/25/20	Total Direct Services Expenditures from State and Local Match Funds	Non-Direct Local Match Expenditures Used to Expand Child Care Slots Reported to OEL as of 8/25/20	Number of Children Paid from Local Match Funds
ELC of Alachua	\$ 141,193	\$ 141,193	\$ 108,259	\$ 249,452	\$ -	495
ELC of the Big Bend Region	\$ 53,415	\$ 52,884	\$ -	\$ 52,884	\$ -	95
ELC of Brevard	\$ 297,126	\$ 62,334	\$ 307,197	\$ 369,531	\$ -	3,605
ELC of Broward	\$ 5,185,581	\$ 5,185,581	\$ 2,748,654	\$ 7,934,235	\$ -	9,799
ELC of Duval	\$ 2,663,808	\$ 2,663,796	\$ 2,085,298	\$ 4,749,094	\$ 971,807	3,703
ELC of Escambia	\$ 168,934	\$ 118,025	\$ 290,924	\$ 408,949	\$ -	3,638
ELC of Flagler and Volusia	\$ 218,774	\$ 169,582	\$ 423,053	\$ 592,635	\$ -	4,016
ELC of Florida's Gateway	\$ 10,000	\$ -	\$ 5,250	\$ 5,250	\$ -	894
ELC of Florida's Heartland	\$ 174,259	\$ 174,165	\$ 192,409	\$ 366,574	\$ 19,937	2,132
ELC of Hillsborough	\$ 1,698,954	\$ 1,698,954	\$ 1,692,221	\$ 3,391,175	\$ 6,733	10,455
ELC of Indian River, Martin, Okeechobee	\$ 561,401	\$ 560,264	\$ 614,289	\$ 1,174,553	\$ -	1,178
ELC of Lake	\$ 76,571	\$ 60,692	\$ 40,111	\$ 100,803	\$ -	1,752
ELC of Manatee	\$ 1,161,667	\$ 1,161,667	\$ 955,172	\$ 2,116,839	\$ 511,157	824
ELC of Marion	\$ 160,563	\$ 159,371	\$ 185,315	\$ 344,686	\$ 57,760	2,250
ELC of Miami-Dade/Monroe	\$ 3,933,359	\$ 2,371,281	\$ 13,527,958	\$ 15,899,239	\$ -	16,022
ELC of the Nature Coast	\$ 30,081	\$ 17,209	\$ -	\$ 17,209	\$ -	-
ELC of North Florida	\$ 151,008	\$ -	\$ 327,714	\$ 327,714	\$ -	2,759
ELC of Northwest Florida	\$ 246,030	\$ 101,788	\$ 92,182	\$ 193,970	\$ -	125
ELC of Okaloosa and Walton	\$ 100,830	\$ 69,003	\$ 87,900	\$ 156,903	\$ -	1,296
ELC of Orange	\$ 2,353,702	\$ 2,104,277	\$ 1,795,306	\$ 3,899,583	\$ -	4,613
ELC of Osceola County	\$ 167,131	\$ 147,366	\$ 143,511	\$ 290,877	\$ 578	637
ELC of Palm Beach	\$ 7,072,210	\$ 7,072,210	\$ 7,072,208	\$ 14,144,418	\$ -	9,022
ELC of Pasco and Hernando	\$ 116,390	\$ 85,272	\$ 82,636	\$ 167,908	\$ -	76
ELC of Pinellas	\$ 952,393	\$ 950,638	\$ 1,149,536	\$ 2,100,174	\$ -	4,950
ELC of Polk	\$ 419,127	\$ 295,501	\$ 310,183	\$ 605,684	\$ -	696
ELC of Santa Rosa	\$ 32,433	\$ 31,961	\$ 56,800	\$ 88,761	\$ -	840
ELC of St. Lucie	\$ 339,099	\$ 339,099	\$ 527,526	\$ 866,625	\$ -	3,183
ELC of Sarasota County	\$ 336,595	\$ 316,101	\$ 266,988	\$ 583,089	\$ -	930
ELC of Seminole	\$ 300,582	\$ 300,561	\$ 10,000	\$ 310,561	\$ -	2,101
ELC of Southwest Florida	\$ 501,221	\$ 189,979	\$ 277,326	\$ 467,305	\$ -	3,649
Redlands Christian Migrant Association	\$ 375,563	\$ 332,637	\$ 725,468	\$ 1,058,105	\$ -	2,063
Total	\$ 30,000,000	\$ 26,933,390	\$ 36,101,391	\$ 63,034,781	\$ 1,567,971	97,798





Source: OEL SR Expenditure Workbooks FY 2019-20 and EFS Mod data as of August 2020; does not reflect final expenditures through the certified forward period ending September 30, 2020.



Select Programs and Projects

Preschool Development Grant Birth Through Five (PDG B-5)

The Office of Early Learning (OEL) was awarded an initial one-year Preschool Development Grant Birth through Five (PDG B-5) for \$8,520,000 for the period of December 31, 2018, through December 30, 2019. The original award was extended six months, and again for an additional six months due to the COVID-19 pandemic. The PDG B-5 grant has provided the focus and resources for OEL to complete the Strategic Plan, along with the following major accomplishments. The overarching priorities of the initial PDG are listed below with the funding amounts for the approved activities with the exception of \$150,000 which is allocated for OEL staff/contracted support.

 FAMILY KNOWLEDGE, CHOICE, ENGAGEMENT	 PROFESSIONAL DEVELOPMENT	 QUALITY IMPROVEMENT	 SYSTEMS AND DATA INTEGRATION
\$2,003,038	\$5,421,962	\$550,000	\$395,000

The PDG B-5 grant has provided the focus and resources for OEL to complete the Strategic Plan, along with the following major accomplishments:

- The re-engagement of the **State Advisory Council**, creating momentum across B-5 cross-sector services for young children and their families. Agencies are working together in new ways and collaborating across disciplines in new ways.
- A comprehensive, unified, B-5 **Strategic Plan** was developed and approved by the PDG B-5 State Advisory Council.
- The execution of multiple **Data Sharing Agreements** to dramatically expand data capacity that provides sustainable, cost-effective needs assessment capability, linking over 1,400 data fields across nearly every entity that serves young children and their families.
- A comprehensive **Cost of Quality** study analyzed child care subsidy rates against the true cost of quality early childhood care and education, providing critical data to improve more equitable subsidy payment rates. Using inputs and models from the Cost of Quality study, an interactive **Budget Calculator** was developed to help providers create sustainable and stable budgets; increased implementation of observation-based child assessments, while the best practices supports have helped Early Learning Coalitions improve observations and use of results to inform individualized instruction.
- Enhanced **Provider Profiles**, providing new information to inform family choice, and the framework for the design of a **Mobile Application** to be completed in first year of the renewal grant. The design was informed by families, to better meet family needs; initial steps taken to strengthen the overall Referral Network across multiple agencies; and 50 **Video Vignettes** in multiple languages for parents/families on child development, programs, and services to build parent skills to meet their children’s needs.



Select Programs and Projects

– Revised **Core Competencies** that reflect best practices and provide an essential framework for improving ECE professional preparation; **Coaching** standards with quality assurance for certification assisted in strengthening coaching practice throughout Florida; development of a robust **Resource Library** to provide expanded resources to thousands of ECE professionals; and interactive, searchable **Early Childhood Professional Development (PD) Catalog** representative of OEL, the Department of Children and Families, Part C (infants and toddlers with disabilities - Department of Health), and Part B (children ages 3 – 21 with disabilities - Department of Education) course offerings to meet the needs of the B-5 workforce.

Through the foundational work of the first PDG grant, OEL submitted and was awarded the Preschool Development Grant – Renewal Birth through Five (PDG-R). This grant provides \$13,450,000 in funding each year for three years to build upon the initial PDG grant work. Through the first year of the PDG-R grant, OEL implemented measures that build on existing framework and infrastructure to increase the quality, alignment and efficiency of Florida's early childhood care and education programs and services.

The PDG-R investments reflect the priorities of the unified strategic plan, respond to direct needs identified in the needs assessment, and were strategically selected to build stronger systems for young children and their families that will be sustainable after the grant. Florida leadership across all agencies serving young children B-5 and their families are committed to leveraging these funds to work together more closely, solidify partnerships, coordinate services, streamline enrollment and eligibility determination, review current investments and realign them to have greater impact, and more responsively serve families and children, particularly the most vulnerable.



2019-20 Year in Review – Early Learning Coalitions

Comprehensive Consumer Education

The **ELC of Alachua** (ELCAC) participated in monthly Strengthening Families webinars hosted by the Center for the Study of Social Policy (CSSP) and designed to engage in continuous quality improvement of family engagement. ELCAC also collaborated with organizations that offer free materials, food, clothing, housing/utilities assistance, internet access, computer usage, notaries, access to copiers and faxes for families who may have limited access to telephone, internet and/or transportation. Families are referred to Partnership for Strong Families' community library/resource centers (3 locations), Alachua County Health Department Car Seat Safety Program, 211, Community Action Agency, Healthy Families, Healthy Start, Salvation Army, Catholic Charities, Gainesville Community Ministry, Eldercare of Alachua County, Alachua County Social Services, Gainesville Housing Authority, Alachua County Coalition for Homeless and Hungry for some emergency services.

The **ELC of Heartland** (ELCFH) continued participation in *A Book Basket* partnership, funded in part through United Way of Charlotte County, with various businesses in Charlotte (40 partners) and DeSoto (six partners) counties. Community resource information added to the *Book Baskets* included VROOM, child development and ELCFH/ partner agency information along with a variety of children's books. The ELCFH supported and participated in numerous family-oriented community initiatives and events such as the Campaign for Grade Level Reading (Charlotte and DeSoto Counties).

The **ELC of Palm Beach** launched a Resource Library that provides multiple activities for families including parent workshops, parent-child activities, VPK activities and story time. Heavy emphasis was placed on getting parents engaged in quality childcare and establishing a feedback loop that includes parent, partners and providers. Monthly parent cafes, weekly parent chats and Facebook live materials were developed to create the feedback loop. Parents were provided quality childcare information as well as an opportunity to voice their opinions of what is missing, what is needed and what is going well. The Coalition's Community Engagement team also worked to ensure community partners understand all services offered and encouraged collaboration to increase quality access to services. To serve families with limited access to phone and/or internet services, the coalition delivered CCR&R services at public transportation lines, public kiosks and community partner locations and facilities, provided referrals for families to receive bus passes or gas cards and scheduled family meetings or appointments off site and after business hours.

Provider Financial Supports

Throughout 2019-20, the **ELC of the Big Bend** continued to focus on the implementation of Teaching Strategies GOLD, a valid and reliable observational assessment system that monitors the development of a child from birth to third grade. Provider participation is voluntary and the Coalition provided initial training and ongoing technical assistance at no cost to participants. During Summer 2019, an intensive, literacy-based Super Why summer program was offered for free to 221 4-year-old children preparing to enter kindergarten in partnership with 14 contracted child care providers. The three-week half-day program aimed to prevent participating children from struggling with developmental regression over the summer and instill foundational literacy skills to support school success.

The **ELC of Osceola** supported provider quality and classroom instruction through grants for books, curriculum and materials. Through Quality Interactions with At-Risk Children Strategy, providers caring for at-risk children received children's books with a focus on social emotional competencies along with



suggested activities. Eligible provider applicants were awarded a \$500-\$1,500 Lakeshore Learning gift card to purchase classroom materials and manipulatives, and qualified providers were awarded one of the following curriculums: Wee Learn (Faith Based), Creative Curriculum (English, Bilingual, Family Childcare Home), and Learn Everyday by Kaplan. Providers receiving a curriculum agreed to train all teaching staff on the curriculum.

The **ELC of Miami-Dade and Monroe** hosted a Quality Initiatives Fair where participating providers received materials based on the number of paid School Readiness children. The fair consisted of age-appropriate furniture for children, developmentally appropriate materials and School Readiness-approved curriculum to address their specific needs. Early learning programs contracted with the Coalition received protective gear including masks, gloves, disinfectant with a spray bottle, a touchless thermometer and hand sanitizers. In Miami-Dade County, the Quality Improvement System, funded by The Children's Trust, offered a quality performance incentive for programs with a CLASS® composite score of 3.00; scholarships to help teachers receive a GED, staff credential, director's credential, or credit courses; a salary supplement program to reward professional growth and staff retention; and child scholarships to qualifying low-income families. During the 2019-2020 fiscal year, financial support was offered to 33 childcare partners for Early Head Start services, site improvements, classroom materials and supplies, professional development and payment for child care services. In Monroe County, the Ocean Reef Community Foundation provided \$8,000 that paid for a keynote speaker at two events and more than \$11,000 in Publix gift cards from Save the Children were distributed to needy families.

The **ELC of Northwest Florida** offered mini-grants for Contracted Family Child Care Home providers to advance from Informal to Registered, Registered to Licensed or Licensed to Accredited; non-licensed early learning programs to obtain their DCF license and/or licensed programs to become accredited; licensed programs to expand slot availability in areas of high need; Infrastructure; and health and safety cleaning supplies. Stipends were offered through four initiatives:

- Making the Most of Classroom Interaction (MMCI) Completion: The Coalition awarded \$250 to each of six participants who completed the twenty-four-hours= course.
- Early Learning Florida Course Mastery: In collaboration with Early Learning Florida-Lastinger Center, the Coalition provided 42 early learning practitioners stipends totaling \$5,250.
- Through the Preschool Development Grant Birth-Five, the Coalition selected four child assessment mentors for a \$500 stipend to attend custom coaching/training sessions and follow-up Communities of Practice sessions and to assist with on-site data collection to prepare for next steps and quality assessment implementation. The coalition also provided \$1,000 stipends to ensure classroom coverage for providers who sent child assessment mentors to the training.
- Communities of Practice sessions helped alleviate teacher and administrator gaps and enhance implementation of child assessment and the data platform. A \$50 stipend was provided to each of 24 participating practitioners.



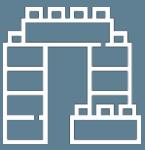
Training and Technical Assistance

The **ELC of Flagler and Volusia (ELCFV)** promoted and offered the following Professional Development Opportunities and Technical Assistance:

- Three Pre-K and three Infant/Toddler cohorts of Making the Most of Classroom Interactions trainings were offered with 71 practitioners participating.
- Individual subscriptions to the Quorum online training system were offered, and 196 practitioners completed 787 individual online courses. In response to the need for online and virtual support, ELCFV offered Pop-Up Professional Development during May and June 2020.
- There were 576 technical assistance (TA) calls or visits made.
- **Age-Appropriate Discipline Practices and Child Abuse Initiative:** Implementation of strategies to support social emotional development and reduce challenging behavior are a part of the Social Emotional Initiative. Ten programs received monthly visits from September through May and had three Community of Practice (CoP) meetings facilitated by ELCFV staff. A total of 90 visits and 30 CoP meetings were completed. Thirty-two classrooms at 15 programs participated in the Child Abuse Prevention Initiative. In addition, 592 families received bags filled with information and materials to help prevent child abuse.
- **Social Emotional Initiative:** Nine programs participated in this ongoing initiative. Program staff completed training, participated in Communities of Practice meetings and created action plans for quality improvement.
- **Let's Go 5-2-1-0 Initiative:** Two providers continued for a second year of this program that encourages children, families, and program staff to develop healthy habits: - eating more fruits and vegetables, limiting screen time, being physically active and eliminating sugary drinks.
- **Quality Interactions Initiative:** One series of eight "Quality Interactions" trainings was offered with 17 practitioners participating. The goal of this program was to bring together the Florida Developmental and Early Learning Standards, and CLASS domains to help practitioners improve their practice and offer more opportunities for children to make progress in the standards.
- **Whole Leadership Initiative:** Five programs participated in the "Whole" Leadership initiative with the goal of improving administrative practices. Participating directors used the Program Administration Scale as a guide to identify areas for growth and completed two Early Learning Florida (ELFL) courses - "Organizational Leadership in Early Care and Education" and "Instructional Leadership in Early Care and Education."

The **ELC of Southwest Florida (SWFL)** provided training and technical assistance on early learning and developmental standards, child and program assessment, developmentally appropriate curricula, age appropriate discipline practices, and health and safety.

- **Standards & Curriculum:** Early Learning Standards trainings emphasized language and literacy, mathematical thinking and physical development and incorporated concepts such as book-embedded vocabulary, dialogic reading, reading and writing correspondence with Literacy Buddies, using unstructured and structured gross motor physical activities and math domains whereas curriculum training leaned towards art and sensory experiences, scaffolding child learning experiences, and interactive circle time. In particular, an "Art and Sensory Experiences" training supported early childhood educators in planning and implementing sensory exploration activities to support emotional development and help children engage in unstructured, open ended, sensory and creative art experiences in the classroom.



- **Classroom Practices:** Training in age appropriate discipline practices included behavior management strategies by implementing the Conscious Discipline and PBS Preventing Challenging Behaviors models. Teachers also had opportunities to identify and demonstrate appropriate responses to acceptable and boundary testing behaviors and positive classroom management skills through a “Responding to Behaviors” and “Behaviors by Design” courses, respectively. My Teachstone Communities of Practice were established to discuss and learn about CLASS assessments. Offered in English and Spanish, CLASS training and technical assistance looked at the quality of feedback, teacher engagement in meaningful open-ended dialogue and higher order thinking with children. CLASS assessment follow up visits for teachers who needed improvement in certain CLASS assessment domains.
- **Health and Safety:** The Coalition provided a wide range of training and technical assistance in health and safety. Topics included managing chronic health needs or stress, the prevention of disease and sanitation, injuries and child abuse and its detection, blood borne pathogens and the administration of medications. In addition to the above, a contracted nurse was available for phone, email and in person technical assistance in all areas of health and safety for the SWFL service area.

Quality Activities for Infant and Toddler Care

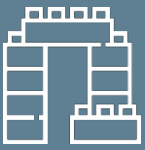
The **ELC of Broward** offered ongoing coaching and technical assistance from Infant and Toddler CLASS reliable Master Teachers/coaches. Trainings specifically geared for infants and toddlers included:

- 6 complete Making the Most of Interactions Infant and Toddler cohorts
- 5 incomplete Making the Most of Interactions Infant and Toddler cohorts due to COVID-19
- On the Go: Promoting Positive Interactions with Infants and Toddlers (in Spanish)
- Rocking and Rolling: Why Infant Teachers are So Important?
- Post COVID, our model moved to virtual training webinars using Go To Webinar. Trainings included:
 - Hugs, Love, and Positive Interactions with Infants (Session 1)
 - Let’s Talk: Language in Infant and Toddler Classrooms (Session 3)
 - Designer 101 – Tips on Infant and Toddler Classroom Environments
 - Head, Shoulders, Knees and Toes – How to Create Fun Activities for Infants and Toddlers
 - Did You Hear That? Talking Throughout the Day with Infants and Toddlers
 - Hugs, Love, and Positive Interactions with Infants (in Spanish)
 - Let’s Talk: Language in Infant and Toddler Classrooms (in Spanish)
 - Rocking and Rolling: Why Infant Teachers Are So Important
- During COVID, ELC staff launched weekly story times in English, Spanish and Creole. We reached families of young children through these Facebook lives events.

The **ELC of Northwest Florida** provided the following:

Infant/Toddler Specialist - The Coalition employs multiple staff to serve as resource specialists for providers with questions or concerns about children ages birth-to-age three. In 2019-2020 there were 607 technical assistance on-site visits/calls relating to infants and toddlers.

Infant CLASS, Toddler CLASS - The Coalition maintains five (4) reliable observers for infant class and five (5) reliable observers for toddler class. In conjunction with Children’s Forum, the Coalition completed twenty-eight (28) CLASS observations on infant classrooms and forty-eight (48) CLASS observations on toddler classrooms for year 2019-2020.



Infant/Toddler Specific Professional Development - The Coalition completed (1) cohort of Infant and Toddler-Making the Most of Child Interaction (MMCI), 24 training hours each with expected outcomes of increased CLASS observation scores through enhancing the classroom teacher's knowledge and practical skills targeting teacher-child interactions.

Inclusion

The **ELC of Brevard** (ELCB) continued to implement a collaborative team approach to provide inclusion services to providers and families via Warm Line requests. Inclusion and developmental screening services were offered to ELCB families and the community, and meetings were held with the teacher/director and parents to address concerns observed in the classroom. The Inclusion Specialist also conducted trainings on inclusion topics at multiple provider locations.

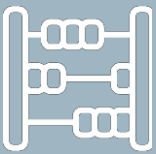
During the initial months of COVID-19, from March 2020 thru June 2020, the Coalition continued to utilize ASQ Enterprise, the online parent option to complete the required ASQ's, as well as face-to-face screening or discussion when needed. Families of children with scores indicating concerns were provided support activities and re-screening opportunities. Coalition staff also assisted in referrals for IEP or IFSP services to identified children.

ELCB Inclusion staff continued to collaborate with community partners such as Help Me Grow, 211 Brevard, Early Steps, Early Head Start, Head Start, Brevard Public Schools/FDLRS-Child Find, United Way of Brevard, Brevard County Department of Health and other community partners. Coalition staff are members of the local Help Me Grow Steering Committee and collaborate in joint community outreach events.

The **ELC of Lake** provided a variety of resources and strategies for parents, classrooms, and the community to promote inclusive child care. The resources and supports included professional development training for parents, child care providers and community partners; warm line accessibility; developmental screenings and assessments; activities to support learning; technical assistance in the classroom; and information pamphlets and brochures on various inclusion topics. The coalition screened 2,366 children in the School Readiness program, and provided additional support through referrals, warm line calls and coaching and TA visits and the following trainings:

- 10 Things Families with Kids with Autism Need to Know and Do
- Teaching Sign Language with Signimalz
- Behavior Basics

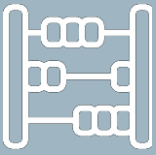
The **ELC of Seminole County** hosted four Florida Diagnostic & Learning Resources System trainings to support child learning outcomes and skill development, two Early Learning Florida interactive and cooperative online trainings focused trauma-informed care, and training on Warm Line Services, developmental screenings, and best practices for implementing inclusive environments for children and families with special needs. In addition to assisting families with obtaining Voluntary Prekindergarten Specialized Instruction Services (VPK-SIS) or Warm Line support, participation in monthly Inclusion Network meetings and PreK Inclusion State Collaboration and One Goal Summer conferences were also characteristic of the coalition's efforts to serve and support its early learning community. A partnership with the Florida Nursing Program at Seminole State College also enabled the Coalition to provide free vision and hearing screenings to a greater span of children within its service area.



Appendix A – Early Learning Coalition Service Delivery Fiscal Year 2019-20

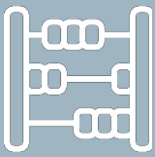
Coalition (Counties Served)	CCR&R	School Readiness	VPK	Inclusion
Alachua	✓	✓	✓	✓
Big Bend (Leon-Gadsden-Liberty-Taylor-Jefferson-Madison-Wakulla)	✓	✓	✓	✓
Brevard	✓	✓	✓	✓
Broward	✓	✓	✓	✓
Duval	✓	✓	✓	✓
Emerald Coast	✓	✓	✓	✓
Escambia	✓	✓	✓	✓
Flagler and Volusia	✓	✓	✓	✓
Florida’s Gateway (Union-Columbia-Suwannee-Lafayette-Hamilton)	✓	✓	✓	✓
Florida’s Heartland (Charlotte-DeSoto-Hardee-Highlands)	✓	✓	✓	✓
Hillsborough	✓	✓	✓	✓
IRMO (Indian River-Martin-Okeechobee)	✓	✓	✓	✓
Lake	✓	✓	✓	✓
Manatee	✓	✓	✓	✓
Marion	✓	✓	✓	✓
Miami-Dade/Monroe	✓	✓	✓	✓
Nature Coast (Citrus-Sumter-Dixie-Levy- Gilchrist)	✓	✓	✓	✓
North Florida (Clay-Nassau-Baker-Bradford-Putnam-St. Johns)	Episcopal Children’s Services	Episcopal Children’s Services	Episcopal Children’s Services	Episcopal Children’s Services
NW Florida (Calhoun-Franklin-Gulf-Homes-Jackson-Washington-Bay)	✓	✓	✓	✓
Orange	Community Coordinated Care for Children	Community Coordinated Care for Children	Community Coordinated Care for Children	✓
Osceola	Community Coordinated Care for Children	Community Coordinated Care for Children	Community Coordinated Care for Children	✓
Palm Beach	✓	✓	✓	✓

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Coalition (Counties Served)	CCR&R	School Readiness	VPK	Inclusion
Pasco and Hernando	✓	✓	✓	✓
Pinellas	✓	✓	✓	✓
Polk	✓	✓	✓	✓
Santa Rosa	✓	✓	✓	✓
Sarasota	✓	✓	✓	✓
Seminole	✓	✓	✓	✓
Southwest Florida (Collier-Lee-Hendry-Glades)	✓	✓	✓	✓
St. Lucie	✓	✓	✓	✓

Services delivered by early learning coalition
CCR&R, School Readiness, VPK or inclusion services delivered by service provider
Inclusion services delivered by separate service provider



Appendix B – Percentage of Children in School Readiness Compared to Children in Poverty by Early Learning Coalition

Percent of Eligible Children in School Readiness Program
Paid Enrollments* by Early Learning Coalition: Fiscal Year 2019-20

Early Learning Coalition	School Readiness Enrollments*	Number of Children Below 150% of Federal Poverty Level	Percent of Children Served Compared to Number Below 150% of Federal Poverty Level
State **	149,340	543,120	27%
ELC of Alachua	2,017	5,652	36%
ELC of the Big Bend Region	4,346	10,804	40%
ELC of Brevard	4,450	11,882	37%
ELC of Broward	10,272	47,217	22%
ELC of Duval	9,689	31,286	31%
ELC of the Emerald Coast	1,743	6,392	27%
ELC of Escambia	2,915	9,519	31%
ELC of Flagler & Volusia	5,249	14,628	36%
ELC of Florida's Gateway	1,712	4,971	34%
ELC of Florida's Heartland	2,131	9,572	22%
ELC of Hillsborough	11,546	42,727	27%
ELC of Indian River, Martin, and Okeechobee	2,143	7,777	28%
ELC of Lake	2,518	8,045	31%
ELC of Manatee	2,586	9,389	28%
ELC of Marion	2,732	9,765	28%
ELC of Miami-Dade/Monroe	17,933	79,923	22%
ELC of the Nature Coast	1,861	7,995	23%
ELC of North Florida/Episcopal Children's Services	4,337	13,979	31%
ELC of Northwest Florida	2,577	8,703	30%
ELC of Orange	10,974	41,648	26%
ELC of Osceola County	2,345	11,895	20%
ELC of Palm Beach	12,007	32,490	37%
ELC of Pasco and Hernando Counties	4,781	15,512	31%
ELC of Pinellas	6,506	19,582	33%
ELC of Polk	5,890	23,833	25%
ELC of Santa Rosa	930	3,286	28%
ELC of Sarasota County	1,839	5,973	31%
ELC of Seminole	2,388	8,537	28%
ELC of Southwest Florida	4,851	30,917	16%
ELC of St. Lucie	2,665	9,303	29%
Redlands Christian Migrant Association**	1,407	N/A	N/A

Sources: US Census Bureau - Census 2010; American Community Survey 2014-2018; Florida Demographic Estimating Conference, December 2019, Florida Demographic Database, 2020;

Source: Office of Early Learning, EFS Modernization School Readiness enrollment data.

* School Readiness paid enrollments include infants, toddlers, 2-year-olds, and preschool 3-year-olds, 4-year-olds and 5-year-olds.

**Redlands Christian Migrant Association serves children in multiple counties.



Appendix C – Percentage of Children in School Readiness Compared to Children in Poverty by County

Percentage of Eligible Children in School Readiness Program
Paid Enrollments* by County: Fiscal Year 2019-20

County	School Readiness Enrollments*	Number of Children Age 0-5 Below 150% of Federal Poverty Level	Percent of Children Age 0-5 Served Compared to Number Below 150% of Federal Poverty Level
State**	149,340	543,120	27%
Alachua	2,017	5,652	36%
Baker	336	691	49%
Bay	1,384	4,812	29%
Bradford	318	856	37%
Brevard	4,450	11,882	37%
Broward	10,272	47,217	22%
Calhoun	85	173	49%
Charlotte	985	2,805	35%
Citrus	851	3,489	24%
Clay	1,160	4,887	24%
Collier	964	9,181	10%
Columbia	1,103	2,363	47%
Desoto	159	1,577	10%
Dixie	42	652	6%
Duval	9,689	31,204	31%
Escambia	2,915	9,519	31%
Flagler	635	2,400	26%
Franklin	35	342	10%
Gadsden	629	1,819	35%
Gilchrist	90	621	14%
Glades	18	343	5%
Gulf	49	283	17%
Hamilton	108	537	20%
Hardee	216	1,811	12%
Hendry	358	2,066	17%
Hernando	1,081	3,918	28%
Highlands	771	3,379	23%
Hillsborough	11,546	42,727	27%
Holmes	170	759	22%
Indian River	809	3,222	25%
Jackson	617	1,515	41%

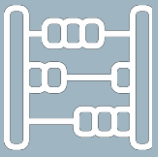
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Appendices

County	School Readiness Enrollments*	Number of Children Age 0-5 Below 150% of Federal Poverty Level	Percent of Children Age 0-5 Served Compared to Number Below 150% of Federal Poverty Level
Jefferson	147	563	26%
Lafayette	32	317	10%
Lake	2,518	8,045	31%
Lee	3,511	19,327	18%
Leon	2,875	6,215	46%
Levy	424	1,525	28%
Liberty	49	174	28%
Madison	210	902	23%
Manatee	2,586	9,389	28%
Marion	2,732	9,765	28%
Martin	932	2,567	36%
Miami-Dade	17,574	78,674	22%
Monroe	359	1,249	29%
Nassau	366	1,247	29%
Okaloosa	1,395	4,624	30%
Okeechobee	402	1988	20%
Orange	10,974	41,648	26%
Osceola	2,345	11,895	20%
Palm Beach	12,007	32,490	37%
Pasco	3,700	11,594	32%
Pinellas	6,506	19,582	33%
Polk	5,890	23,833	25%
Putnam	974	3,133	31%
St. Johns	1,183	3,165	37%
St. Lucie	2,665	9,303	29%
Santa Rosa	930	3,286	28%
Sarasota	1,839	5,973	31%
Seminole	2,388	8,537	28%
Sumter	454	1,708	27%
Suwannee	371	1,323	28%
Taylor	187	556	34%
Union	98	431	23%
Volusia	4,614	12,228	38%
Wakulla	249	575	43%
Walton	348	1,768	20%
Washington	237	819	29%
RCMA***	1,407	N/A	N/A

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Sources: US Census Bureau - Census 2010; American Community Survey 2014-2018; Florida Demographic Estimating Conference, December 2019, Florida Demographic Database, 2020.

Source: Office of Early Learning, EFS Modernization School Readiness enrollment data.

* School Readiness paid enrollments include infants, toddlers, 2-year-olds, and preschool 3-year-olds, 4-year-olds and 5-year-olds.

***RCMA serves children in multiple counties.

