DIVISION OF EARLY LEARNING

ANNUAL REPORT 2021-22

Improving Program Quality

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

DIVISION OF
Early Learning
LEARN EARLY. LEARN FOR LIFE.

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EXECUTIVE SUMMARY

This report is provided by the Florida Department of Education's Division of Early Learning as an overview of the division's financial and program activities in fiscal year 2021-22 as well as for the 30 early learning coalitions and Redlands Christian Migrant Association that the division partners with to administer the School Readiness program, the Voluntary Prekindergarten education program, and the Child Care Resource and Referral program.

Enclosed you will find summaries and overviews of:

- Expenditures and administrative costs associated with the programs the division administers.
- Fraud referrals made by the division's Inspector General's Office.
- Child care and early learning services and initiatives in Florida.
- Professional development support for Florida's child care and early learning providers and teachers.
- Accountability and program improvement.
- Special-focus networks.
- Information about the activities of Florida's early learning coalitions and Redlands Christian Migrant Association.

For more information about the Division of Early Learning, please visit http://www.floridaearlylearning.com/.

FINANCIAL REVIEW

In fiscal year 2021-22, the Division of Early Learning (the division, DEL) received almost $2.7 billion in state and federal funding, which funded the School Readiness (SR) and Voluntary Prekindergarten (VPK) programs, as well as other important activities. Some of these activities are outlined below.

Other School Readiness

- **SR Match - $30 Million**
- A program that matches local public and private funds with government funding for eligible working parents.
- **SR Pay Differential Program - $40 million**
  - A program to provide quality performance incentive differentials to child care providers based on program assessments.
- **Expand SR Services - $72 million**
  - A program to provide SR services to families currently on the SR wait list.
- **SR Provider Rate Increases - $100 million**
  - A program that sustains SR provider rate increases implemented in fiscal year 2020-21.

Home Instruction for Parents of Preschool Youngsters (HIPPY)

HIPPY - $3.9 million

- A parent involvement home visitation program for eligible parents to help prepare 3-, 4- and 5-year-old children for success in school and life.

Teacher Education and Compensation Helps (T.E.A.C.H.)

TEACH - $10 million

- 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.

Help Me Grow Florida

Help Me Grow - $1.8 million

- A one-stop call center designed to increase access to services for children who may show developmental, behavioral, physical or social challenges.

Preschool Development Grant (PDG)

PDG - $15 million

- A program to implement measures that build on existing framework and infrastructure to increase the quality, alignment and efficiency of Florida's early childhood care and education mixed-delivery system of programs and services.

COVID-19-Related Federal Relief Funds

Coronavirus, Aid, Relief, and Economic Secuirty (CARES) Act - $1,500,088

- Federal relief grant funds for VPK Progress Monitoring

COVID-19-Related Federal Relief Funds

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - $557,990,283

- Federal relief grant funds for several temporary relief programs that offer the following:
  - support grants to early learning/child care providers for relief to remain open and assistance in reopening;
  - workforce initiatives for early learning educators;
  - program outreach, awareness, and family supports;
  - relief payments for VPK providers that had to close classrooms or centers due to COVID-19; and
  - early learning instructor disaster relief payments.

COVID-19-Related Federal Relief Funds

American Recovery Plan (ARPA) Act Stabilization - $719,668,426

- Child Care Provider Relief Stabilization Subgrants to assist them with remaining open to provide essential early learning services throughout the state

2021-22 Budget for the Division of Early Learning

Program	Budget
Local Coalitions and Redlands Christian Migrant Association (RCMA) - School Readiness Program	689,927,228
Local Coalitions and Redlands Christian Migrant Association (RCMA) - School Readiness Provider Pay Differential Program	40,000,000
Local Coalitions and Redlands Christian Migrant Association (RCMA) - School Readiness Match Program	30,000,000
Local Coalitions and Redlands Christian Migrant Association (RCMA) - School Readiness Wait List Funding	72,000,000
Local Coalitions and Redlands Christian Migrant Association (RCMA) - School Readiness Provider Rate Increases	100,000,000
Local Coalitions and Redlands Christian Migrant Association (RCMA) - School Readiness Fraud Grants	950,000
School Readiness Supplemental Disaster Relief Funds	5,758,048
Local Coalitions – Voluntary Prekindergarten (VPK) Program	408,568,112
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 (HIPPY)	3,900,000
Implementation of Quality Performance Incentives Program, including Program Assessment	3,500,000
Help Me Grow Florida Network	1,808,957
Online Early Learning Professional Development System	3,000,000
Florida Reading Corps	600,000
Brain Bag Early Literacy Program	115,000
Preschool Emergency Alert Response Learning Center (P.E.A.R.L.S.)	263,000
Data Systems and Services	3,591,233
Remediation of Enhanced Field System Modernization Project	1,479,060
Preschool Development Grant Birth through 5 (PDG B-5)	22,822,439
Coronavirus (COVID-19) CARES Act	1,500,088
Coronavirus (COVID-19) CRRSA Act	391,751,851
Coronavirus (COVID-19) CRRSA Act - Instructor Disaster Relief Payments	166,238,432
Coronavirus (COVID-19) ARP Act	719,668,426
Administration and Program Support	14,536,405
Total Budget	2,693,608,070

Expenditures 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: – Salaries and related costs to staff engaged in administering and implementing programs. – Developing agreements. – Evaluating program results. – Procurement and contract management. – 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: – Assisting families complete required application and eligibility documentation. – Determining child and family eligibility. – Recruiting eligible child care providers. – Processing and maintaining a statewide child care information system.
Quality Costs	Costs related to activities to improve child care quality such as the following: – 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.

The following tables show program expenditures in support of the School Readiness and VPK programs during fiscal year 2021-22 at the state and coalition levels.

2021-22 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	12,920,656	82.62%	4.69%	17.38%	6.07%	84.20%
Big Bend	17,580,326	75.61%	5.30%	24.39%	12.75%	76.99%
Brevard	23,624,472	83.22%	4.98%	16.78%	7.15%	86.39%
Broward	84,571,769	79.56%	3.78%	20.44%	10.13%	84.82%
Duval	51,112,758	80.14%	2.70%	19.86%	12.72%	81.34%
Emerald Coast	6,865,793	79.17%	4.61%	20.83%	9.28%	80.76%
Escambia	14,840,782	79.99%	4.99%	20.01%	8.75%	81.45%
Flagler and Volusia	19,809,140	82.40%	5.00%	17.60%	8.53%	83.33%
Gateway	8,174,043	78.72%	3.69%	21.28%	11.18%	82.35%
Heartland	9,711,677	77.54%	4.71%	22.46%	9.01%	79.77%
Hillsborough	69,086,372	79.73%	4.59%	20.27%	9.96%	81.12%
IRMO	10,240,756	79.40%	3.52%	20.60%	10.49%	82.70%
Lake	11,206,327	78.84%	4.51%	21.16%	11.35%	79.65%
Manatee	16,009,743	78.68%	4.35%	21.32%	14.10%	80.31%
Marion	11,582,977	73.03%	2.86%	26.97%	17.33%	74.96%
Miami-Dade/Monroe	124,334,220	79.37%	4.88%	20.68%	9.74%	83.86%
Nature Coast	10,672,163	78.77%	4.78%	21.23%	9.68%	81.83%
North Florida	19,381,854	79.53%	3.88%	20.47%	11.66%	81.58%
Northwest Florida	16,974,281	81.71%	2.19%	18.29%	10.15%	85.09%
Orange	64,917,721	80.13%	2.33%	19.87%	12.94%	81.94%
Osceola	12,125,372	78.17%	4.10%	21.83%	11.83%	80.00%
Palm Beach	84,004,267	80.97%	3.31%	19.03%	10.42%	83.03%
Pasco-Hernando	20,609,903	81.86%	3.25%	18.14%	9.21%	85.46%
Pinellas	41,036,967	80.39%	4.24%	19.61%	9.86%	82.22%
Polk	29,020,432	77.98%	3.21%	22.02%	10.98%	79.51%
St. Lucie	13,539,461	84.74%	3.31%	15.26%	8.44%	86.48%
Santa Rosa	4,138,459	79.87%	4.85%	20.13%	7.30%	80.80%
Sarasota	8,206,459	80.93%	3.39%	19.07%	10.62%	84.39%
Seminole	15,131,594	78.76%	2.32%	21.24%	13.85%	81.33%
Southwest Florida	28,991,519	83.22%	3.53%	16.78%	7.85%	85.78%
RCMA	14,253,554	78.26%	4.23%	21.74%	6.46%	83.41%
Statewide	**877,092,404**	**79.78%**	**3.68%**	**20.22%**	**10.64%**	**82.46%**

Source: DEL SR Expenditure Workbooks FY 2021-22 data as of November 2022; does not reflect final expenditure reconciliations.
*Includes quality performance differentials, contracted slots and Gold Seal costs.

2021-22 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	1,384	3.90	354.93	606,059	437.83
Big Bend	2,400	15.85	151.45	930,986	387.83
Brevard	2,758	17.34	159.04	1,177,084	426.83
Broward	9,030	45.82	197.07	3,200,428	354.42
Duval	6,559	17.93	365.84	1,378,461	210.15
Emerald Coast	879	6.63	132.54	316,188	359.83
Escambia	2,124	17.27	122.99	741,218	348.98
Flagler and Volusia	2,924	10.44	280.03	990,501	338.80
Gateway	1,291	3.69	349.93	301,996	233.88
Heartland	1,175	18.79	62.53	457,395	389.30
Hillsborough	8,466	15.42	549.00	3,167,870	374.21
IRMO	1,308	11.90	109.94	360,266	275.38
Lake	1,457	3.68	395.89	504,854	346.53
Manatee	1,959	6.17	317.48	695,653	355.13
Marion	1,468	4.67	314.27	331,845	226.11
Miami-Dade/Monroe	15,170	10.07	1506.49	4,347,659	286.59
Nature Coast	1,193	8.20	145.49	509,821	427.34
North Florida	2,487	40.64	61.20	751,485	302.12
Northwest Florida	1,849	2.80	660.51	371,459	200.85
Orange	8,183	25.35	322.82	1,511,192	184.67
Osceola	1,516	18.08	83.83	496,604	327.64
Palm Beach	8,741	19.83	440.78	2,777,267	317.74
Pasco-Hernando	2,961	12.15	243.67	669,556	226.16
Pinellas	4,821	8.80	547.79	1,738,489	360.64
Polk	4,200	21.64	194.10	932,866	222.10
RCMA ***	1,166	30.10	38.73	602,977	517.29
St. Lucie	2,080	5.79	359.19	447,556	215.20
Santa Rosa	524	1.74	301.19	200,666	382.90
Sarasota	881	1.80	489.56	277,892	315.35
Seminole	1,662	2.00	831.06	350,722	211.01
Southwest Florida	3,993	6.25	638.84	1,024,140	256.50
Statewide	**106,608**	**414.74**	**257.05**	**32,171,153**	**301.77**

* From EFS Modernization as of November 2022.
** Self-reported by ELCs on annual Revenue & Expenditure Reports as of November 2022; Includes contracted staff; does not reflect final expenditure and reporting reconciliations.
*** RCMA Number of SR Administrative Staff by FTE number from 2022-23 Initial Budget report.

2021-22 Coalition-Level Voluntary Prekindergarten Program Expenditures

Coalition	Total Administrative Expenditures	Total Direct Services Expenditures	Total All Expenditures	% for Admin
Alachua	86,751	3,169,900	3,256,651	2.7%
Big Bend	238,820	5,991,093	6,229,913	4.0%
Brevard	349,490	9,995,360	10,344,850	3.5%
Broward	1,307,327	32,761,065	34,068,392	4.0%
Duval	766,761	19,208,957	19,975,717	4.0%
Emerald Coast	196,514	5,007,840	5,204,354	3.9%
Escambia	153,471	3,909,930	4,063,401	3.9%
Flagler and Volusia	364,606	9,115,139	9,479,744	4.0%
Gateway	61,262	2,295,380	2,356,642	2.7%
Heartland	148,573	3,668,465	3,817,038	4.0%
Hillsborough	749,952	24,176,274	24,926,226	3.1%
IRMO	138,229	5,194,247	5,332,476	2.7%
Lake	226,645	5,669,570	5,896,215	4.0%
Manatee	221,137	5,991,139	6,212,276	3.7%
Marion	175,120	4,463,988	4,639,108	3.9%
Miami-Dade/Monroe	1,304,413	46,849,633	48,154,045	2.8%
Nature Coast	152,672	3,816,603	3,969,275	4.0%
North Florida	470,053	13,470,466	13,940,519	3.5%
Northwest Florida	115,750	3,639,795	3,755,545	3.2%
Orange	1,084,743	27,118,572	28,203,315	4.0%
Osceola	301,002	7,671,584	7,972,586	3.9%
Palm Beach	1,017,625	25,537,963	26,555,589	4.0%
Pasco-Hernando	504,701	12,670,748	13,175,449	4.0%
Pinellas	507,485	12,661,874	13,169,359	4.0%
Polk	325,138	9,171,391	9,496,529	3.5%
St. Lucie	168,279	5,516,590	5,684,868	3.1%
Santa Rosa	77,303	2,478,697	2,556,000	3.1%
Sarasota	106,506	3,913,859	4,020,365	2.7%
Seminole	363,748	9,094,163	9,457,910	4.0%
Southwest Florida*	461,816	18,527,891	18,989,707	2.5%
Statewide	**12,145,890**	**342,758,173**	**354,904,063**	**3.5%**

Source: DEL VPK Expenditure Workbooks FY 2021-22 as of November 2022; does not reflect final expenditure reconciliations.
 *Includes RCMA

2021-22 Voluntary Prekindergarten Program Administrative Staff and Overhead

Coalition	Number of VPK Children Served (by FTE) [1]	Number of VPK Staff (by FTE) [2]	Ratio of Children Served to VPK Staff	VPK Admin Expenditures [3]	Ratio of VPK Admin Overhead to Number of VPK Children Served
Alachua	1,302	2	651.07	83,438	64.08
Big Bend	2,503	13.65	183.40	237,700	94.95
Brevard	4,069	3.52	1,156.03	349,490	85.89
Broward	13,033	8.31	1,568.31	1,307,327	100.31
Duval	7,661	10.81	708.72	761,809	99.44
Emerald Coast	2,032	3.74	543.24	196,514	96.72
Escambia	1,613	5.66	284.91	153,471	95.17
Flagler and Volusia	3,821	7.46	512.21	364,606	95.42
Gateway	979.04	1.85	529.21	61,262	62.57
Heartland	1,591	1.91	832.87	148,573	93.40
Hillsborough	9,852	19.03	517.69	747,961	75.92
IRMO	2,111	5.5	383.87	138,229	65.47
Lake	2,340	2.26	1,035.48	224,593	95.97
Manatee	2,434	1.97	1,235.41	221,137	90.86
Marion	1,909	2.67	715.09	175,120	91.72
Miami-Dade/Monroe	18,716	3.12	5,998.81	1,254,440	67.02
Nature Coast	1,609	2	804.59	152,672	94.88
North Florida	5,477	8.4	651.97	470,053	85.83
Northwest Florida	1,525	1.6	952.93	115,750	75.92
Orange	10,847	10.3	1,053.08	1,084,743	100.01
Osceola	3,124	5.5	567.95	301,002	96.36
Palm Beach	9,899	5.74	1,724.52	1,017,625	102.80
Pasco-Hernando	5,216	6.7	778.58	503,701	96.56
Pinellas	5,111	6.6	774.32	507,485	99.30
Polk	3,847	3.59	1,071.58	325,138	84.52
St. Lucie	2,220	2.95	752.64	168,279	75.79
Santa Rosa	1,025.57	1.53	670.31	77,303	75.38
Sarasota	1,563	1.29	1,211.24	106,506	68.16
Seminole	3,686	3.98	926.15	363,748	98.68
Southwest Florida [4]	6,796	11.15	609.51	436,537	64.23
Statewide	137,910	164.79	836.89	12,056,209	87.42

[1]From Voluntary Prekindergarten Estimating Conference August 2022.
[2]Self-reported by ELCs on annual Revenue & Expenditure Reports as of November 2022; Includes contracted staff; does not reflect final expenditure and reporting reconciliations.
[3]VPK Admin Expenditures from 2021-22 DEL ELC VPK Expenditure Workbooks as of November 2022.
[4]Includes RCMA.

2021-22 Division of Early Learning Quality Contract Expenditures

Program/Project	Contractor	Expenditures
Teacher Education and Compensation Helps (T.E.A.C.H.)	The Children's Forum	9,892,912
Home Instruction for Parents of Preschool Youngsters (HIPPY)	University of South Florida	3,474,152
Technology Assistance Support	University of North Florida	1,840,780
Help Me Grow Florida Network	The Children's Forum	1,808,957
Early Learning Professional Development System	University of Florida Lastinger Center	2,487,088
SR and VPK Program Assessment	Teachstone Training LLC	683,680
Developmental Screening Instruments and Supports Birth-Five	Paul H. Brookes Publishing Co., Inc.	146,830
Program Assessment Technology Supports	WELS System Foundations	201,950
ECE Health and Safety Training	University of Florida Lastinger Center	66,000
Online ECE Demographic Information System - Sunshine Portal	University of Florida Anita Zucker Center	785,925
Preschool Development Grant Birth - Five	Various	11,260,613
Special Projects - Brain Bag Early Literacy Program	Studer Community Institute	115,000
Special Projects - Florida Reading Corps	Reading and Math Inc.	600,000
Other Contracts	Various	2,736,957

Source: Florida Accounting Information Resource (FLAIR) FY 2021-22 Expenditures

Early Learning Coalition Quality Expenditures

Comprehensive Consumer Education	12,643,837
Early Learning Standards, Curriculum, Health and Development Screening, and Assessment	6,425,606
Provider Training/Technical Assistance and Financial Support	45,677,607
Provider Tiered Reimbursement Differentials	10,879,891
Quality Activities for Infant and Toddler Care	9,190,779
Inclusion	3,893,919
Total	88,711,638

Source: DEL School Readiness Workbooks FY 2021-22

2021-22 COVID-19 Funding Summary

Funding Source & Supports	FY 2021-22
CARES Act	
VPK Progress Monitoring Pilot	1,500,088
CRRSA Act	
Phase V: Emergency Child Care Relief Grants for Early Learning/Child Care Providers	73,465,948
Phase VI: Emergency Child Care Relief Grants for Early Learning/Child Care Providers	275,171,649
VPK Closures	1,910,714
Program Outreach, Awareness and Family Supports	4,928,540
Coalition Workforce Initiatives	36,275,000
Early Learning Instructor Disaster Relief Payments	166,238,432
	557,990,283
ARP Act: Stabilization	
Stabilization Subgrants: Child Care Provider Relief Grants to assist them with remaining open to provide essential early learning services throughout the state	719,668,426
Total	1,279,158,797

Source: DEL COVID-19 Revenue and Expenditure Workbooks.

FRAUD PREVENTION UNIT

Working with early learning coalitions and Redlands Christian Migrant Association (RCMA), the Division of Early Learning (DEL) Fraud Prevention Unit continued efforts to prevent and detect instances of fraud in the statewide early learning system. Anti-fraud activities were focused on technical assistance and sharing best practices to early learning coalitions. The Fraud Prevention Unit attended leadership conferences and continued partnerships with other government agencies on identification of potentially fraudulent activity.

ANTI-FRAUD ACTIVITIES WERE FOCUSED ON TECHNICAL ASSISTANCE AND SHARING BEST PRACTICES TO EARLY LEARNING COALITIONS.

As a result, DEL's Fraud Prevention Unit reviewed and forwarded suspected fraud cases identified by the coalitions 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 2021-22, the restitution ordered for fraud referral cases filed by the State Attorney's Offices totaled $121,880. In fiscal year 2021-22, DEL collected $222,507.49 in restitution payments from recipient cases referred in 2021-22 and prior fiscal years. No provider cases referred in 2021-22 were closed as of year-end.

FY 2021-22 Provider Fraud Case Referrals and Status

8	SR/VPK providers DEL referred to DPAF for investigation
1	Provider cases being screened by DPAF
1	Provider cases DPAF did not investigate
1	Provider cases pending assignment to a DPAF investigator
5	Provider cases DPAF was actively investigating at year-end
0	Provider cases not referred to the SAO due to insufficient evidence

FY 2021-22 Recipient Fraud Case Referrals and Status

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

Source: Fraud Referral System as of July 1, 2022.

EARLY CARE AND EDUCATION IN FLORIDA

State Administration

Division of Early Learning

The Division of Early Learning (DEL), 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 child care and education system.

DEL partners with 30 local early learning coalitions and Redlands Christian Migrant Association (RCMA) to deliver comprehensive early childhood care and education services statewide.

General Functions

The Division oversees three main early learning programs: School Readiness (SR) Program, Voluntary Prekindergarten (VPK) Education Program, and Child Care Resource and Referral Services (CCR&R).

- DEL governs operations of early learning programs for the state and administers funds to early learning coalitions and other statewide providers.
- Other duties related to early learning programs are outlined in federal and/or state regulations including federal reporting requirements, programmatic/financial monitoring and other oversight tasks.

Children Served in Early Care and Education Programs and Services

Programs/Services	2020-21	2021-22	2021-22 Waiting List
School Readiness	209,801	203,949	8,490**
Voluntary Prekindergarten	135,946	157,226	N/A
VPK Special Instructional Services	196	225	N/A
VPK Total	136,142	157,451	N/A

Source: School Readiness - EFS Modernization enrollment data as of November 4, 2022.
**Monthly Average Waiting List for the fiscal year.
Source: Voluntary Prekindergarten - August 12, 2022, VPK Estimating Conference.
Source: 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 SR and VPK programs, child screenings, compliance services, and supporting quality improvement.
Comprehensive Services	Prevention and intervention, resource linkages, and staff development.
School Readiness Match Program	Expand 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 DEL'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 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. DEL's programs share goals, information and resources and include staff from all three programs in initiatives, trainings and presentations to other stakeholders.

DEL'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 Coalitions

- — ELC of Escambia
- — ELC of Santa Rosa
- — ELC of the Emerald Coast
- — ELC of North West Florida
- — ELC of the Big Bend Region
- — ELC of Florida's Gateway
- — ELC of the Nature Coast
- — ELC of Alachua
- — ELC of Duval
- — ELC of North Florida
- — ELC of Marion
- — ELC of Flagler & Volusia Counties
- — ELC of Orange
- — ELC of Seminole
- — ELC of Lake
- — ELC of Pasco & Hernando Counties
- — ELC of Pinellas
- — ELC of Hillsborough
- — ELC of Polk
- — ELC of Osceola
- — ELC of Brevard
- — ELC of Manatee
- — ELC of Sarasota
- — ELC of Florida's Heartland, Inc.
- — ELC of Martin, Okeechobee, Indian River
- — ELC of St. Lucie
- — ELC of Southwest Florida
- — ELC of Palm Beach
- — ELC of Broward
- — ELC of Miami/Dade & Monroe

PROGRAMS AND SERVICES

Child Care Resource and Referral

Funded by the Child Care and Development Block Grant (CCDF), Florida's Child Care Resource and Referral (CCR&R) program provides numerous services to families, child care providers and communities. The Division of Early Learning (DEL) is responsible for the statewide resource and referral network and contracts with 30 early learning coalitions and Redlands Christian Migrant Association (RCMA) to ensure services are available in each of Florida's 67 counties. Each early learning coalition (ELC/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 CCR&R State Network, and each ELC 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.

Training and Technical Assistance

The CCR&R State Network provides ongoing training to Florida's 30 ELCs and their subcontractors.

During the program year, the CCR&R State Network facilitated six CCR&R Leadership bimonthly webinars that covered various topics (i.e., Military child care options, professional development for teachers, Help Me Grow services, program requirements and updates, family engagement, CCR&R reports, data integrity, service delivery trends, provider updates and market rate, CCR&R Training Modules, consumer education, program monitoring, best practices, VPK, SR, etc.). Regularly, DEL invites guest speakers from other DEL programs, or local, state, and national agencies and

> The CCR&R program and associated outreach activities are customer focused in providing resources to help families and providers create early learning environments that prepare children for kindergarten success and life.

organizations who offer early learning programs, on consumer education resources, financial assistance options and various social services to children and families. The CCR&R program and associated outreach activities are customer focused in providing resources to help families and providers create early learning environments that prepare children for kindergarten success and life.

The New CCR&R Coordinator Orientation is a two-hour webinar offered to every new CCR&R Coordinator. This training webinar provides an overview of the CCR&R program's expectations and requirements in the CCR&R statute and rule such as best practices, technology resources, family engagement, assistance for potential and current providers, staff development and training, customer services, and quality assurance. During the program year, the CCR&R State Network facilitated five New CCR&R Coordinator Orientations.

The CCR&R State Network provides ongoing technical assistance and training about accurately and properly entering CCR&R data into DEL's single statewide information system when providing CCR&R services to families and providers. This topic highlights the importance of statewide data accurately reflecting coalitions' efforts when providing CCR&R services and strategies to increase data.

2021-2022 CCR&R Service Requests

23,299	Number of requests for assistance through the State CCR&R's toll-free number and CCR&R's Help Inbox.
213,048	Number of CCR&R Family Intake Forms completed in DEL's single statewide information system.

DEL is required to adopt performance standards and outcome measures for early learning coalitions pursuant to section 1002.82(3)(a), Florida Statutes, and due to the passing of recent legislation in 2021 (House Bill 419) a coalition customer satisfaction survey must be a component of these performance standards. The survey will be disseminated to families, providers and coalition board members. The survey will provide insight as to the local delivery of early learning programs and create an opportunity for improvement on how best to serve customers accessing early learning programs.

School Readiness Program

Florida's School Readiness (SR) Program offers low-income families financial assistance to assist with access to high-quality child care and early education for their children while they work or participate in job training. Access to high-quality child care and early education is vital so young children can be successful in school and life.

The Division of Early Learning (DEL) administers the program at the state level. Early learning coalitions administer SR 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.

> ACCESS TO HIGH-QUALITY CHILD CARE AND EARLY EDUCATION IS VITAL SO YOUNG CHILDREN CAN BE SUCCESSFUL IN SCHOOL AND LIFE.

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. The program gives children access to a quality early learning environment and supports parents with information about child development and family well-being. The quality environment of each SR provider is measured by the administration of a widely recognized tool that assesses the interactions between adults and children in the classroom.

Florida's SR 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.
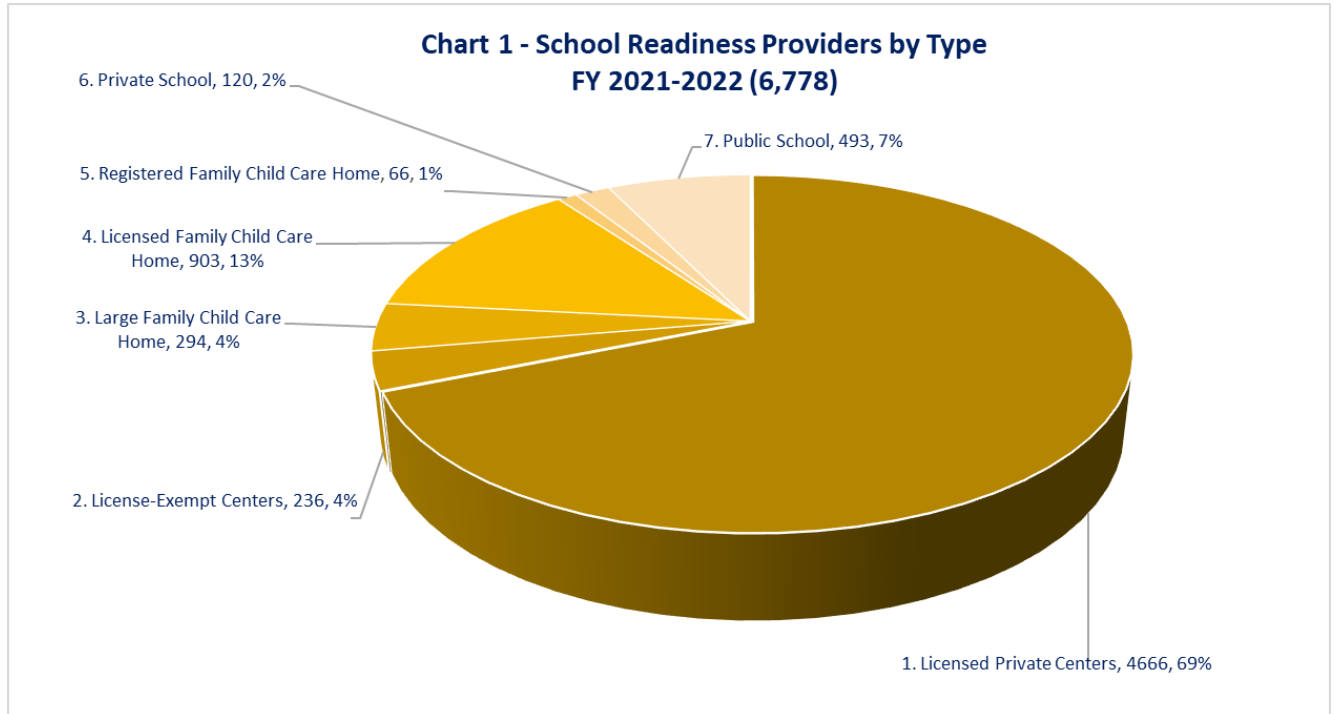
To help families who are currently waiting for SR services, DEL works with local CCR&R specialists to provide families with information about other programs they may be eligible for, such as Head Start, Early Head Start and other locally funded programs that offer free or reduced-priced child care. Local CCR&R programs also provide families with lists of locally funded community resources to help families until SR Program funding becomes available.

2021-22 School Readiness Program – Waiting List History

Fiscal Year	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22
July	74,796	85,013	80,500	78,892	60,659	56,471	53,380	38,308	28,197	25,302	21,052	18,612	11,838
August	80,751	90,791	84,098	68,414	57,750	64,687	52,527	43,945	33,593	34,597	23,502	15,932	13,388
September	84,369	90,685	85,751	73,168	49,419	68,811	50,249	44,132	33,626	35,215	21,770	17,433	11,991
October	87,553	91,957	81,607	68,516	47,826	68,950	42,560	40,356	34,071	30,702	22,676	15,657	9,693
November	87,329	88,979	77,069	71,933	42,609	68,437	35,317	36,478	33,194	17,813	22,567	12,606	9,369
December	87,697	78,906	75,110	67,676	36,770	64,548	30,926	31,915	31,237	21,695	21,543	13,143	9,172
January	88,105	74,452	75,365	60,259	36,684	61,840	29,106	31,508	30,326	18,588	19,164	12,782	7,445
February	84,218	67,988	71,803	58,134	37,121	58,614	25,774	28,835	29,553	16,945	14,554	10,982	7,173
March	66,947	68,033	64,780	58,322	37,867	51,397	25,941	25,871	29,064	18,552	14,589	9,077	6,851
April	62,235	70,869	66,206	57,182	43,624	53,596	27,260	26,053	27,227	17,525	14,968	6,808	5,416
May	77,146	74,497	65,255	45,959	47,956	56,748	34,730	25,469	28,939	16,628	16,350	7,045	5,339
June	80,157	78,324	68,747	65,032	52,336	59,057	36,872	26,550	31,399	15,231	20,588	11,230	4,206
Monthly Average	80,109	80,041	74,691	64,457	45,885	61,096	37,054	33,285	30,869	22,399	19,444	12,609	8,490
Sum of Monthly Maximum	88,105	91,957	85,751	78,892	60,659	68,950	53,380	44,132	34,071	35,215	23,502	18,612	13,388
Sum of Monthly Minimum	62,235	67,988	64,780	45,959	36,684	51,397	25,774	25,469	27,227	15,231	14,554	6,808	4,206

Source: Waiting List - EFS Modernization.

2021-22 School Readiness Program Provider and Enrollment Data

Chart 1 - School Readiness Providers by Type FY 2021-2022 (6,778)

6. Private School, 120, 2%
7. Public School, 493, 7%
5. Registered Family Child Care Home, 66, 1%
4. Licensed Family Child Care Home, 903, 13%
3. Large Family Child Care Home, 294, 4%
2. License-Exempt Centers, 236, 4%
1. Licensed Private Centers, 4666, 69%
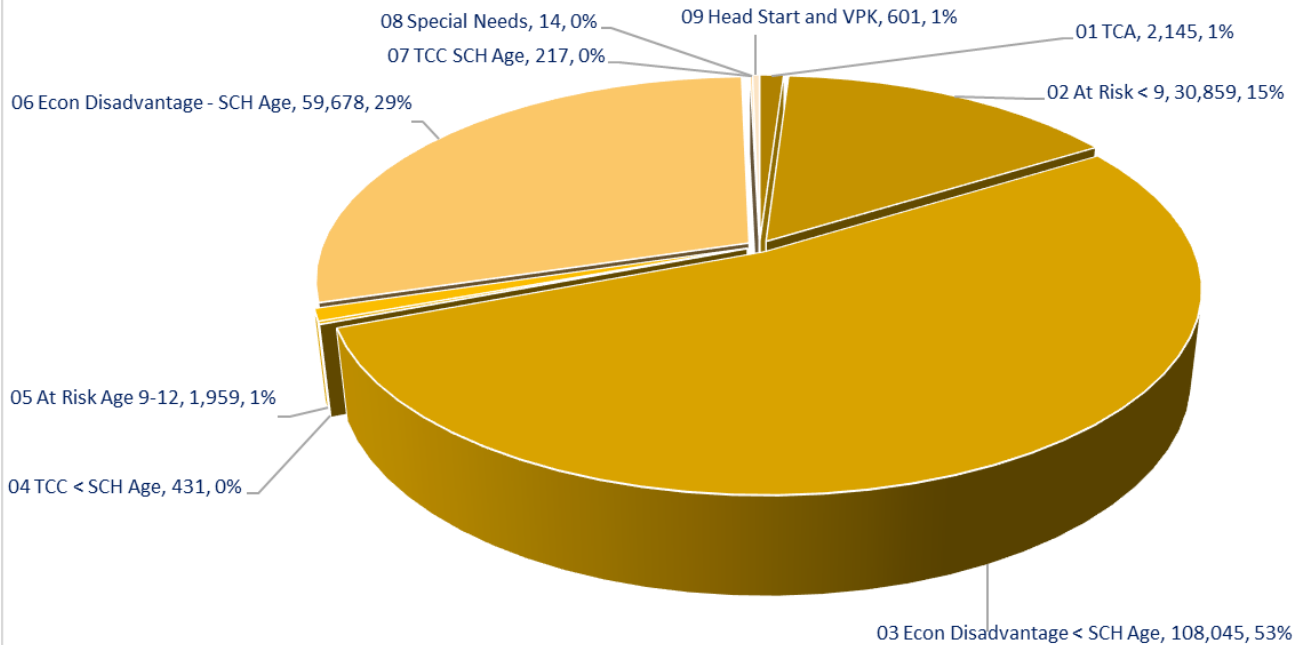
Source: EFS Modernization Database.
There were no Informal Providers serving School Readiness children during the fiscal year.

Chart 2 - School Readiness Enrollments by Age Group: FY 2021-2022 (203,949)
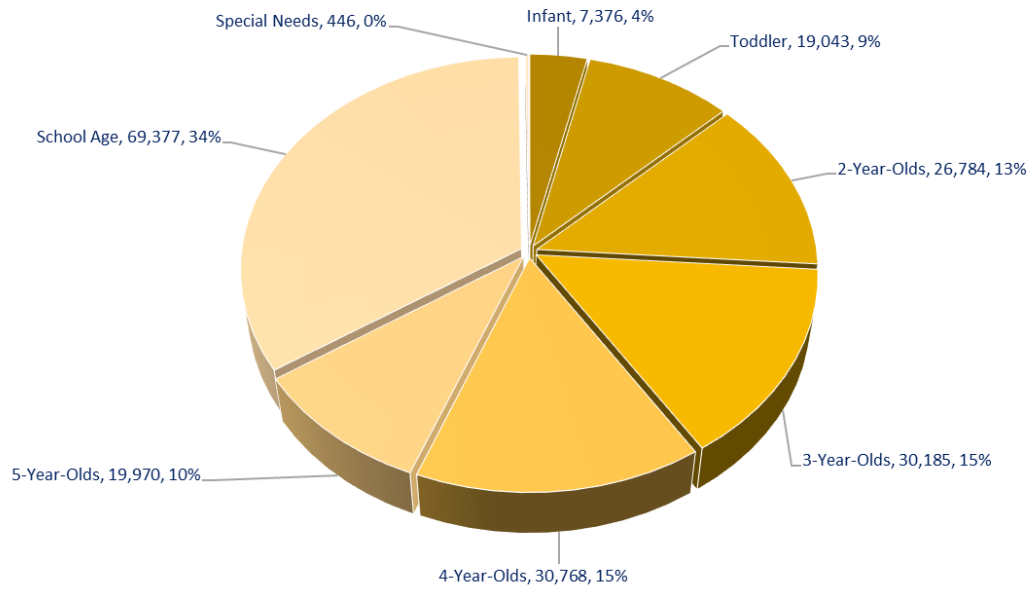
Special Needs, 446, 0%

Infant, 7,376, 4%

Toddler, 19,043, 9%

School Age, 69,377, 34%

2-Year-Olds, 26,784, 13%

3-Year-Olds, 30,185, 15%

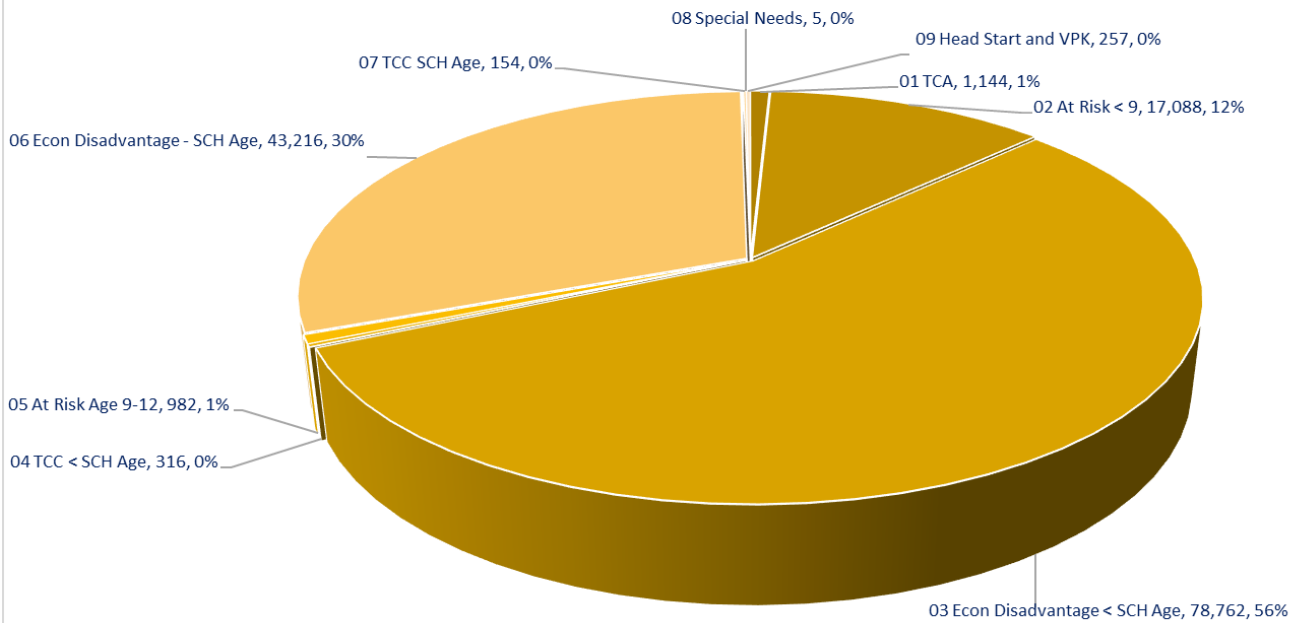5-Year-Olds, 19,970, 10%

4-Year-Olds, 30,768, 15%

Source: EFS Modernization Database.
Children counted in the enrollment with the highest dollars paid during the fiscal year.

Chart 3 - School Readiness Enrollments By Priority Group: FY 2021-2022 (203,949)

08 Special Needs, 14, 0%

09 Head Start and VPK, 601, 1%

07 TCC SCH Age, 217, 0%

06 Econ Disadvantage - SCH Age, 59,678, 29%

01 TCA, 2,145, 1%

02 At Risk < 9, 30,859, 15%

05 At Risk Age 9-12, 1,959, 1%

04 TCC < SCH Age, 431, 0%

03 Econ Disadvantage < SCH Age, 108,045, 53%

Source: EFS Modernization Database.

Chart 4 - School Readiness Enrollments Monthly Averages by Priority Group FY 2021-2022 (141,924)

- 08 Special Needs, 5, 0%
- 09 Head Start and VPK, 257, 0%
- 07 TCC SCH Age, 154, 0%
- 01 TCA, 1,144, 1%
- 02 At Risk < 9, 17,088, 12%
- 06 Econ Disadvantage - SCH Age, 43,216, 30%
- 05 At Risk Age 9-12, 982, 1%
- 04 TCC < SCH Age, 316, 0%
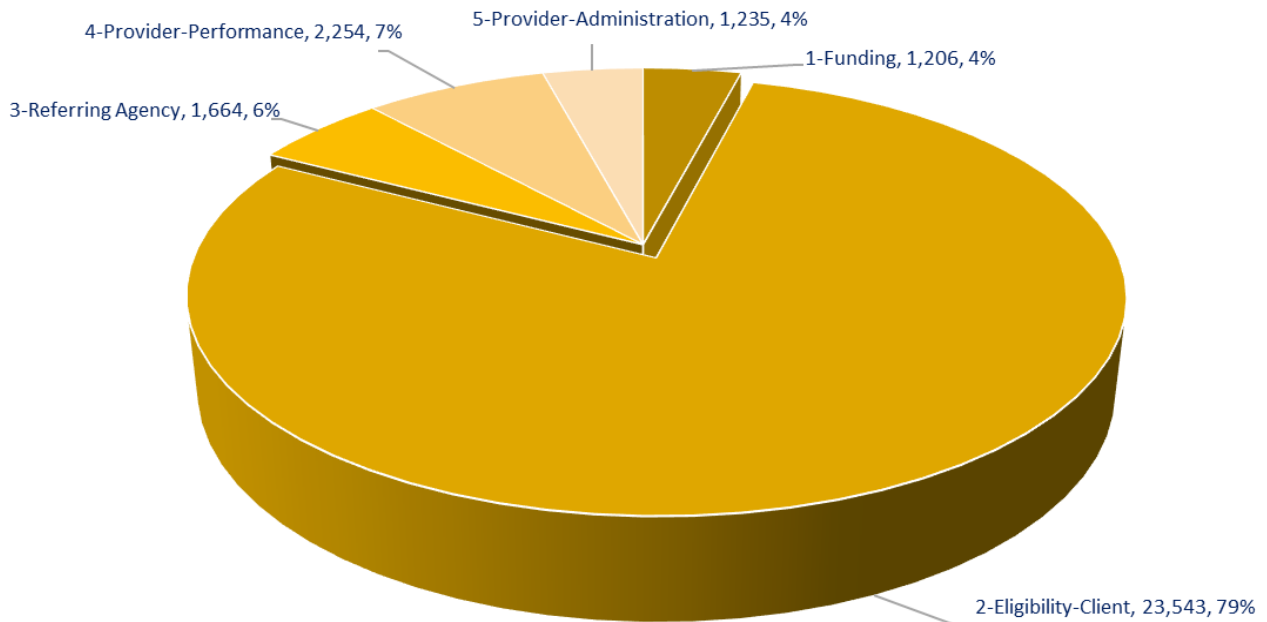- 03 Econ Disadvantage < SCH Age, 78,762, 56%

Source: EFS Modernization Database.
Children counted in the enrollment with the highest dollars paid during the fiscal year.
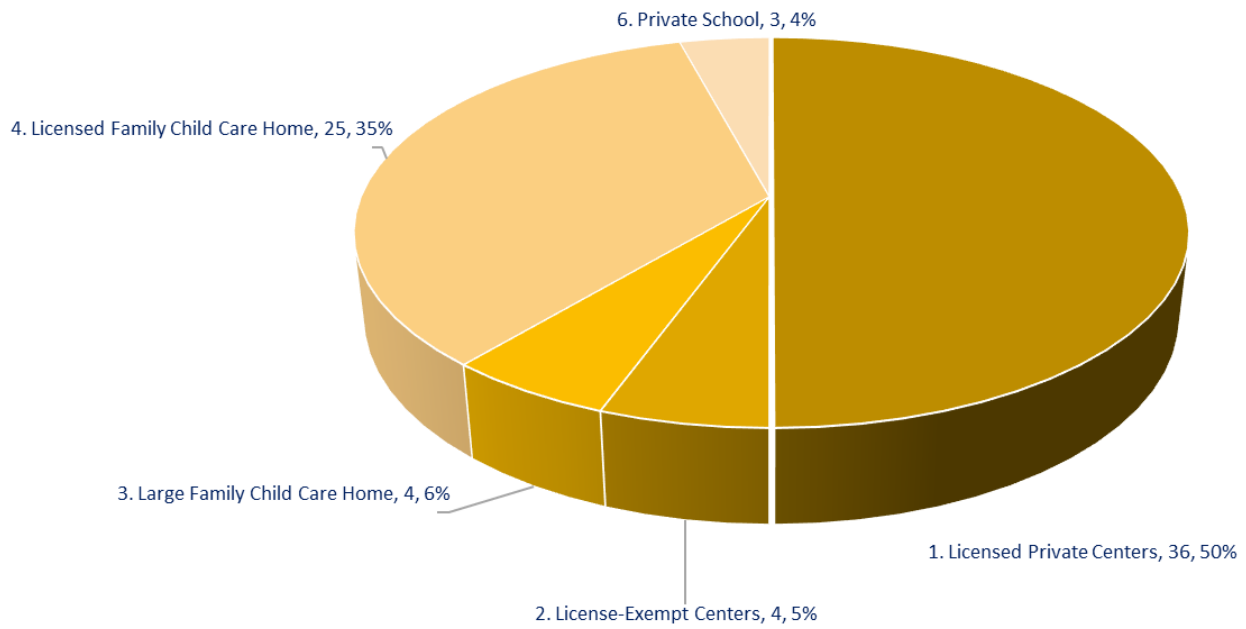RCMA children were counted in the enrollments with the highest days enrolled during the month.

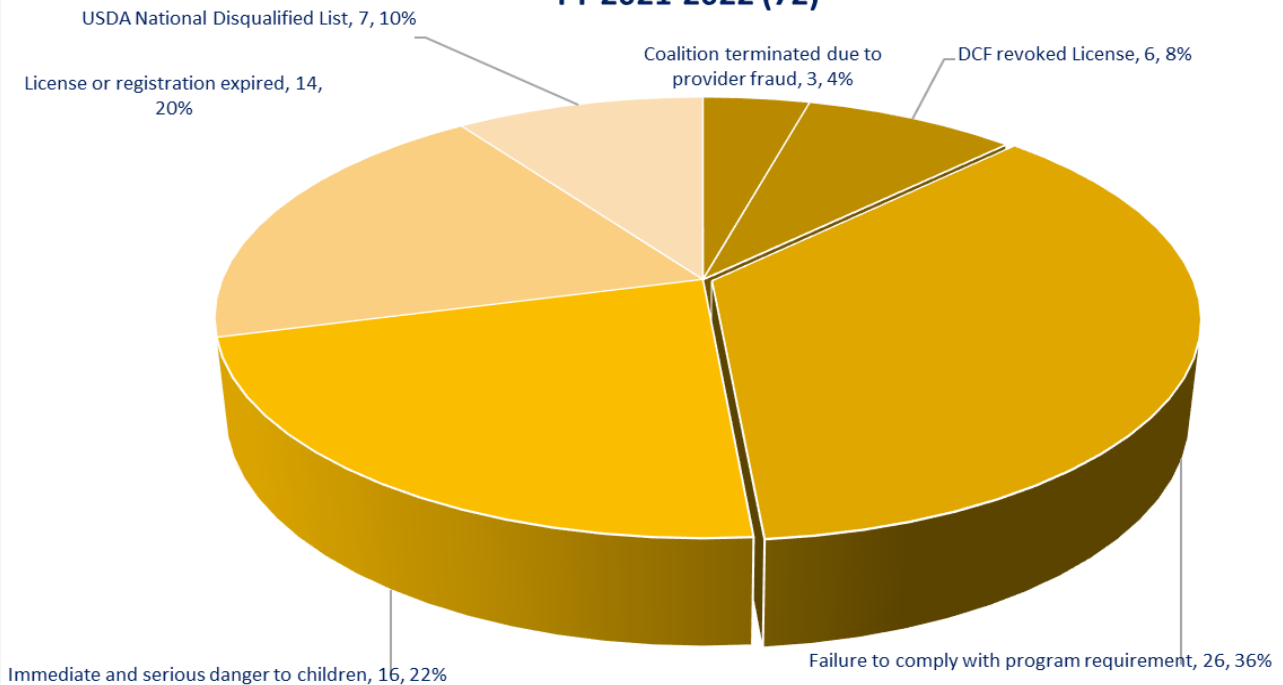**Chart 5 - School Readiness Disenrollments by Source of Action FY 2021-2022 (29,902)**

- 4-Provider-Performance, 2,254, 7%
- 5-Provider-Administration, 1,235, 4%
- 1-Funding, 1,206, 4%
- 3-Referring Agency, 1,664, 6%
- 2-Eligibility-Client, 23,543, 79%

Source: EFS Modernization Database

Chart 6 - School Readiness Provider Contracts Revoked by Type: FY 2021-2022 (72)

6. Private School, 3, 4%

4. Licensed Family Child Care Home, 25, 35%

3. Large Family Child Care Home, 4, 6%

2. License-Exempt Centers, 4, 5%

1. Licensed Private Centers, 36, 50%

Source: EFS Modernization Database

Chart 7 - School Readiness Provider Contracts Revoked by Cause: FY 2021-2022 (72)

USDA National Disqualified List, 7, 10%

License or registration expired, 14, 20%

Coalition terminated due to provider fraud, 3, 4%

DCF revoked License, 6, 8%

Immediate and serious danger to children, 16, 22%

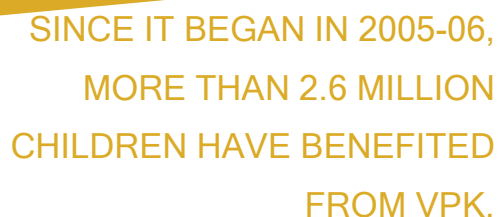Failure to comply with program requirement, 26, 36%

Source: EFS Modernization Database

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 February 2 through September 1 may wait to enroll their child the following year when they are 5.

The Division of Early Learning (DEL) 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 2.6 million children have benefited from VPK. Data collected by the Department of Education (FDOE) 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; Summer Program - 300 instructional hours**.

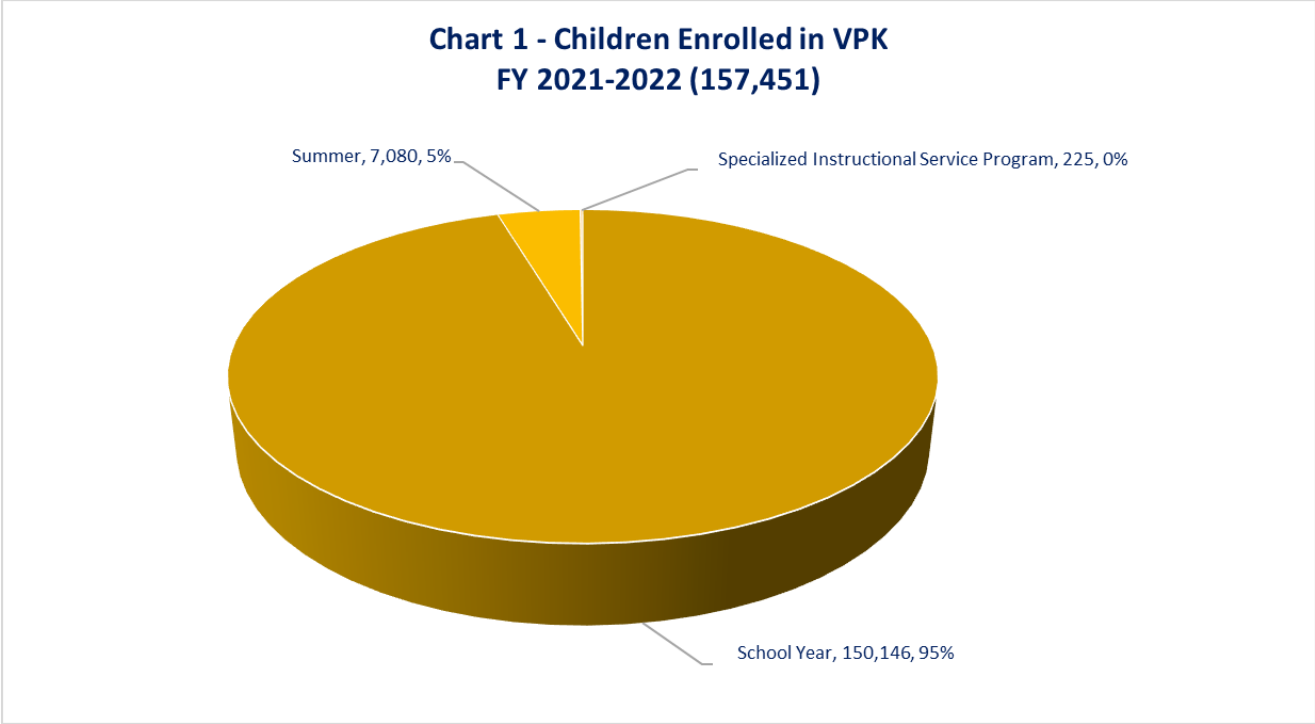> SINCE IT BEGAN IN 2005-06, MORE THAN 2.6 MILLION CHILDREN HAVE BENEFITED FROM VPK.

VPK Specialized Instructional Services is a program option available for VPK-age children with current individual 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 FDOE and meet specific licensing or certification requirements based on the type of specialized service they provide.

In 2021, House Bill 419 was signed into law creating a new VPK accountability system. Section 1002.68, Florida Statutes, requires all children enrolled in VPK to participate in the Coordinated Screening and Progress Monitoring Program. In addition, all VPK programs must participate in a program assessment in each VPK classroom which is designed to measure the quality of teacher-child interactions. House Bill 419 repealed the use of kindergarten

screening and VPK Assessment results for calculation of the VPK provider kindergarten readiness rate. Beginning in the 2022-2023 program year, the Department will adopt a methodology for calculating a VPK provider performance metric using child learning gains and outcomes based on the Coordinated Screening and Progress Monitoring Program and provider program assessment scores that measure teacher-child interactions. If a VPK provider's performance designation falls below the adopted minimum performance designation, the provider will be placed on probation and required to take corrective action including the use of an approved curriculum and a staff development plan adopted by the Department.

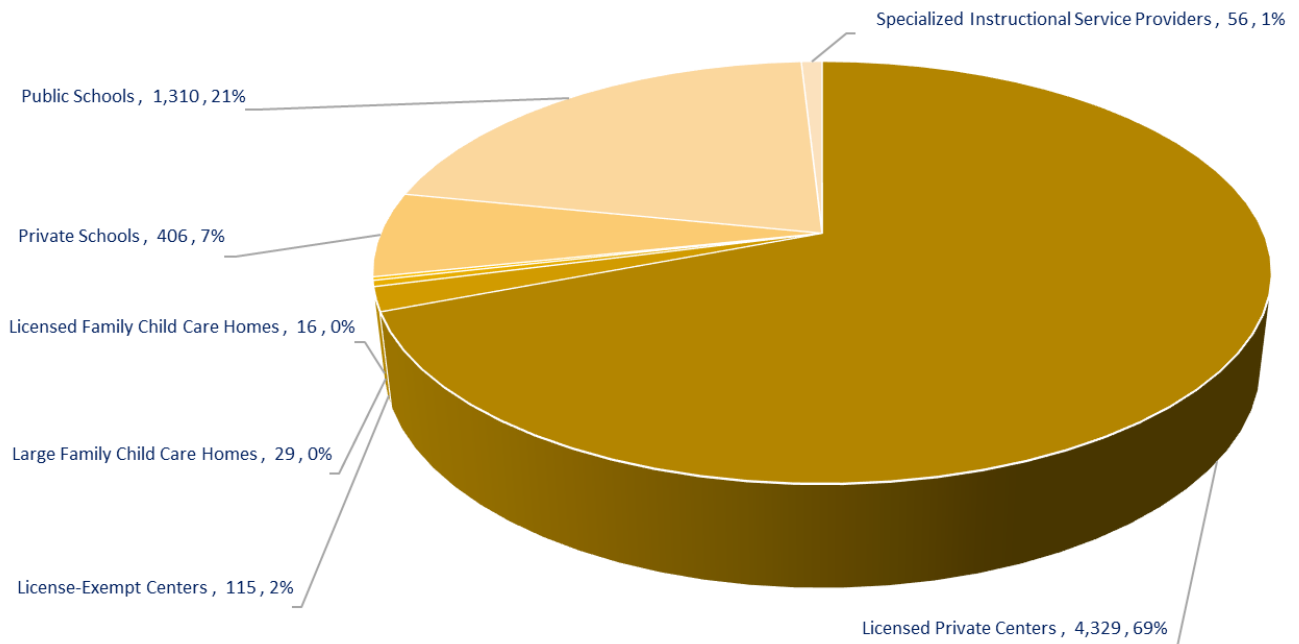The Council for Early Grades Success was created within the Department of Education to oversee implementation of the Coordinated Screening and Progress Monitoring Program.

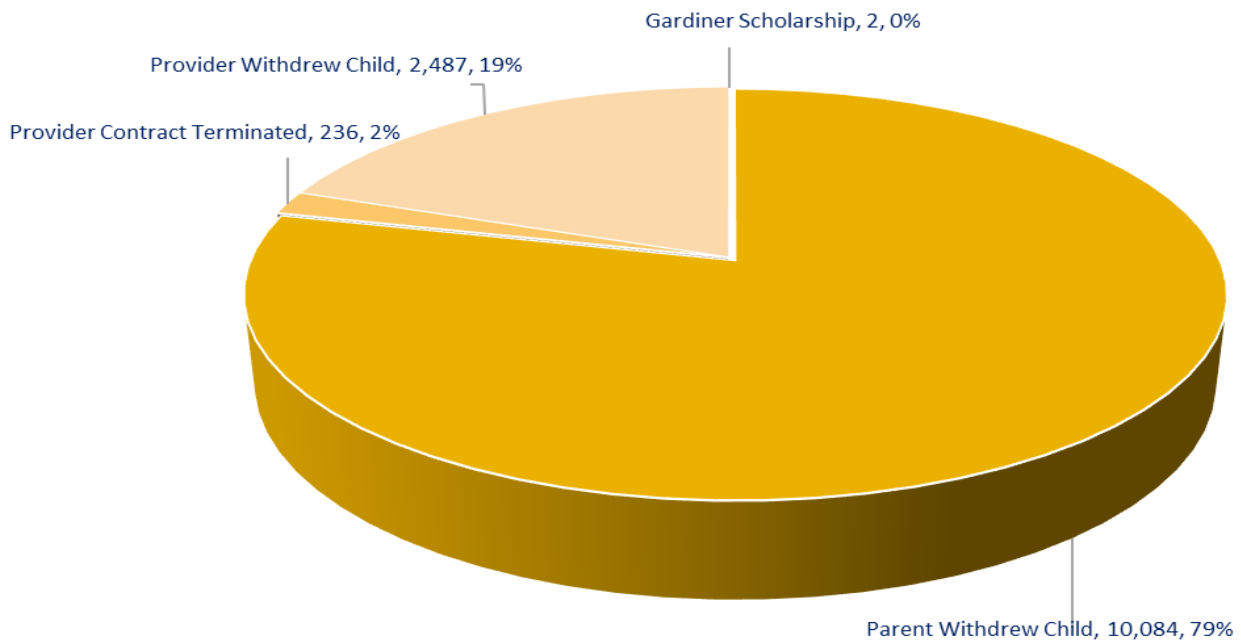## 2021-22 VPK Provider and Enrollment Data

Chart 1 - Children Enrolled in VPK
FY 2021-2022 (157,451)

Summer, 7,080, 5%

Specialized Instructional Service Program, 225, 0%

School Year, 150,146, 95%

Source: August 10, 2022, VPK Estimating Conference.

Chart 2 - VPK Providers by Type
FY 2021-2022 (6,261)

- Specialized Instructional Service Providers , 56 , 1%
- Public Schools , 1,310 , 21%
- Private Schools , 406 , 7%
- Licensed Family Child Care Homes , 16 , 0%
- Large Family Child Care Homes , 29 , 0%
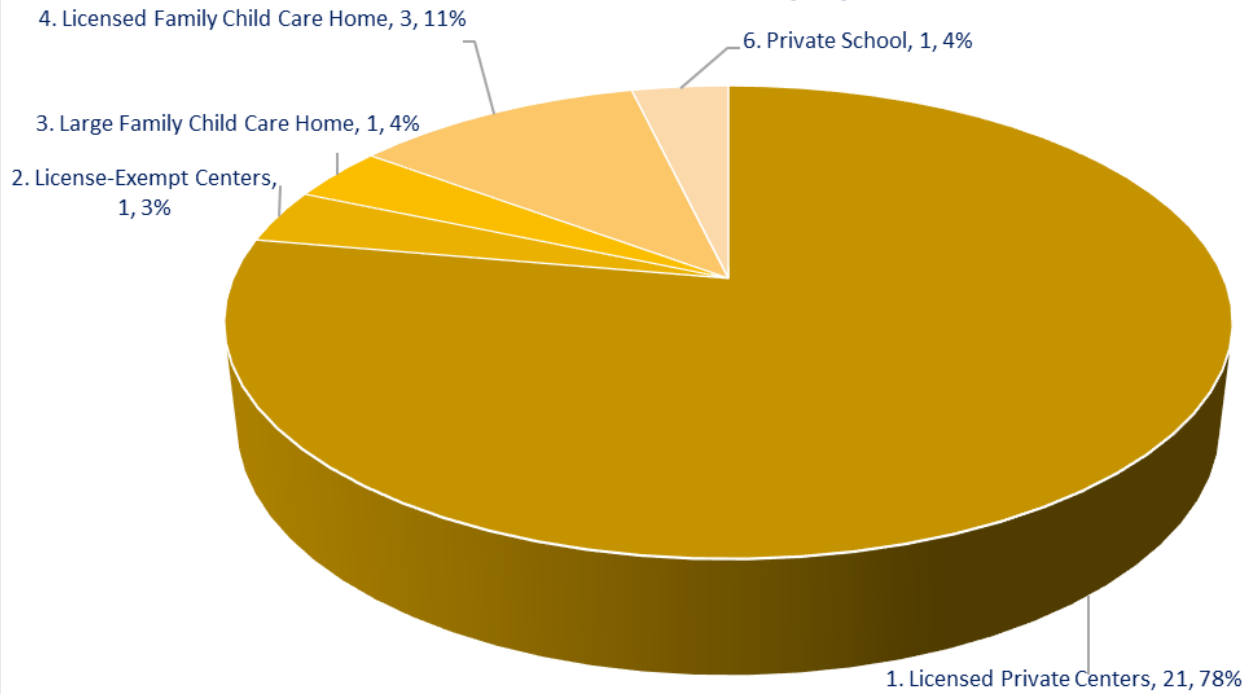- License-Exempt Centers , 115 , 2%
- Licensed Private Centers , 4,329 , 69%

Source: EFS Modernization database.

Chart 3 - Voluntary Prekindergarten Disenrollments
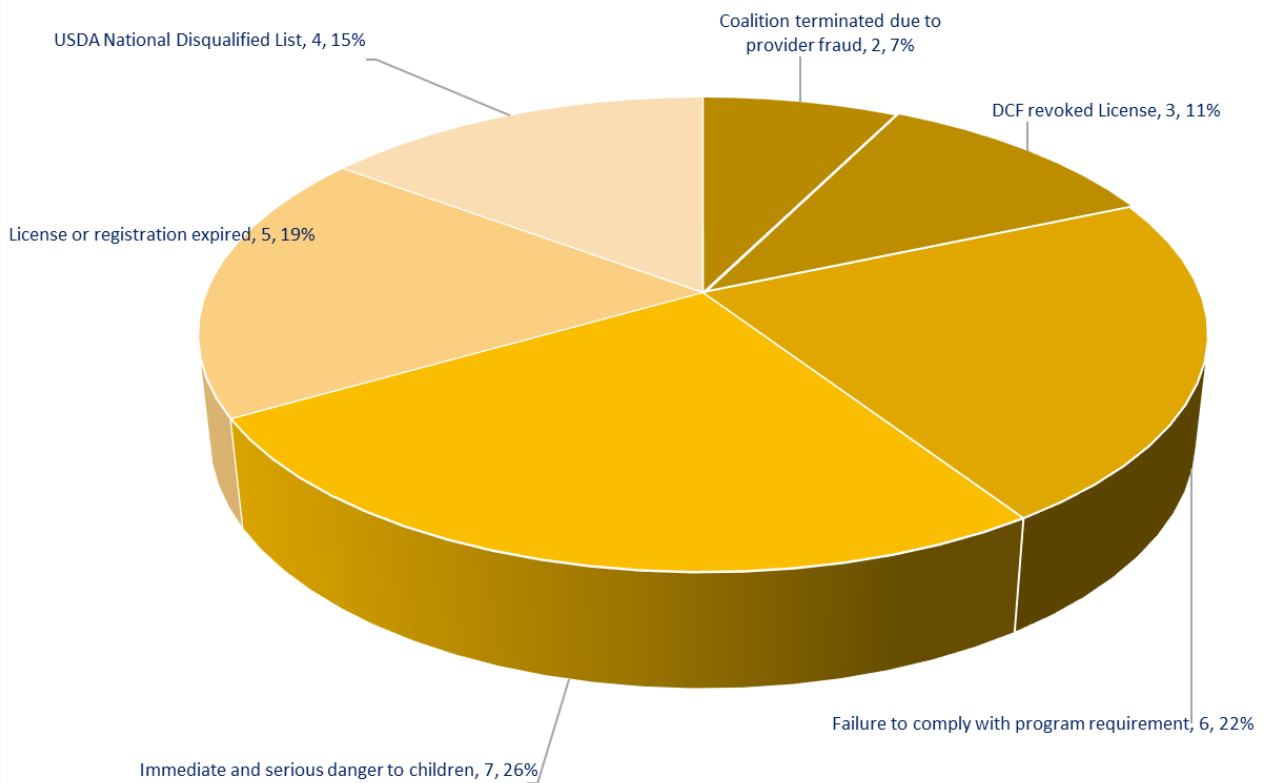**by Source of Action FY 2021-2022 (12,809)**

- Gardiner Scholarship, 2, 0%
- Provider Withdrew Child, 2,487, 19%
- Provider Contract Terminated, 236, 2%
- Parent Withdrew Child, 10,084, 79%

Source: EFS Modernization database.

Chart 4 - VPK Provider Contracts Revoked by Type: FY 2021-2022 (27)

- 4. Licensed Family Child Care Home, 3, 11%
- 6. Private School, 1, 4%
- 3. Large Family Child Care Home, 1, 4%
- 2. License-Exempt Centers, 1, 3%
- 1. Licensed Private Centers, 21, 78%

Source: EFS Modernization database.

Chart 5 - VPK Provider Contracts Revoked by Cause: FY 2021-2022 (27)

- Coalition terminated due to provider fraud, 2, 7%
- USDA National Disqualified List, 4, 15%
- DCF revoked License, 3, 11%
- License or registration expired, 5, 19%
- Failure to comply with program requirement, 6, 22%
- Immediate and serious danger to children, 7, 26%

Source: EFS Modernization database.

Gold Seal Quality Care Program

In 2021, House Bill 419 provided for a type two transfer of the Gold Seal Quality Care Program from the Department of Children and Families to the Department of Education. The Gold Seal Quality Care (Gold Seal) program was established in 1996 to acknowledge child care facilities and family day care homes that have gone above the required minimum licensing standards to become accredited by recognized agencies whose standards reflect quality in the level of care and supervision provided to children. Participation in this program is voluntary and is available to all provider types that meet the definition of child care except for certain license-exempt school-age programs identified in Chapter 65C-22.008(3), Florida Administrative Code (F.A.C.)

The Gold Seal Quality Care Program is not an accreditation, but a designation that is voluntary with potential benefits to those that participate including, but not limited to:

- A positive marketing tool for prospective parents.
- Tax exemptions on certain educational materials, and property taxes.
- Higher reimbursement for School Readiness providers.
- Accepted to be eligible to participate in Voluntary Prekindergarten (VPK).

There are currently 17 approved Gold Seal accrediting associations that accredit 1,940 Gold Seal designated child care programs:

- Accredited Professional Preschool Learning Environment (APPLE)
- American Association of Christian Schools (AACS)
- Association of Christian Teachers and Schools (ACTS)
- Association of Independent Schools of Florida (AISF)
- Cognia
- Council on Accreditation (COA)
- Florida Catholic Conference (FCC)
- Florida Coalition of Christian Private Schools (FCCPSA)

- Florida League of Christian Schools (FLOCS)
- Green Apple Accreditation of Children's Services (GAACS)
- National Accreditation Commission for Early Care and Education Programs (NACECEP/NAC)
- National Association for the Education of Young Children (NAEYC)
- National Association of Family Child Care (NAFCC)
- National Early Childhood Program Accreditation (NECPA)
- National Lutheran School Accreditation (NLSA)
- North American Christian School Accrediting Agency (NACSAA)
- United Methodist Association of Preschools, Florida Chapter (UMAP)

Statewide Initiatives

Family and Community Impact

Providing holistic services for families results in positive outcomes for children. DEL and local ELCs have developed programs and initiatives to meet the diverse needs of families. By partnering with other state agencies and non-profit organizations, 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 SR and 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.
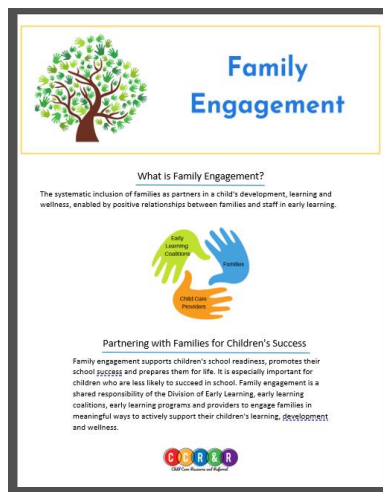
Family Engagement Partnerships and Initiatives

The CCR&R State Network has a representative on the Florida Department of Education's Family Engagement Cadre and collaborates on family engagement initiatives.

Many ELCs and the CCR&R State Network partner with The Ounce of Prevention Fund of Florida for the Prevent Child Abuse Florida campaign. DEL and ELCs 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 ELCs, 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 DEL work to promote Family Engagement in Education Month during November. The CCR&R State Network shares resources and information with the ELCs 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 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 ELC of the Big Bend to host Children's Day at the Capitol and the annual Hanging of the Hands in the Capitol rotunda. The event encompasses a strong emphasis on community, literacy and partnerships with stakeholders to meet the needs of Florida's early learners and families. A Celebrity Reading showcase, with legislators and DOE leadership reading to children, highlights the importance of early literacy.

The Hanging of the Hands allows statewide engagement of children and providers to create a visual representation of children who benefit from legislative changes that support enhancing early learning environments. The CCR&R State Network encourages child care providers and ELCs to share their children's "hand" art to hang in the Capitol to remind legislators and the public of the important work they do to support children and families in Florida.

![Florida Head Start State Collaboration Office logo]

Head Start Collaboration Office

The Florida Head Start State Collaboration Office (FLHSSCO) operates within the Division of Early Learning (DEL) and works to support and improve the collaboration between Early Head Start/Head Start and other providers of educational, medical and social services in Florida to support the state's most vulnerable children and families. The office coordinates federal, state and local policy to help ensure a high-quality and unified early care and education system for the state. In partnership with DEL and the Florida Head Start Association (FHSA), the Collaboration Office works to coordinate activities within key state agencies and other early childhood associations and advocacy groups to support the comprehensive services provided by Head Start programs.

The Office of Head Start 2021 Program Information Report (PIR) offers the following information available to the public through the Early Learning Childhood Knowledge and Learning Center. Florida offers a total of 142

> THE OFFICE COORDINATES FEDERAL, STATE AND LOCAL POLICY TO HELP ENSURE A HIGH-QUALITY AND UNIFIED EARLY CARE AND EDUCATION SYSTEM FOR THE STATE.

programs which include 61 Head Start programs, 75 Early Head Start programs, four Seasonal and Migrant Head Start, and two Seasonal and Migrant Early Head Start programs. During the 2021-22 school year, 43,094 students and their families were served across all programs.

Head Start State Collaboration Offices play an important role in helping to improve the lives of young children and their families by creating a visible presence for Head Start by assisting in the development of multi-agency and public and private partnerships at the state and local levels.

The Collaboration Office participates in state-led workgroups as well as being an advisory member of the Professional Development Advisory Committee and a member of the Oral Health Florida Leadership Council. In addition, the office facilitates the annual Health Managers meeting, representing Head Start Programs throughout the state.

The FLHSSCO serves on the FHSA Professional Development Committee and One Goal Conference Committee to support early childhood educators. In addition, the FLHSSCO sits on the board of the Region IV Head Start Association and the Florida Association for the Education of Young Children (FLAEYC). Additionally, the office provides sponsorship to support the FLAEYC annual conference. The office collaborated with the FHSA to establish the Social Services Competency Based Training (Family Development Credential) in collaboration with Tennessee State University to increase the quality of the Family Services workforce and improve issues related to trauma informed care. The office is a member of the CCDF plan review committee as well as an annual sponsor of Children's Week, where early childhood agencies and advocates participate in activities and highlight issues concerning Early Care and Education (ECE) and child welfare. The FLHSSCO continues to work with the CCR&R State Network on family engagement activities to encourage parents to engage in learning activities with their children.

Consumer Education for Families

The CCR&R State Network authors the Family Guide to Selecting Quality Early Learning Programs, the First Teacher Books and multiple Quality Checklists available on DEL's website.

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 teach families about their children's development and learning from birth to age 5 and include family activities aligned with the Florida Developmental and Early Learning Standards. The CCR&R Network offers these books, at no cost, in English, Spanish and Haitian Creole. These books are also available for digital download on DEL's website.

Help Me Grow

As part of the Help Me Grow National network, Help Me Grow Florida increases access to services for children who may show developmental, behavioral, physical or social concerns. The statewide system focuses on identifying developmental, physical and/or behavioral challenges in children ages birth through 8 and connecting the children and their families to local developmental, medical, and behavioral services and support. In 2012, Florida became an affiliate of the Help Me Grow National network, launching initiatives in Hillsborough and Miami-Dade counties. A state coordinating office was established to provide infrastructure for a statewide system with the goal of statewide expansion. In 2016, the Children's Forum became the designated fiscal agent.

During the 2021-22 program year, Help Me Grow Florida served 38 counties through 13 local affiliate sites. The Help Me Grow affiliates work within their local communities to offer families information, resources and materials, and promote the healthy development of young children throughout the state. Help Me Grow can offer developmental/behavioral screenings, referrals for child development resources and follow-up with the family to ensure they are successfully connected to services. Help Me Grow collaborates with local service providers, community partners and healthcare providers to provide comprehensive services to families.

Help Me Grow Florida served 4,877 new children from 4,496 families and conducted 7,985 developmental and behavioral screenings. Help Me Grow Florida care coordinators made 3,357 referrals to community agencies and programs to assist families and children with their concerns and needs. Ninety-two percent of children who received a referral were successfully connected to at least one service. (Source: Help Me Grow Annual Report 2021-22.)

Supporting Florida's Child Care Providers and Teachers

DEL partners with early learning coalitions and Redlands Christian Migrant Association (RCMA) to provide guidance and professional development to child care providers and VPK teachers. DEL 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. DEL implemented or continued the following initiatives to maintain and improve the quality of early education programs in Florida.

Through the first two years of the Preschool Development Grant Renewal (PDG-R) grant, DEL continued to implement measures that build on existing framework and infrastructure to increase the quality, alignment and efficiency of Florida's early child care and education programs and services. Florida leadership across all agencies serving young children birth through five (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. The PDG-R investments reflect the priorities of the unified strategic plan and respond to direct needs identified in the needs assessment. Many projects within this report have been funded by the PDG-R Grant (award number 90TP0068-03-00) and were strategically selected to build stronger sustainable systems for young children and their families.

The overarching priorities of PDG-R are listed below with the funding amounts for the approved activities.

Priority	Funding Amount
Family Knowledge Choice, Engagement	$2,885,371.61
Professional Development	$6,397,745.38
Quality Improvement	$14,382,036.19
Systems and Data Integration	$2,867,397.55

The Preschool Development Grant Birth Through Five (PDG B-5) has provided the focus and resources for DEL to complete the Strategic Plan, along with the following major accomplishments:

– The continued 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.

– **Mental Health Consultation sub-grants** were issued to three ELCs in the spring of PDGR year 3 to hire mental health consultants/specialists. These specialists support current efforts related to SR children's healthy development; screening, identifications

and referral of children who may present potential learning delays and/or disabilities; and implementation of classroom initiatives that support developmental screening, infant and early childhood mental health, and self-regulation. Implementation of three or more of these classroom supports was a requirement for sub-grant award, including but not limited to the Pyramid Model, the Florida Infant Mental Health Endorsement, the 10 Components of Quality Care for Infants and Toddlers, and the administration of the Ages and Stages Questionnaire Social-Emotional, Second Edition.

– Partnered with the University of South Florida to **Evaluate Implementation of the Mental Health Sub-Grants,** issued to 29 ELCs and RCMA, to understand how ELCs are addressing children's healthy development and mental health needs. This study examines sub-grant applications and prepares, equips and supports each recipient to establish a baseline for their ELC with regard to local assets and needs. It also identifies supports and approaches; relationships to local, cross-sector IECMH efforts and statewide IECMH capacity-building efforts and priorities; potential impact on providers and children, families and communities; and plans for sustainability and related expenses.

– **Curricula training sub-grants** were issued to the ELCs in the late fall of PDGR year 1 to provide curricula training for providers to increase the fidelity of implementation. Of the 30 participating ELCs, 28 have engaged in curricula training, providing curricula and primarily web-based training to providers. The curricula and supplemental curricula focus on specific domains such as science, technology, engineering and math (STEM). DEL has worked closely with the ELCs to review and approve application revisions to better meet the needs of the providers within their areas. The project was extended to December 2022 with total spending, as of August 30, 2022, at $1,650,849.71.

– The distribution of **Professional Development Stipends** increased the knowledge and skills of the early childhood workforce and improved overall child outcomes. The DEL is partnering with the University of Florida, Lastinger Center for the administrative processes involved with stipend distribution into December of 2022. Course offerings fall within four categories: emergent literacy, practitioner and director continuing education, Business Coaches, and Infant Mental Health Endorsement. DEL intends to maintain the availability of the stipends and scholarships and continue to support the literacy and mental health professional development of ECE professionals. Partnered with the

Children's Forum, DEL delivers **Transition to Kindergarten Regional Leadership Summits** to continue promoting peer learning, sharing of best practices to ease educational transitions and improve partnerships between school districts and ELCs. These partnerships support early childhood educators, families and young children in the transition from prekindergarten to kindergarten with the goal of increasing early literacy skills and performance.

Summit Attendees:

- Total number of teachers: 1,424
- Total number of Providers: 0
- Total number of ELC staff: 161

- Florida's ECE Leaders (FDOE, DEL, Early Learning Coalitions, Bureau of Exceptional Education and Student Services (BEESS), Head Start, Department of Health (DOH), Early Steps, Florida Inclusion Network) worked together to create resources, provide guidance and model best practices supporting a coordinated and collaborative early care and education system. The purposes of these efforts are so that: 1. All Florida's young children, including children with special needs and their families, have access to high-quality programs, services and resources; and 2. Florida's coordinated ECE system will streamline services and maximize resources so that each child can participate, develop and learn with the individualized support(s) they need.

  Two virtual and two face-to-face Inclusion Collaboration conferences were organized between the years of 2018-2022 funded by PDG and supported by a contract with Tallahassee Community College. During these inclusion conferences, participants network, learn new practices and work on their action plans by discussing how to achieve more collaboration and taking away any barriers. The face-to-face conferences were held in Orlando with 300 members of state agencies, early learning coalitions' inclusion coordinators, school district pre-k contacts, Early Steps staff and Head Start Inclusion Coordinators.

- DEL has engaged the University of Florida Lastinger Center for Learning for continued expansion of Florida's **early childhood communities of practice (CoP) and technical assistance/coaching activities**. DEL identified priorities and critical areas of focus for CoP sessions to address, including trauma-informed care, adult-child interaction and strengthened teaching practices that will:

- Maximize the impact of coaches' time with early childhood educators.
- Maximize reflective practice and shared learning experiences for coaches, CoP facilitators and early learning program leaders.
- Improve program quality.
- Increase access to quality early childhood education services and support.
- Improve interactions between teachers and children.

The following participated in trainings and CoP sessions during the contract year:
- 17 facilitators participated in CoP sessions.
- 13 program leaders participated in English CoP sessions.
- 14 facilitators participated in advanced CoP sessions.
- 37 coaches participated in online coaching modules.
- 26 coaches participated in coaching recertification.

- In 2022, DEL partnered with the FAHSC to coordinate responsibilities related to **expanding access and information to families on Home Visiting Programs** in Florida, this includes:
  - Supporting families by developing training for home visitors on how to use identified resources, tools and strategies for families, including resources on early literacy, early math, school readiness, and other developmentally appropriate materials and/or tools.
  - Provided professional development opportunities to Child Care Resource and Referral (CCR&R), Help Me Grow Florida (HMG), 2-1-1 Resource and Referral, and other referral agencies' staff on local availability of home visiting and helping families connect to the best home visiting option for their needs.
  - Using the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Needs Assessment, which identifies the highest-need areas, to implement an outreach campaign targeting families in these areas.

- The **DEL expanded the FDOE registered apprenticeship program** that is authorized through a sub-grant award to the ELC of Pasco & Hernando Counties. The expansion focused on the Child Care Apprenticeship Program and supports students through a cooperative apprenticeship agreement with an established educational agency (college, technical school, school district) and the local early learning coalition to prepare

students for employment in the local child care industry and to upskill the current child care industry workforce. The ELC partners with Marchman Technical College for planning and implementation. Apprentices who complete the registered apprenticeship program are accepted by the industry as journey workers. By providing on-the-job training, related classroom instruction and guaranteed wage structures, employers who sponsor apprentices provide incentives to attract and retain more highly qualified employees and improve productivity.

The project is in the first half of implementation. Though early in the implementation phase, recruitment has resulted in the participation of:

- 37 providers
- 65 students
- 52 journey workers
- 30 directors

- DEL is working with the National Center of Early Childhood Quality Assurance (NCECQA) to provide the **Strengthening Business Practices** training for early learning coalition staff and training from the National Louis University McCormick Center for Early Childhood Leadership in the Program Administration Scale (PAS) and the Business Administration Scale (BAS) for childcare providers. Training from the NCECQA conducted in 2022 included:

  - Module I: Budget Planning and Projections
  - Module II: Financial Report and Internal Controls
  - Module III: Marketing Your Program
  - Module IV: Recruiting and Retaining Staff
  - Session V: Trainer Practice
  - Session VI: Practice and Wrap-Up

26 coalition coaches completed the training. Nine of the participating coaches were selected by the NCECQA to attend Train the Trainer for the Strengthening Business Practices training, providing Florida with a statewide network of trainers to replicate the training on demand.

37 child care directors/owners and assistant directors completed the training on how to use the BAS to self-assess the business practices and policies of their family child care home while an additional 83 directors/owners and assistant directors completed training

on the PAS module. To this point, coaches and providers have completed training in business practices and self-assessment and are in the process of coaching in preparation for end of project post self-assessments. In one coalition, the project has spring boarded a group of directors to form a directors' network to discuss business practices and policies on an ongoing basis, even creating their own social media page.
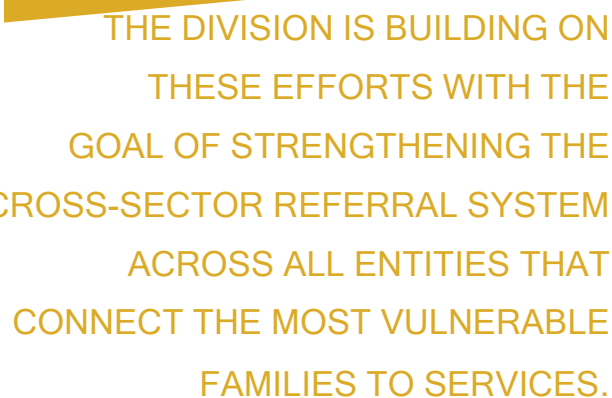
In 2020, DEL, in partnership with the University of Florida, completed a **cost of quality calculator for child care facilities**. In 2022, DEL contracted with a consultant to build upon this cost of quality work to provide a calculator for use by family child care homes. The current child care facilities calculator tool is housed in the existing Quality Performance System (QPS) and allows providers to analyze their income and expenses by answering questions about their business model including operating costs such as insurance, licensing fees, personnel salaries and benefits, along with sources of revenue such as their base reimbursement and any differential payments they receive. DEL has developed a training module that will walk providers through how to use the calculator. The calculator provides users with the ability to enter multiple scenarios into the calculator to determine where to increase and/or decrease services and how quality incentives affect their income.

Cross-Sector Referral Professional Development Training Modules and Child Care Resource and Referral Certification Evaluation
PDG Funded

Beginning in 2019, as part of the Preschool Development Planning Grant, DEL's CCR&R State Network began collaborating with the UF Lastinger Center to develop eight hours of cross sector professional development modules (i.e., CCR&R Training Modules) for CCR&R and referral agency specialists. Among other topics, the modules focus on early childhood education, child care subsidy, customer service, family and community engagement, and working with vulnerable populations through a trauma-informed care approach.

The division 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

THE DIVISION IS BUILDING ON THESE EFFORTS WITH THE GOAL OF STRENGTHENING THE CROSS-SECTOR REFERRAL SYSTEM ACROSS ALL ENTITIES THAT CONNECT THE MOST VULNERABLE FAMILIES TO SERVICES.

Start/Early Head Start, Part C/B transition partners and other referral agencies. The CCR&R Training Modules and CCR&R Specialist Evaluation for certification were piloted in October and November 2020. Pilot participants included 50 CCR&R staff and other referral agency specialists who provided feedback for training module enhancements. The enhancements were completed and the CCR&R Training Modules went live July 1, 2021. Currently, up to 500 CCR&R and referral agency specialists have access to the training modules each year.

Joint Referral Collaboration Summits
PDG Funded

Throughout the 2022 year of the Joint Referral Collaboration (JRC) Summits project, funded by the PDG, efforts continued to engage key stakeholders in dialogue that works towards the creation of an equitable, family-driven system that is comprehensive and provides support to all screening, referral, tracking and early intervention services for children and families. This work will continue to assist Florida's families to become more informed consumers and become fully engaged in their child's development, allowing for a seamless connection for services to meet their needs.

From March 1 to March 3, 2022, virtual regional meetings were held for individual areas of Florida, based on the Florida Diagnostic and Learning Resources System's (FDLRS) regional map. The regional meetings were designed to continue the conversations, maintain engagement in the process and prepare for the second Summit. Through a virtual platform, 228 participants took part in breakout sessions that were focused on their specific service area of Florida and discussed previously identified unintentional gaps and barriers in services. Facilitators were able to facilitate effective conversations to build on previous work from the Fall of 2021. From April 19 to April 20, 2022, an in-person Summit was held in Orlando that brought together 152 staff from across the state. The Summit offered:

- Panel discussion and Q&A for stakeholder agency leaders (Help Me Grow, Division of Early Learning, Bureau of Early Steps, Early Learning Coalition of Lake County, Florida Association of Healthy Start Coalitions and FindHelp).
- Presentation from 2-1-1 Big Bend.
- Presentation from Department of Children and Families' Circuit 5 and 9's Community Development Administrators.
- Social networking activities for participants.

Throughout the day and a half gathering, facilitated regional breakout sessions were structured to focus on local strategies with an emphasis on challenging participants to

consider how agencies could create a more effective system on a local level. While sharing best practices and identifying opportunities for growth, participants were finally able to gather in one location to work towards one goal. Between May 31 and June 2, 2022, the facilitators coordinated a final round of regional meetings, with 234 participants. FDLRS did a presentation for each region with an overview of their intake, screening and referral process. Additionally, a seven-step problem-solving structure was implemented by the facilitators to move the participants from problem identification to action within their regions. With many overlapping goals, each region established at least one 90-day action-oriented strategy to implement.

Key stakeholders throughout all events include staff from: Florida's Early Learning Coalitions/subcontractors, including state and local CCR&R, Department of Health (Children's Medical Services, Early Steps, Maternal, Infant and Early Childhood Home Visit Programs), Department of Education (Bureau of Exceptional Student Education, Bureau of Standards and Instructional Support, Division of Blind Services), Department of Children and Families (Local Review Teams and Community Development staff), Head Start/Early Head Start, FDLRS, Technical Assistance and Training Systems (TATS), Florida Association of Healthy Start Coalitions, Healthy Families Florida, Children's Services Councils, Broward County Schools, Leon County Schools, Healthy Mothers, Healthy Babies Florida, Help Me Grow, 2-1-1, and Child Find.

As a result of this work, a Joint Referral Collaboration Resource Directory was developed for the participants only. Based on evidence of a lack of awareness of resources available, even on the local level, it was determined a resource directory for key agency stakeholders was beneficial. The JRC Directory will continue to be updated through the remaining work of this project for the participants only.

A survey was sent to participants regarding the in-person summit and work being conducted, which resulted in over 97 percent of the respondence rating the project work 3, 4 or 5 stars. With recommendations from participants, over the project year another round of regional meetings will be held. These regional meetings will occur in-person, within their own service area. This was determined based on participation numbers and ensuring that all agency staff who want to join can, despite any travel restrictions or local funding to travel. A third and final Summit will be held with stakeholders/front-line agency staff to ensure the achievement of goals, outcomes and impacts of this project are effective and continue with action planning in place and work being done on local levels for the best outcomes to support Florida's children and families.

School Readiness Voluntary Child Assessments

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.

DEL 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.

CHILD ASSESSMENTS ARE USED TO MEASURE GROWTH ACROSS THE CORE DOMAINS OF EARLY CHILDHOOD DEVELOPMENT.

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 participate in child assessments receive 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 SR program year:
- Assessment Period 1 - August, September, October
- Assessment Period 2 - November, December, January
- Assessment Period 3 - February, March, April

2021-22 Number of Providers Participating and Children Assessed

Year	# Of Providers	# Of Children
21-22	596	13,036
20-21	533	12,839
19-20	447	8,138

Developmental Screening of School Readiness Program Children

Each child who participates in the SR 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 SR 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.

Two major accomplishments for the developmental screening program in fiscal year 2021-22 were the revision and promulgation of Rule 6M-4.720, Florida Administrative Code, (F.A.C.), Screening of Children in the School Readiness Program, and parents now have the choice to decline, complete or defer the developmental screening of their child during the enrollment process online. This brought more accountability to the developmental screening process and, therefore, in comparison with prior years, this year the number of developmental screenings increased statewide, as illustrated in the table below.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total of Developmental Screenings Completed	160,003	91,956	113,200	137,243	192,614

During the enrollment process, the family has five days to complete the screening before being sent to a deferred screener. After the screening is completed, and if there are no concerns, parents are able to access the screening results in the Family Portal within 45 days. If the developmental screening has indicated concerns for the child, according to the updated Rule 6M-4.720, F.A.C., early learning coalitions shall initiate intervention practices, no later than 30 calendar days.

The launch of the developmental screening process in the Family Portal will provide an accurate picture of the developmental screening efforts by the SR program and allow for adoption of better practices for completing developmental screenings.

Number of Screenings Performed by Each Coalition in 2021-22

Coalition Name	ASQ-3 Completed	ASQ: SE-2 Completed
ELC of Alachua	1,688	684
ELC of Brevard	4,032	2,839
ELC of Broward	8,558	6,107
ELC of Duval	7,845	3,414
ELC of Escambia	2,074	1,480
ELC of Flagler and Volusia	4,085	1,997
ELC of Florida's Gateway	1,289	655
ELC of Florida's Heartland	1,138	793
ELC of Hillsborough	9,499	5,232
ELC of Indian River, Martin, Okeechobee	1,826	761
ELC of Lake	2,238	1,155
ELC of Manatee	2,289	1,150
ELC of Marion	1,802	1,052
ELC of Miami-Dade/Monroe	13,175	10,202
ELC of North Florida/Episcopal Children's Services	2,428	1,264
ELC of Northwest Florida	3,306	1,133
ELC of Orange	6,601	4,989
ELC of Osceola County	2,075	1,124
ELC of Palm Beach	13,504	11,737
ELC of Pasco and Hernando	3,213	1,563
ELC of Pinellas	5,013	2,075
ELC of Polk	5,255	2,651
ELC of Santa Rosa	656	265
ELC of Sarasota County	1,137	799
ELC of Seminole	2,068	1,501
ELC of Southwest Florida	5,738	3,946
ELC of St. Lucie	2,450	1,045
ELC of the Big Bend Region	989	804
ELC of the Emerald Coast	1,052	475
ELC of the Nature Coast	1,122	602
Redlands Christian Migrant Association	614	361
Total	**118,759**	**73,855**

Source: Data provided by EFS Mod except for ELC NWF.

PDG Funded

The FSU 10 Components of Quality Care for Infants and Toddlers is a system of continuous quality improvement developed by the FSU Center for Prevention and Early Intervention Policy (FSU CPEIP). The FSU CPEIP's focus is on support of infants and toddlers in the areas of school readiness, infant mental health, home visiting, 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. Supported by the Preschool Development Grant, implementation of the 10 Components initiative, led by Dr. Christine Chiricos, provides a path to improve quality of infant and toddler programs in Florida and alignment of DEL's quality initiatives for infants and toddlers under a single, research-based tool.

The FSU 10 Components of Quality are:
1. Safe & Healthy Program Practices
2. Staff Well Trained
3. Environments for Learning
4. Small Groups with Optimal Ratios
5. Primary Caregiving & Continuity of Care
6. Active & Responsive Caregiving
7. Curriculum & Individualization
8. Emerging Language & Literacy
9. Family Engagement & Cultural Continuity
10. Comprehensive Support Services

In fiscal year 2021-2022, through this initiative the FSU CPEIP has:
- Provided train-the-trainer on the 10 Components of Quality provider course to 29 individuals;
- Provided training on the 10 Components Signs of Quality Observation Tool to 57 individuals; and
- Provided virtual coaching to 54 FSU-approved 10 Components trainers and observers (ELC staff) in implementation of the 10 Components system.

Additionally, the 10 Components tool is now available in DEL's Quality Performance System (QPS). This allows DEL, FSU and coalition staff (who have completed the 10 Components training) to input and track data on supports for young children.

Baby Navigator™
PDG Funded

DEL has engaged with FSU College of Medicine, Autism Institute, led by Dr. Amy Wetherby to reach families of children with social communication delay and to support the professional development of early learning coalition staff, home visitors and early education providers in using the technology-supported platform, Baby Navigator™. Baby Navigator™ supports families of babies and toddlers by allowing families to track their babies' growth and development for communication delay and early signs of autism as early as nine months. The education and engagement of both parents and providers can impact children's developmental trajectories, increasing preschool readiness and improving school outcomes.

- Participants:
  - Six ELC regions participated which included 220 early childhood educators.
  - 23 home visitors participated from 4 Early Head Start centers, Two Healthy Start programs, one MIECHV program and one Nurse Family Partnership program.
  - 243 participants enrolled in courses to date.

Florida Infant Mental Health Endorsement
PDG Funded

Partnered with the Florida Association of Infant Mental Health (FAIMH), led by Dr. Christine Hughes, DEL has increased the number of professionals with the **Florida Infant Mental Health Endorsement (FIMH-E®)** to expand ECE professionals' knowledge and skills, leading to the delivery of high-quality, relationship-focused care to children and their families. During fiscal year 2021-22 FAIMH had:

- 58 registered applicants seeking endorsement.
- 96 memberships obtained.
- 40 endorsements obtained.

Reflective Supervision Consultation
PDG Funded

DEL has engaged the University of South Florida, St. Petersburg to provide **Reflective Supervision/Consultation (RS/C)** hours to support professional development and practice in the early childhood field for all who work with or on behalf of young children. Additionally, this experience may meet some of the initial and renewal requirements for FAIMH's endorsement programs. The project, led by Dr. Anne Hogan at the Family Study Center, has provided 766 reflective supervision hours in fiscal year 2021-22.

School-Age SR Programs and Quality

In fiscal year 2021-22, DEL provided services to 69,377 school-age children through 6,778 providers. DEL continues to work closely with its partners to share information and resources to support school-age children in afterschool programs. DEL 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.

DEL has focused on early childhood mental health, healthy development and positive behavior supports. Moving forward, DEL will explore ways to support school-age providers and the students they serve in these areas.

The Pyramid Model
PDG Funded

The Pyramid Model is a framework of evidence-based practice for promoting young children's healthy social, emotional and behavioral development. In partnership with DEL, the University of South Florida (USF), led by Dr. Lise Fox, is guiding the coalitions and child care providers in the implementation of this model. During fiscal year 2021-22, 12 coalitions, 40 ELC staff, 15 early learning providers and 231 teachers participated and received training and ongoing technical assistance in implementation.

A critical feature of the Pyramid Model is the implementation of Pyramid Model practices with fidelity. There are two tools that allow the collection of practice fidelity data now available in DELs Quality Performance System (QPS). This provides DEL, USF and other stakeholders the ability to collect and analyze key provider data. Access to the Pyramid Model tools in QPS are limited to those coalition staff who have been trained as observers and coaches on the Teaching Pyramid Observation Tool (TPOT, Hemmeter, Fox, & Snyder, 2014) and Teaching Pyramid Infant-Toddler Observation Scale (TPITOS, Bigelow, Carta, Irvin, & Hemmeter, 2019).[1]

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[1] Bigelow, K.M., Carta, J.J., Irvin, D. W., & Hemmeter, M.L. (2019). *Teaching Pyramid Infant-Toddler Observation Scale* (TPITOS™) for infant-toddler classrooms. Baltimore, MD: Paul H. Brookes.

Hemmeter, M.L., Fox, L., Snyder, P. (2014). *Teaching Pyramid Observation Tool* (TPOT™) for preschool classrooms manual. Baltimore, MD: Paul H. Brookes.

Economic Self Sufficiency Analysis (ESSA)

On June 11, 2021, the Florida Legislature passed House Bill 1349 requiring the Division of Early Learning (DEL) to coordinate with the University of Florida Anita Zucker Center for Excellence in Early Childhood Studies (AZC) to conduct an economic self-sufficiency analysis (ESSA). The scope of the analysis, per Florida Statutes, is: "Section 3. (1) The Office of Early Learning within the Department of Education shall coordinate with the University of Florida Anita Zucker Center for Excellence in Early Childhood Studies to conduct an analysis of, at a minimum, recipients of the Supplemental Nutrition Assistance Program established under 7 U.S.C. ss. 2011 et seq., the temporary cash assistance program under s. 414.095, Florida Statutes, the Medicaid program under s. 409.963, Florida Statutes, the school readiness program under part VI of chapter 1002, Florida Statutes, and the Housing Choice Voucher Program established under 42 U.S.C. s. 1437f. (2) The analysis must include a review of eligibility criteria, the manner in which each program establishes and documents eligibility and disbursement policies, the frequency of eligibility determinations, and the number of families receiving multiple program services out of the total number of eligible families. (3) The University of Florida Anita Zucker Center for Excellence in Early Childhood Studies shall, through its analysis, develop participant profiles based on the number of families receiving multiple program services that include family composition and the most frequent program services or combination of services families are accessing in each county or geographic region."

The first-year annual report was submitted and subsequently published to the Sunshine State Early Childhood Information Portal (Sunshine Portal). The research team conducted an extensive review of documentation for the five ESSA programs to address the sections of House Bill1349 requesting descriptions of program-specific eligibility requirements, intake processes and redetermination processes. Once the documentation review process was complete, descriptions of program policies and practices were developed and shared with program personnel from each program included in the first annual report to verify the accuracy and completeness of the descriptions provided through this report. The final descriptions of the eligibility requirements, intake processes and redetermination processes described in the annual report have been fully vetted by each agency administering the programs. This project will conclude on June 30, 2023.

Professional Development
PDG Partially Funded

DEL 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 DEL, in collaboration with ECE professionals and researchers from the perspective fields, and those developed and offered by the University of Florida Lastinger Center, the Florida Center for Interactive Media and the Department of Children and Families, as well as the CLASS initiative that provides CLASS training to providers, leaders at the school district level, coaches and teachers.

These professional development opportunities are part of DEL's collaborative efforts to continue to transform Florida's early learning workforce.

2021-22 Training History by DEL Course

DEL Online Courses	Completers
Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (2018)	10,385
*Phonological Awareness Development for Preschoolers (2021)	*15,397
*Emergent Literacy for VPK Instructors (2021)	*18,347
*Language and Vocabulary in the VPK Classroom (2021)	*17,087
Mathematical Thinking for Early Learners (2015)	4,786
Working to Create Positive Learning Environments: Preventive Strategies (2017)	523
Developing the Socially and Emotionally Competent Child (2017)	442
English Language Learners in the VPK Classroom (2007)	855
How to Administer the Florida VPK Assessment (2017)	1,632
VPK Assessment Instructional Implications (2017)	1,075
VPK Director Credential Course (2016)	2,185
Implementing the Florida Standards in Early Learning Classrooms: Birth to Kindergarten (2018)	1,472
Implementing the Florida Standards in Infant and Toddler Classrooms: Birth through 2 Yrs (2018)	968
Core Competencies for Practitioners (2017)	24
Implementing the Social Studies Domain in Early Childhood Classrooms	524
Implementing the Scientific Inquiry Domain in Early Childhood Classrooms	718
Implementing the Approaches to Learning Domain in Early Childhood Classrooms	874
Implementing Creative Expression Through the Arts Domain in Early Childhood Classrooms	1,179
Implementing the Physical Development Domain in Early Childhood Classrooms	622
TOTAL	79,095

*Denotes courses with multiple editions compiled into one total.

*Data reported for these three courses includes an additional 3,337 online participants who completed the retired courses between July 1, 2021 - December 31, 2021.

myTeachstone Courses	June 2022 Completers	2021-22 Total Completers	All Time Completers
Learn about Pre-K CLASS	8	95	3,261
Learn about Toddler CLASS	5	83	3,108
Learn about Infant CLASS	4	87	3,163
Instructional Support Strategies for Teachers: Pre-K	0	3	12
Pathway 1: Introduction Resource Titles	0	0	1
Pathway 2: Positive Climate Resource Titles	0	0	0
Pathway 3: Teacher Sensitivity Resource Titles	0	0	0
Pathway 4: Regard for Student Perspectives Resource Titles	0	0	0
Pathway 5: Behavior Management Resource Titles	0	1	2
Pathway 6: Productivity Resource Titles	0	2	2
Pathway 7: Instructional Learning Formats Resource Titles	0	1	1
Pathway 8: Concept Development Resource Titles	0	2	6
Pathway 9: Quality of Feedback Resource Titles	0	0	0
Pathway 10: Language Modeling Resource Titles	0	0	1
Sesame Street: Language & Literacy	0	4	296
Sesame Street: Mathematics	0	1	10
TOTAL	17	266	9,888

In addition to supporting the professional development of classroom educators, DEL supports coalition staff in developing and maintaining CLASS observation skill through multiple opportunities such as CLASS Observer training, Affiliate Train the Trainer training, CLASS Group Coaching training, Instructional Support Strategies and Feedback Strategies for Coaches and ongoing calibrations for all age levels.

Early Learning Florida

DEL partners with the University of Florida (UF) Lastinger Center to provide 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, calibrations and support for Communities of Practice facilitators and technical assistance coaches to accomplish the goals set forth below by DEL 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.
- Increase the number of people trained to provide technical assistance/coaching.

The following charts provide participation data for these courses.

Lastinger Center (UF) Instructor-Led Courses

Lastinger Center Instructor-Led Courses [20 hours]	9/1/2021 – 12/31/2021 Completions [Fall Term]	1/1/2022 – 5/31/2022 Completions [Spring Term]	6/1/2022 – 8/31/2022 Completions [Summer Term]	4/1/2015 – 8/31/2022 TOTAL Completions Pilot-to-Date
Designing Infant and Toddler Learning Environments (ITLE)	78	49	N/A	1,845
DiseÃando Entornos de Aprendizaje para Bebés y Niños Pequeños (ITLE-S)	43	22	N/A	408
Engaging Families of Infants and Toddlers (ITFE)	65	58	N/A	275
Participación Familiar: Involucrando a las Familias de Bebés y Niños Pequeños (ITFE-S)	16	26	N/A	268
Health, Safety, and Nutrition for Infants and Toddlers (ITHSN)	41	32	7	690
Salud, Seguridad y Nutrición para Bebés y Niños Pequeños (ITHSN-S)	19	11	N/A	127
Infant and Early Childhood Mental Health Course 1: Theoretical Foundations (IECMH1)	N/A	N/A	N/A	31
Infant and Early Childhood Mental Health Course 2: Direct Service Skills (IECMH2)	N/A	N/A	N/A	12
Infant and Toddler Language Development (ITLD)	46	50	N/A	943
Infant and Toddler Social-Emotional Development (ITSE)	51	72	N/A	1,692
Fomentando el Desarrollo Socioemocional Saludable en los Bebés y Niños Pequeños (ITSE-S)	22	17	N/A	702
Infant Developmental Stages: The First Year of Life (IFYL)	19	N/A	N/A	304
Supporting Early Intervention with Infants and Toddlers (SEIIT)	20	8	N/A	348
Understanding Trauma-Informed Care with Infants and Toddlers (ITTIC)	48	23	N/A	231
Using Observation to Support Developmentally Appropriate Practice with Infants and Toddlers (ITDAP)	33	18	N/A	754
Comprender el Cuidado Informado por el Trauma con Bebés y Niños Pequeños	N/A	50	N/A	50
El Uso de la Observación para Promover la Práctica Apropiada al Desarrollo con Bebés y Niños Pequeños (ITDAP-S)	21	12	11	123
Utilizando Observaciones para Informar el Cuidado y la Enseñanza Individualizada de Niños Preescolares (PKO-S)	35	7	N/A	279
Act 1: Getting Organized for Learning in Preschool (VPK 1)	100	30	N/A	1,165
Act 2: Planning for a Successful Year in Preschool (VPK 2)	11	N/A	N/A	186

Lastinger Center Instructor-Led Courses [20 hours]	9/1/2021 - 12/31/2021 Completions [Fall Term]	1/1/2022 - 5/31/2022 Completions [Spring Term]	6/1/2022 - 8/31/2022 Completions [Summer Term]	4/1/2015 - 8/31/2022 TOTAL Completions Pilot-to-Date
Act 3: Designing Strategies and Refining Practice in Preschool (VPK 3)		N/A		27
Guiding Preschool Behavior and Building Classroom Community (PGB)	45	65	N/A	1,799
Inclusion in the Preschool Setting (IPS)	12	13	N/A	273
Instructional Support in Preschool: Quality of Feedback (PQF)	18	43	N/A	1,724
Preschool Family Engagement (PFE)	62	28	N/A	436
Preschool Growth and Development: Maximizing Learning Experiences (PGD)	50	63	N/A	899
Desarrollo y Crecimiento de Niños Preescolares (PGDS)	22	26	N/A	133
Preschool Health, Safety, and Nutrition (PHSN)	39	23	15	770
Preschool Language Development (PLD)	47	836	N/A	2,482
Desarrollo del Lenguaje en Niños Preescolares (PLD-S)	41	139	N/A	620
Preschool Learning Environments (PLE)	41	20	N/A	919
Preschool Trauma Informed Care (PTIC)	35	38	N/A	390
Reframing Challenging Behaviors (RCB)	71	21	N/A	415
Screening and Assessing Young Dual Language Learners (DLL 2)	N/A	N/A	N/A	35
Strategies to Support Young Dual Language Learners in Preschool (DLL 3)	17	N/A	N/A	25
The Building Blocks of Preschool Literacy (PLIT)	41	838	18	1,321
Understanding and Promoting the Development and Learning of Young Dual Language Learners (DLL 1)	11	N/A	N/A	309
Using Observation to Inform Individualized Instruction in Preschool (PKO)	60	22	N/A	1,060
Why Ask Why: STEAM in Preschool Learning Environments (STEAM)	35	7	N/A	290
Effective Operations in Early Care and Education (EOECE)	66	73	N/A	819
Operaciones Eficaces para Programas de Cuidado y Educación Temprana (EOECE-S)	12	12	N/A	24
Instructional Leadership in Early Care and Education (ILECE)	14	N/A	8	95
Professionalism in Early Childhood Education (PECE)	50	20	N/A	849
Profesionalismo en la Educación Infantil Temprana (PECE-S)	25	19	N/A	44

Lastinger Center Instructor-Led Courses [20 hours]	9/1/2021 - 12/31/2021 Completions [Fall Term]	1/1/2022 - 5/31/2022 Completions [Spring Term]	6/1/2022 - 8/31/2022 Completions [Summer Term]	4/1/2015 - 8/31/2022 TOTAL Completions Pilot-to-Date
Professionalism in Early Childhood Education for Directors (PECE-D)	39	81	N/A	619
Profesionalismo en la Educación Infantil Temprana – Versión para Directores (PECED-S)	10	N/A	N/A	10
Organizational Leadership in Early Care and Education (OLECE)	20	N/A	N/A	99
TOTALS	1,568	2,872	59	26,919

Lastinger Center Online Courses [Asynchronous 1-2 hours]	9/1/2021 - 11/30/2021 Completions	12/1/2021 - 4/30/2022 Completions	5/1/2021 - 8/30/20221 Completions [Summer Term]	TOTAL Completions 6/1/2017 - Present
Child Safety and Prevention	3,912	4,843	5,194	83,076
Health and Sanitation	3,742	4,562	4,952	80,210
Planning for Emergencies	3,591	4,402	4,746	74,456
Precautions in Transporting Children	3,075	3,734	4,223	62,239
Preventing Child Abuse and Supporting Children in Trauma	3,368	4,112	4,589	70,646
Safe Sleep Practices	3,503	4,342	4,468	70,427
Safety in the Environment	3,469	4,148	4,620	71,171
Supporting the Social and Emotional Development of Children in Mixed-Age Groupings	2,636	3,150	3,498	51,514
Supporting the Social-Emotional Development of Infants and Toddlers	2,124	2,631	2,844	40,976
Supporting the Social-Emotional Development of Preschool Children	1,900	2,308	2,489	35,248
TOTALS	31,320	38,232	41,623	639,963

Professional Development [Coaches and Facilitators]	9/1/2021 - 8/31/2022 Classes [12-month contract year]	9/1/2021 - 8/31/2022 Participants [12-month contract year]
TA Coach (three-day Institute)	1	17
Communities of Practice (CoP)	0	0
Certified Coach Calibrations	9	167
CoP Calibrations	9	155
TOTALS	19	339

DCF Training Management System (Registry)
PDG Funded

Between July 1, 2021, and June 30, 2022, there were 4,571 new Registry members, and 306,270 members reported training on the Registry system. Of these members, 104,404 report less than one year of early education experience, 176,952 report between one and 20 years of experience, and 24,914 report over 20 years of experience.

Coalition Workforce Initiatives Project

DEL received $35 million from the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) for grants for early educator/teacher recruitment, upskilling and retention. COVID-19 negatively impacted early learning child enrollment and many providers experienced teacher shortages. ELCs and RCMA could apply for funds to strategically target efforts that meet the needs of early educators and the needs of underserved communities (such as communities where program assessment scores are lower or where child care access or staffing has been disproportionately impacted). ELCs/RCMA could use the funding in three focus areas to assist providers with attracting and retaining more qualified professionals:

- **Recruit** new educators and reward them with a financial incentive upon completion of targeted preparation.
- **Upskill** current early educators and reward them with a financial incentive for achieving specific, measurable career pathway goals.
- **Retain** qualified professionals who have already achieved key career pathway goals and remain employed for a specific period by providing financial incentives at determined benchmarks.

Program Assessment Training

DEL is statutorily required to administer early learning programs in an efficient, effective manner and establish a unified approach toward enhancing school readiness. Program assessment is a key factor in determining the quality of an ECE program. DEL contracts with Teachstone Training, LLC to provide the following training, resources, and other services.

- **CLASS® Group Coaching (CGC) Training of Trainers - Making the Most of Child Interactions (MMCI):** CGC training for reliable observers prepares coalition staff to deliver 24 hours of CLASS training focusing on teacher behaviors that improve the quality of early childhood classroom environments. The cadre of MMCI trainers is statewide and allows trainers to offer both face-to-face and virtual sessions of CGC

within their locality. DEL supports CGC trainers by offering recertification on an annual basis.

- **CLASS® Observer Training:** Provides the support necessary to successfully pass the CLASS certification exam to become a reliable observer. In addition, DEL provides recertification for all observers.

- **CLASS® Affiliate Trainer Training:** A three-day train the trainer course that prepares reliable observers to train others and to offer Introduction to the CLASS tool training. Affiliate trainers maintain trainer certification through the DEL Teachstone contract.

- **Instructional Support Strategies for Coaches:** Helps coaches generate strategies for increasing teachers' effectiveness in the Instructional Support domain and integrate these strategies into their professional development work with teachers.

- **CLASS Feedback Strategies Training:** Coaches learn how to translate CLASS observation data into effective feedback, how to plan for conferences and how to promote teacher understanding of the CLASS tool.

- **myTeachstone Learning Resource:** An online subscription service with individualized CLASS professional development resources. Teachers can filter through hundreds of videos, articles and courses to find the resource that will help them improve their interactions with young children. To receive access to myTeachstone Learning Resource, participants must contact their local early learning coalition or regional facilitator.

- **CLASS® Foundations for Teachers:** A collection of four online courses designed to build a teacher's understanding of the PreK CLASS domains. The four modules are A PreK CLASS Primer, Emotional Support for PreK Teachers, Classroom Organization for PreK Teachers and Concept Development for PreK Teachers.

- **Primer for Leaders:** A two-hour online course to introduce decision makers to the CLASS system in order to focus on, measure and improve teacher-student interactions.

VPK Regional Facilitator Network

The VPK regional facilitator network consists of eight regional facilitators (RFs) located around the state who serve as a local point of contact and provide support for VPK providers, coalition and district staff, VPK-approved trainers and other stakeholders in their assigned region. These supports include, but are not limited to, professional development, training, technical assistance and guidance aligned with appropriate practices for early childhood, adult learning and collaborative partnerships.

RFs serve with regional groups and organizations that work with VPK-age children, including those with special needs. They also 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. This intentional effort aims to improve instructional quality and quantity while using both rigor and developmentally appropriate teaching practices so that children attending VPK meet the performance standards adopted for use in VPK.

Instructor-Led and Online Trainings

During the 2021-22 program year, online training was provided via the training portal hosted by the Department of Children and Families (DCF), and instructor-led courses were provided both in person and virtually by VPK regional facilitators. To support educators seeking to meet the emergent literacy training requirement, significant time and effort was put towards providing a variety of content supports for participants of both the online and in-person or virtual trainings.

Virtual training sessions and virtual reflection sessions were provided to teachers as they worked towards completing the emergent literacy course requirement. Through virtual reflection sessions, educators were given the opportunity to reflect on the course content and the course identified lesson plans implemented by the teacher in the classroom.

VPK increased the online training opportunities by providing three additional training opportunities for early childhood educators: *Building A Strong Foundation for Emergent Literacy*, *Implementing the Physical Development Domain in Early Childhood Classrooms* and *Implementing Creative Expression Through the Arts Domain in Early Childhood Classrooms*.

Professional development courses covered specific areas of emergent literacy, language and vocabulary, mathematical thinking, English language learners and standards, as well as content specifically for VPK program directors. During the 2021-22 fiscal year, 79,095 early childhood educators completed online VPK courses. Additionally, 17,775 educators participated in instructor-led trainings and virtual reflections.

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

VPK Progress Monitoring Program Pilot/Renaissance Star Early Literacy Assessment

During fiscal year 2021-22, DEL implemented the second year of a two-year voluntary pilot with private and public school year VPK providers beginning in January 2021. The implementation of the pilot establishes consistency in assessments between VPK and Kindergarten and provides a more comprehensive overview of the learning and growth continuum during early learning years. The pilot is funded through the Child Care Development Fund/CARES. Each participating VPK provider was provided with a tablet and headphones for each participating VPK class.

The Renaissance Star Early Literacy Assessment (SEL) is an online, computer-adaptive instrument that students complete independently. The SEL has 27 items and takes approximately 15-20 minutes to complete using the computer-adaptive procedures. This design allows for students to be assessed using items that appropriately match their ability level and it has the ability to tailor each student's assessment based on their responses to the previous items. The SEL data and reports are used by the VPK Administrators and Teachers to assist in planning for instruction that meets the needs of the students. The Florida Center for Reading Research at Florida State University is conducting an evaluation study of the pilot and will continue through the end of the pilot in year two.

Pilot Year 1 (2021-2022)
Participation
- VPK Students: 32,827

VPK Administrators and Teachers Professional Development
- Attended Live Sessions: 281 participants
- Renaissance-U Completion: 136 participants

VPK Coordinated Screening and Progress Monitoring Program

Following the passing of House Bill 419, section 1008.25(8), Florida Statutes, was amended to require the implementation of a Coordinated Screening and Progress Monitoring System for Voluntary Prekindergarten (VPK) Education Programs and public schools serving kindergarten through grade 8 students beginning with the 2022-23 school year. The Coordinated Screening and Progress Monitoring Program is the statewide, standardized program known as Florida's Assessment of Student Thinking (FAST) using Star Early Literacy implemented in all VPK programs as required by section 1002.68, Florida Statutes, that is used to assess student achievement of the performance standards established in section 1002.67(1)(a), Florida Statutes, in early literacy and mathematics.

Teacher Education and Compensation Helps (T.E.A.C.H.) Program

The Florida T.E.A.C.H. Program – a partnership between DEL 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 2021-22 T.E.A.C.H. annual report:
- 3,667 scholars participated.
- 2,628 were new applicants who had never had a T.E.A.C.H. scholarship.
- 63 different training programs were attended.
- 3.41 was the average GPA.

Home Instruction for Parents of Preschool Youngsters (HIPPY)

Home Instruction for Parents of Preschool Youngsters (HIPPY) is an evidence-based, home visiting program that partners with parents of children ages two through five to help prepare parents and children for school success. During fiscal year 2021-22, 2,341 children from

2,034 families residing in 20 Florida counties participated in HIPPY. DEL funded 99.6 percent of participating families who qualify for Temporary Assistance for Needy Families (TANF), who make up 52 percent of all families served.

Each week, HIPPY delivers curriculum, books and materials to families and then uses the HIPPY Instructional Technique to prepare parents for the evidence-based, educational activities they will enact with their own children each week for 30 weeks during the curricular year. Results from weekly surveys show that families spend an average of 25 minutes per day five days per week on the HIPPY curriculum that covers five school-readiness domains and the total number of books read by all HIPPY families was 229,723.

HIPPY has 118 home visitors who participated in 3,093 hours of professional development that prepared them to conduct the 37,174 qualified home visits with families, each visit lasting an average of 51 minutes. Local providers of HIPPY conducted 196 events to further educate and engage parents and children in educationally enriching activity that develops an understanding of the importance of partnering with teachers and schools in support of children's learning.

Transition to Kindergarten
PDG Funded

DEL offered three Transition to Kindergarten summits during February 2022. The summits focused on early learning coalitions and school districts *Collaborating to Achieve Successful Transition to Kindergarten Best Practices Plans* and served as a platform for sharing DEL's recommended guidelines (components) for a successful transition to kindergarten while highlighting some best practices (e.g., initiatives and resources) implemented through coalition and district collaborations across the state.

Sunshine State Early Learning Information Portal
PDG Funded

The Sunshine State Early Childhood Information Portal (The Sunshine Portal) is a centralized Early Childhood Integrated Data System which combines information at the child and family level from key sectors in the Early Childhood Mixed Delivery System (e.g., health, education, financial, and social supports) in Florida. Data and visualizations are presented at the community level and include information on child and household risk factors, child and household resilience factors,

service access, and child and family outcomes. Using geospatial analyses, the research results are presented as interactive maps that show trends across space and time.

The Sunshine Portal produced and disseminated two new analyses during fiscal year 2021/22. On November 5, 2021, the Early Childhood Policy Research Group (ECPRG) at the University of Florida Anita Zucker Center for Excellence in Early Childhood Studies launched the FLICCA 4.0 and the Sunshine Portal (thesunshineportal.com) website, which is no longer password protected. On February 22, 2022, this product was updated with the FLICCA 4.1, the version currently housed on the Sunshine Portal website, to include updates to data quality and extend results through fiscal year 2020-21. Since its launch, the Sunshine Portal has been visited by 447 unique users. For the most recent data on website users, please see the Sunshine Portal Data Studio Website.

Below are two use-cases of the FLICCA 4.1:
- American Rescue Plan Act (ARPA) Provider Stabilization Grants: The first round of ARPA stabilization grant funding is being distributed to child care providers across the state. Providers located in a zip code with a negative infrastructure score when the CLASS Quality Threshold is set to 5.0 receive a 10% bonus.

- ELC of Pasco-Hernando Community Needs Assessment: On February 22, 2022, DEL approved the Pasco-Hernando ELC's request to receive the FLICCA 4.1 results in a table format to be included in their community needs assessment. These results, coupled with other relevant variables, have helped further describe the current state of child care access for various communities in the Pasco-Hernando area.

The greatest enhancement to the Sunshine Portal this fiscal year has been data acquisition. With the support of DEL and other external partners, the ECPRG has secured new datasets from HUD for the HCV program and from DCF for the SNAP and TCA programs. Once this data has been fully processed and linked, the datasets will be used to conduct analyses which will inform local and state decision-making. Upcoming analyses include:
- Description of service-use combinations.
- Applying a tree-based machine learning algorithm to describe the relationships of child and family risk and resiliency factors and academic outcomes.

In addition to securing additional datasets, the ECPRG has formalized new partnerships to expand the breadth and depth of expertise contributing to the Sunshine Portal project. Of note, the ECPRG is now formally affiliated with economists and scholars from The Federal Reserve Bank of Atlanta to assist in the Sunshine Portal team's analyses on benefits cliffs

and other economic outcomes related to the use of public assistance programs. Additionally, Dr. Yujie Hu at the University of Florida will be joining the Sunshine Portal in the coming fiscal year. Dr. Hu brings expertise in geography that will support our research exploring travel-related analyses and in producing easily accessible visualizations that inform decision-making.

Sunshine Portal Guidance Documents

The ECPRG drafted and shared three documents to support the Sunshine Portal users. The FLICCA 4.0 Brief provides a description of the FLICCA's creation and utility. The FLICCA 4.0 User Guide provides users with step-by-step instructions for how best to use the tool. The ECPRG is currently working on a video tutorial to provide a more engaging description of the use and interpretation of FLICCA. Finally, the FLICCA 4.0 Interpretation Guide assists users in understanding the meaning of the FLICCA measures of child care access and provides interpretations of the results. These materials explain many of the visualizations within the maps, offer instructions on how to interact with the Portal most effectively, and augment users' understanding of the analyses. These documents are linked on the Sunshine Portal website under the Resources section.

Interactive Information and Training Sessions

The ECPRG has provided support to stakeholders in more meaningful engagement and utilization of the FLICCA. Below is a list of the specific occasions where support has been provided. All events described below occurred virtually via Zoom, the secure videoconferencing software provided by UF or on GoToMeeting. Support was provided on the following dates:

Orange County ELC (Individualized Consultation):
- 8.10.2021: Reviewed and discussed the FLICCA findings.
- 12.17.2021: Reviewed and discussed the new FLICCA 4.0 findings.

Redlands Christian Migrant Association (Individualized Consultation):
- 9.29.2021: Reviewed and discussed the FLICCA findings.

### The FLICCA 4.0 Webinars (Open invitation to all ELCs):
- 11.17.2021 & 11.18.2021: included an overview of the FLICCA methodology and measurements with an introduction to the public website and demonstrations of its use. Webinars were advertised to all previously registered Sunshine Portal Users. Individuals who hoped to attend had to register in advance. Please see the list of attendees in Appendix B.

Pasco-Hernando ELC (Individualized Consultation):

  – 12/17/2021: Reviewed and discussed FLICCA 4.0 findings to support the development of their community needs assessment.

This year the Sunshine Portal added an Analytics Data Report that tracks and maps end-users. The report is available at this website: Sunshine Portal Data Studio Website.
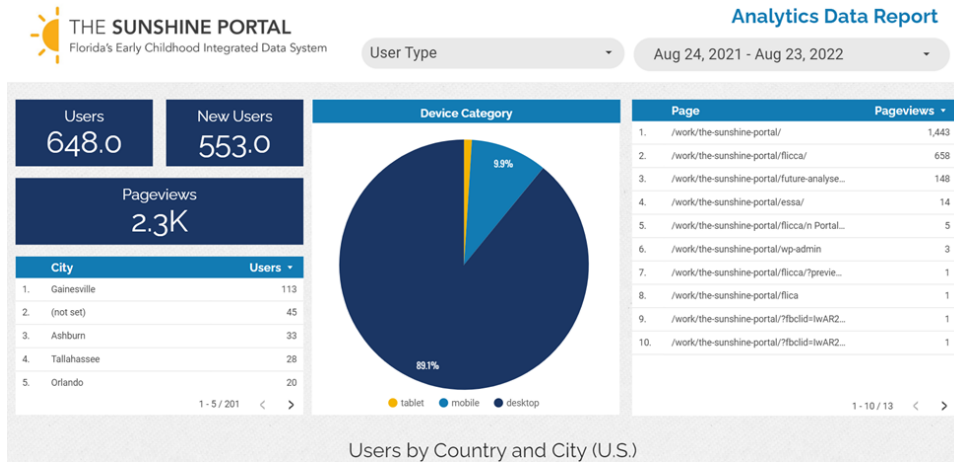
Below is an example of the visualization generated by the Sunshine Portal depicting the Florida Index of Child Care Access, illustrating the effect of availability infrastructure and demand for the School Readiness program.

Sunshine State Early Learning Information Portal Map Example
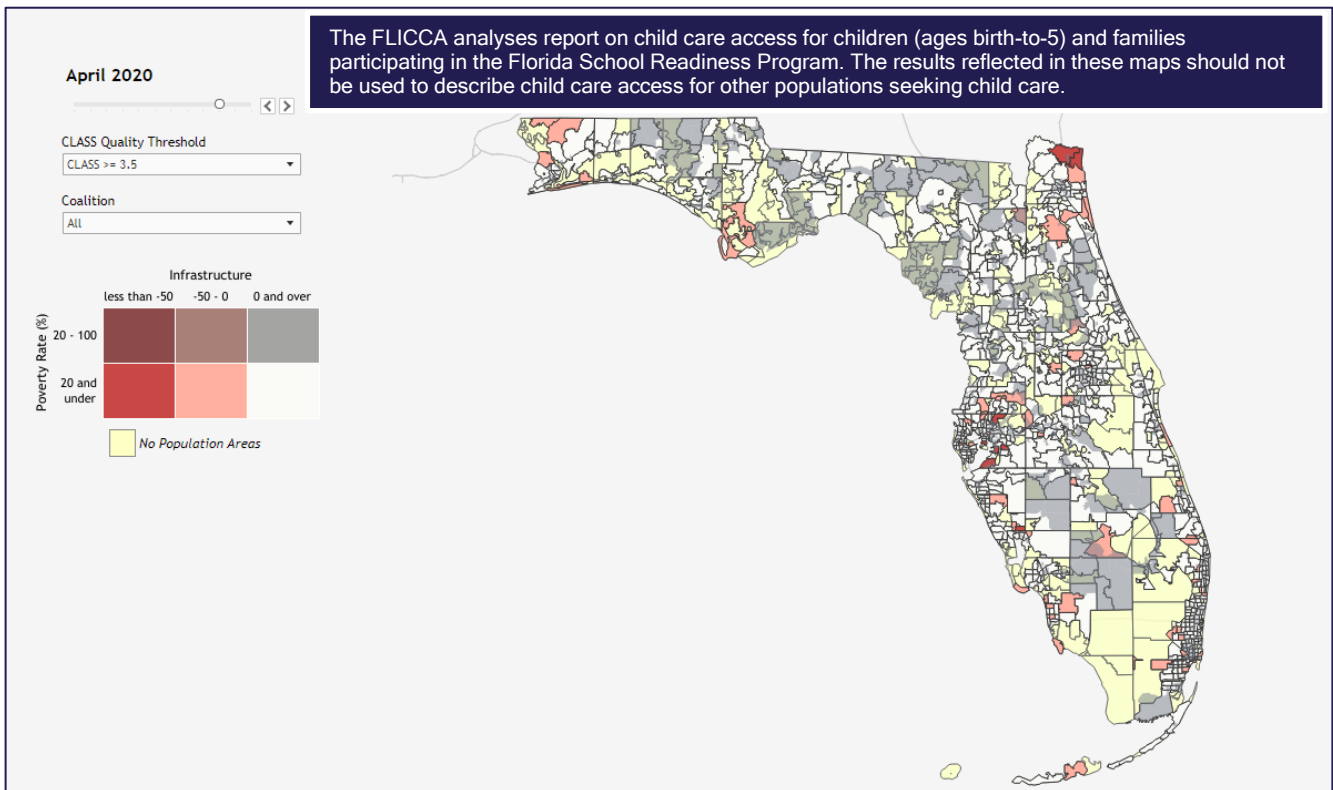
ACCOUNTABILITY AND PROGRAM IMPROVEMENT

VPK Provider Kindergarten Readiness Rates

While the 2019-20 VPK program year was impacted by COVID-19, because of the amazing work of dedicated ECE providers, more than 40 percent of providers remained open, even at the height of the pandemic, and 99 percent of providers were open by October 2020. This allowed families, including families of first responders, to continue working throughout the pandemic with the peace of mind that their children were continuing to receive critical early learning education services.

The 2021-22 VPK program year was the final year VPK providers were required to administer the Florida VPK Assessment as the pre- and post-assessment. The 2021-22 program year also signaled the start of the transition to a new VPK program accountability system following the passing of House Bill 419. Changes to statute prohibited the use of kindergarten screening results in the calculation of VPK Provider Kindergarten Readiness Rates for the 2021-22 program year.

Beginning with the 2022-23 VPK program year, all VPK programs will participate in the Coordinated Screening and Progress Monitoring Program known as Florida's Assessment of Student Thinking (FAST) using Star Early Literacy and program assessment. Using child learning gains and outcomes from FAST and VPK program assessment scores, a VPK Provider Performance Metric will be calculated and providers will be assigned a performance designation in accordance with section 1002.68, Florida Statutes.

The Star Early Literacy assessment has been administered as the statewide kindergarten screening since 2016. In the fall of 2020, public schools administered the screening to 133,632 kindergarteners, compared to 190,805 in Fall 2019, with 57 percent scoring 500 or higher, indicating those students were "ready for kindergarten." The percent of children "ready" for kindergarten by program type or status is provided in the chart below:

Readiness of Incoming Kindergarten Students Statewide – Fall 2021

Category	Total Children	Percent "Ready"
All Public School Students	182,986	50%
All VPK Participants	117,984	61%
VPK Non-Completers	29,709	50%
Non-VPK Participants	80,515	38%
SR & VPK Participants	18,003	52%
VPK Completers	88,275	64%

Source: 2020-21 VPK Readiness Rate match files and FLKRS final data files.

For providers operating under a good cause exemption and their 2020-21 VPK Provider Kindergarten Readiness Rate was below 60, the division authorized the early learning coalitions to continue to contract with those providers, if the provider was not ineligible due to health and safety requirements provided in statute.

School Readiness Program Assessment

Program assessment and improving the quality of teacher-child interactions to improve child outcomes has been a statutory requirement of the School Readiness program since 2018. Early learning providers must receive a minimum score on their program assessment to qualify for a contract to provide SR services. DEL has consistently raised the contract minimum threshold over the successive years (see chart below) in recognition of continued improved levels of quality care among contracted providers.

School Readiness Program Assessment Threshold

Program Year	Minimum Contracting Threshold	Quality Improvement Threshold
2019-2020	2.51	3.0
2020-2021	3.5	4.0
2021-2022	3.5	4.0
2022-2023	4.0	n/a

DEL chose the Classroom Assessment Scoring System® (*CLASS®) as the measure of quality for SR-funded classrooms since it has a strong evidence-based effect on child outcomes. Only certified reliable assessors may conduct assessments across infant, toddler, and preschool

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*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.

age groups. Rule allows a provider that scores below the contract minimum threshold to be placed on a Quality Improvement Plan (QIP) only if the provider is located in a child care desert and is eligible for a program assessment score waiver. The QIP incorporates strategies designed to increase quality and which are identified in the providers' SR contracts, including:

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

Providers must be assigned at least one but no more than two of the strategies to assist them in achieving higher CLASS scores. QIPs are 12 months in length. Providers on a QIP are not eligible for a quality incentive (differential payment – see next section).

2019–20 through 2021-22 CLASS Data Comparison

CLASS Score Range	*2019-20 Number of Providers Statewide	2019-20 Percent of Providers Statewide	*2020-21 Number of Providers Statewide	2020-21 Percent of Providers Statewide	**21-22 Number of Providers Statewide	21-22 Percent of Providers Statewide
1 - 2.5	1	<1%	0	<1%	6	<1%
2.51-2.99	83	2%	8	<1%	20	<1%
3.0-3.49	304	8%	123	4%	65	2%
3.5-3.99	648	14%	361	11%	247	6%
4.0-4.99	2,286	51%	1,398	42%	2,023	51%
5.0-5.99	1,060	24%	1,520	38%	1,492	37%
6.0-7.0	97	2%	115	3%	133	3%
Totals	4,479		3,525		3986	

Source: From *EFS Mod May 4, 2021.
 **WELS, August 14, 2022.
Assessments were conducted in 2018-19, 2019-20 and 2020-21. COVID-19 related Executive Order (DOE Order No. 2020-EO-01) cancelled all assessments for the remainder of FY 2019-20; therefore, not all SR providers had an assessment for the 2020-21 contract year.

Differential Payments

Legislation that passed in 2018 (House Bill 1091) required that DEL develop, no later than July 1, 2019, a differential payment program based on quality measures adopted by DEL. As established in Rule 6M-4.500, F.A.C., Child Attendance and Provider Reimbursement, providers with a CLASS composite score of 4.5 to 4.99 receive a 4-percent QPI differential. Providers that receive program assessment composite scores of 5.00 to 5.99 receive a seven-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.

SPECIAL FOCUS NETWORKS

Warm Line Services

The Inclusion Network has more than 120 members including early childhood inclusion specialists from each of the 30 early learning coalitions.

DEL coordinates weekly meetings and one Inclusion Technical Assistance meeting 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.

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 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 and Inclusion 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.	33,899
Social-Emotional Observations and strategies to address social-emotional/behavioral concerns to help children succeed in the early learning environment.	14,740
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.	1,904
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."	153
General Quality Improvement Observations and strategies to assist early learning programs, such as supporting teachers, classroom management guidance, curriculum support, and environmental adaptations.	29.725
Technical Assistance Tools support early learning providers and parents with technical assistance, plan-focused interventions for individual children who require additional supports and linking early interventions for children prior to kindergarten entry.	51,578
Referrals to other agencies	11,618

Infant/Toddler Specialist Network

DEL 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 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. DEL 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 a minimum 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 Care for Infants and Toddlers System, developed by the FSU Center for Prevention and Early Intervention Policy, provides a framework for continuous quality improvement (https://cpeip.fsu.edu/). The 10 Components observation training initiative, funded by PDG-R, allows early learning coalition staff to support infant-toddler programs using the 10 Components Signs of Quality observation tool. This initiative included virtual technical assistance and coaching for training participants.

– 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.

– Active Implementation model - National Implementation Research Network (https://nirn.fpg.unc.edu/).

EARLY LEARNING COALITIONS

Provider Financial Supports

Duval

The ELC of Duval maintained the Guiding Stars of Duval, an incentive program for provider staff, and a quality rating and improvement system. The incentive program intends to improve child care quality by reducing staff turnover and encouraging continuing education. To be eligible, the provider must have a star rating, be in good standing with DCF, and have a current license or a valid accreditation certificate. In addition, staff must meet specific criteria regarding the length of employment, training, and education. A total of $1,983,330 was distributed to 596 teachers as a wage incentive for the Guiding Stars of Duval program.

Emerald Coast

The Coalition executed the Federal/State funded initiatives for CRSSA Phase V and VI, ARPA Round 1, Workforce Grant, and the Preschool Development Birth through Five Renewal Grant (PDG). The Phase V, Phase VI and ARPA grants were direct payments to providers of Okaloosa-Walton counties of $4,502,854 for fiscal year 21-22. These grants were crucial in keeping childcare centers operational and open in our communities. The Coalition executed the Workforce Grant of $492,453 with direct payments to all contracted Provider childcare workers of our counties on an application basis. The PDG grant was used to provide 24 hours of curriculum training, materials, and classroom support for our providers.

Escambia

The ELC worked with the Escambia County School District and local practitioners to support 31 scholarships for the National CDA certification to boost the qualifications of local talent to work in the ECE career field. Verification: Certificate of Competency.

Indian River, Martin and Okeechobee

For the 2021-22 fiscal year the coalition provided record levels of assistance to providers to assist with the COVID-19 relief. This included over $3.2 million in CRRSA funding to help providers cover operating costs. This helped many providers maintain operations during this time without having to reduce staff and to compensate for the large number of absences during this time. The coalition also distributed over $1.4 million in ARPA funds to providers to assist with operations, site improvements and staff incentives. This is part of an ongoing series of grant payments to providers that will not only help them maintain their businesses, but also grow them. The additional financial assistance in the last year has made a significant impact on providers, helping them to

maintain operations, perform long-needed repairs and maintenance to facilities, and reward staff for working through this difficult time.

Marion

The Early Learning Coalition of Marion County provided the following financial supports to providers:

- $5,799.50 in professional development reimbursements to 39 individual teachers.
- $1,189.50 in accreditation renewal reimbursement to one provider.
- Thirty-two free professional development trainings for 354 providers, a $187,551.25 value.
- $27,794.17 in curriculum reimbursements to nine providers.
- $988,950 in quality performance incentives to 96 providers.

Miami-Dade/Monroe

Supporting partners maintains a healthy early learning landscape. The coalition has facilitated the following:

- Performance incentive for partners with School Readiness Program Assessment composite score of 4.00 or higher.
- Grants to providers through the Coronavirus Response and Relief Supplemental Appropriations Act.
- Supporting early learning partners with the Provider Stabilization Subgrants from the American Rescue Plan Act.
- In partnership with The Children's Trust, the Quality Improvement System offers incentives to early learning programs in Miami-Dade such as tier differential, scholarships for teachers, child scholarships and Early Childhood Educator Incentive$ program.
- Training and technical assistance, performance-based bonuses for partners, and teacher bonuses for new hires as well as those employed for more than two years were provided by the Early Head Start Program.

Osceola

- Osceola ELC Technology Grants were awarded to providers to be used to purchase technology materials for classrooms.
- Related curriculum training and curriculum support materials were provided to centers who were previously awarded the ELC's Curriculum Grant.
- Teacher Classroom Materials Grant was awarded to classroom teachers for purchasing classroom materials and manipulatives.
- Related Teacher Classroom Materials were provided with trainings and initiatives.

Palm Beach

The ELC's ASPIRE Program has made an immediate impact in the community. The ASPIRE Program helps providers offset onboarding and training costs for new teachers. Those who are new to the field can complete training and necessary certificates with the support of the coalition. This has led to over 50 new classrooms in the community!

Polk

To continue the coalition's major goals, additional in-depth training opportunities related to mental health and social/emotional development were offered throughout fiscal year 2021-2022 year.

- **Pyramid Model Preschool Classroom Kit** - This training was offered face-to-face to 25 participants in December 2021, and all participants received a Pyramid Model Preschool Classroom Kit.

- **Building Your Bounce: Promoting Adult Resilience** - Designed to help foster skills and techniques that can help make a significant difference in the health, wellness and resilience of adults who care for young children. The six-session, two-hour Train-the-Trainer series was offered to Coalition staff and community partners.

- **Cozy Corner Kit**- Designed to help guide early childhood practitioners in their efforts to provide a safe place for young children to go to calm down. 19 early childhood practitioners attended a virtual webinar in February 2022 and received a Cozy Corner Kit.

Santa Rosa

Gulf Power, one of the area's utility companies, awarded a grant to the Early Learning Coalition of Santa Rosa County along with the three other Panhandle coalitions. The purpose of the grant was to help improve the quality of early learning education and child care programs, focusing on improving CLASS Scores. The coalition purchased and distributed Pre-K MMCI kits for providers and offered stipends up to $250 for training stipends for teachers employed by contracted providers. Participants were eligible to receive training from Cox Campus, DCF and NAEYC.

Training and Technical Assistance

Emerald Coast
The ELC provided six trainings totaling 24 instructional hours on Conscious Discipline. Subtopics included challenging behaviors in the classroom and how to guide children on their journey into emotional self-regulation. Early Education Specialists kept contact with participants and/or their providers and provided additional support in the form of classroom observations and feedback and in-class modeling. Several months after the training, Early Education Specialists still see the materials in use in the classrooms. Teachers report that challenging behaviors have decreased.

Escambia
The ELC partnered with North Florida legal Services to sponsor free legal consultations. 20 families were served in a variety of legal matters.

Flagler and Volusia
Subscriptions to Noni were purchased for teachers and included a six-hour training to increase trauma awareness. It offered real-time, responsive technology that helped teachers track, manage, and even predict/plan for child behaviors stemming from toxic stress and trauma.
All ELC staff obtained Level 1 Professional Certification in Trauma and Resilience Program at Florida State University's Center for Academic and Professional Development. 26 staff have since completed or are in the process of completing Level 2 certification.

Florida's Gateway
The ELC participated in the Pyramid Model Implementation and Scale-Up project to establish the use of evidence-based practices within programs that promote positive behavioral outcomes. During this project, the coalition staff trained alongside and coached three programs, five total classrooms. Each participant completed a total of 42 training hours. One participant completed an additional 12 hours of training. Training included:
- Program Wide Leadership Training - 12 hours
- Pyramid Model PreK Training - 12 hours
- Pyramid Model Practice Based Coaching Training - 6 hours
- Teaching Pyramid Observation Tool (TPOT) Certification - 12 hours
- TPITOS Training - 12 hours

Each program was provided classroom support to promote positive behavior and self-regulation for children and to assist with the implementation of the Pyramid Model practices.

We also provided the Pyramid Model Kits that included books, timers, visual classroom schedules, rule charts and Emotion Spots.

Indian River, Martin and Okeechobee

Training and technical assistance was provided to support providers in all aspects of their programs, including Early Learning Standards, Developmentally Appropriate Curriculum and Age-Appropriate Discipline Practices, and there was a special emphasis on Teacher-Child Interactions. Staff introduced Providers to the Classroom Assessment Scoring System (CLASS) through 16 training sessions for 282 participants as well as onsite training for individual providers, classroom walk-throughs and mock observations by our trained observers. Additional training was provided for the Instructional Support domain by the coalition purchasing Frame Their Learning kits and providing training and support to implement the use of the kits in the classroom. Providers indicated that the support was extremely beneficial.

Marion

The ELC offered four six-week Parents as Teachers workshops free to parents throughout the fiscal year. The Parents as Teachers curriculum helps prevent child abuse, improves child health and family well-being, and increases children's school readiness. The coalition also offered 32 free trainings to providers including FSU Ten Components of Quality Care for Infants/Toddlers, Conscious Discipline, Pyramid Model social-emotional strategies with classroom kits, FrogStreet developmentally appropriate curricula, and Baby Doll Circle Time to name a few.

Miami-Dade/Monroe

Through our Professional Development Institute and Early Head Start program, many opportunities for free were offered.

- More than 514 virtual sessions available in a wide variety of topics in English and Spanish.
- More than 9,900 educators in Miami-Dade and 360 in Monroe attended the sessions.
- Technical assistance and support were provided virtually and in person.

The coalition supports early care and education partners through continuing education and personalized support.

Early Learning Standards – Training on the Early Learning Standards was provided to Providers on Probation (POP providers).

Child Screenings and Assessments

- **Your important role in monitoring children's development** – In this training, ECE providers were made aware of their unique and vital role as monitors of children's development and in documenting and reporting concerns.

- **Understanding Children's Developmental Milestones** – This training explained why understanding developmental milestones is important for parents, and caregivers detailed ways to recognize when children are meeting them.

- **How to Talk with Parents About Their Child's Development** – In this training, ECE providers were provided tips and strategies on how to communicate screening results with families, when there is a concern, to be sensitive to the emotional state of the family and to also encourage follow up.

Developmentally Appropriate Curricula and Character Development

- **Owning Your Own Classroom** – In this training, providers learned how to create a positive classroom environment and how to organize spaces to limit stress.

- **What is autism spectrum disorder?** - The training defined autism spectrum disorder (ASD) and educated ECE teacher on how it affects the children they work with and their peers.

- **Collaborating with Families of Students ASD** – This training was a presentation on ASD evaluation and diagnosis and how to seek evaluation, resources and supports.

Teacher-Child Interactions

- **Infant Toddler MMCI/Making the Most of Classroom Interactions** – In this training ECE professionals learn ways to interact intentionally with children, support social-emotional functioning in the classroom, provide high-quality learning formats through classroom organization, implement curriculum early educators are using while effectively supporting cognitive and language development, feel more connected to their colleagues and increase job satisfaction.

- PreK MMCI/Making the Most of Classroom Interactions - In this training, ECE professionals learn ways to interact intentionally with children, support social-emotional functioning in the classroom, provide high-quality learning formats through classroom organization, and implement curriculum early educators are using while effectively supporting cognitive and language development. These educators feel more connected to their colleagues and have increased job satisfaction.

- CLASS Overview - In this training, ECE professionals learn the basics of the CLASS instrument and its domains and dimensions. This training is designed to help participants learn about effective teacher-child interactions, as defined by the CLASS tool, and the ways these interactions help children learn.

- 3 T's - Parent Engagement, Teacher Child Interactions, Ambassador Trainings - In these trainings, families and ECE professionals learn about effective adult/child interactions and the ways that these interactions help children learn.

Age-Appropriate Discipline Practices

- What is the Pyramid Model? Pyramid model training is a social and emotional learning framework that, when implemented with fidelity, promotes young children's healthy development and prevents challenging behaviors. The core work in the Model focuses on building adults' skills so that they can support children's social and emotional health. This behavior management training teaches the importance of classroom management and how it relates to behavior.

- Pyramid Model/Nurturing Responsive Relationships - This training provides strategies for promoting family engagement and highlights the importance of relationships with the children in our care.

Health and Safety

- Teaching/Leading with Poverty in Mind - This training describes Adverse Childhood Experiences (ACES), including how poverty and lack of adequate resources affect children and families. It teaches a sensitive approach to working with low-income families and providing useful resources to achieve higher academic engagement.

Polk

During the 2021-22 contract year, the Early Learning Coalition of Polk County offered the Training Incentive Program (TIP). The program ended on May 20, 2022, with 141 participants successfully completing their strategies. There was $83,190 (paid in stipends of $590 per person), and more than 5,000 hours of study/coursework completed, with 15 instructors involved in the program.

The coalition partnered with the Lastinger Center for Learning to offer Flamingo Early Learning courses on a variety of topics for practitioners throughout the county. A total of 406 Polk County practitioners were enrolled in Trauma, Literacy, PreK or Infant/Toddler courses, some of which were only offered to local participants and others that were offered statewide. Of the 406 Polk County practitioners who enrolled, a total of 270 achieved mastery and received a monetary stipend.

Santa Rosa

The coalition partnered with The Discovery Source to implement The Pyramid Model training. Staff from 12 centers and four family child care homes participated in seven, two-hour workshop sessions over a three-month period. This training equipped teachers with the tools necessary to implement proactive strategies when addressing challenging behaviors in their classrooms. Targeted supports facilitated the social-emotional teaching process included: Classroom Visuals; Rules & Routines; The Calming Kit; The Calming Kit for Families; Controlling Anger & Impulse: Tucker Turtle Technique; Social Problem Solving: Problem Solver Solutions Kit; Supporting Friendship Skills: Super Friend Kit; and Fostering Emotional Literacy: Labeling Emotions.

Sarasota

Training high-quality educators amid a teacher staffing crisis lies at the root of the ELC Sarasota's Aspire program. Recently renamed, rebranded and revamped to create a more targeted approach to teacher recruitment, Aspire is a FREE, tiered, teacher training program designed to guide and mentor entry-level teachers through the DCF 45-hour course. Aspire cohorts filled quickly and remain full as the course is now offered in both in-person and virtual classes. Divided into three placement levels depending on participants' teaching experience, one Aspire tier includes high school students who can receive training while simultaneously working a paid preschool internship.

Quality Activities for Infant and Toddler Care

Duval
The ELC of Duval implemented several quality activities and services to enhance infant and toddler care, including developmental screenings, teacher training and coaching.

- Developmental Health and Inclusion screened 4,123 infants and toddlers (birth to 33 months), of whom 1,956 had close to or below the cut-off score. In some instances, additional services were provided such as child observations, learning plans and referrals.

- The ELC of Duval managed certified coaching services for 120 centers and family child care homes through the Workforce Development Grant. Infant and toddler classrooms whose center selected coaching as their strategy for the Quality Improvement Plan received 20 hours of certified coaching.

Emerald Coast
The ELC provided a cohort of CLASS Group Coaching for Infant and Toddler teachers. This 24-hour course focused on a very in-depth look at CLASS and how to use it to strengthen the teacher-child interactions. Teachers participating in this training explored what the Dimensions of the Infant and Toddler CLASS tools look like in the classroom and how they could expand on their current practice to enhance the quality of their interactions. The trainer also provided on-site support via modeling. The impact of this course is anticipated to result in higher CLASS scores.

Flagler and Volusia
Officer Friendly returned to in-person classroom visits. Officers from local police and sheriff's departments read a book to children in various classrooms at 17 programs in Bunnell, Holly Hill, Ormond Beach and Daytona Beach. After reading the book, the children asked questions of the officers.

Florida's Gateway

The ELC collaborated with Healthy Start among many other agencies for the Columbia/Hamilton World's Greatest Baby Shower. The purpose of the Columbia/Hamilton Baby Shower is to promote prenatal and infant health care, prenatal nutrition, breastfeeding, and avoidance of substance use, as well as teach skills in parent and infant safety, and increase knowledge of community resources. The event served 100 pregnant women or mothers, and an additional 150 people who attended. Prizes were donated and were given to participants who answered informational trivia questions at each agency's booth to encourage active participation and learning.

Indian River, Martin and Okeechobee

Training and onsite support was provided to enhance Infant and Toddler care in our child care providers. Resources and CLASS dimension guides were provided and reviewed, and classroom observations and walk-throughs were conducted in advance of program assessments. Results were reviewed, technical assistance provided, and improvement plans developed, as appropriate. Assistance was provided in the selection of curriculum and materials for the Infant/Toddler mini-grant. Training was provided including Classroom Management for Infants and Toddlers, CLASS Overview for Infant/Toddlers, and Community of Practice for Frog Street Infant Curriculum.

Marion

Programs like "Success by Six" (distributed 59,613 diapers and 109 Pack 'n Plays) and "Parents as Teachers" (Parent education and supports) are just a few of what have been offered to meet community needs. Childcare providers received classroom and consumable infant/toddler supports such as calming kits from both the Pyramid model and Conscious Discipline, Al's Pal's curriculum and supports, and infant/toddler classroom materials to encourage development.

Miami-Dade/Monroe

Committed to enhancing infant and toddler care, efforts include:

- Developmental screenings, follow-up and referrals (if applicable).
- Teacher training and coaching, virtual and/or in person technical assistance.
- The Early Head Start program that provides comprehensive educational, nutritional, medical and developmental support to children birth to three years old, their families and the early care and education partners.

Polk

To continue support of providers that meet the critical need of infant care, the coalition provided specialized packages with materials to the 100 providers serving infants in Polk County during fiscal year 2021-2022. These providers have a total of 138 infant classrooms. coalition staff, specifically Infant Toddler Specialists, provide ongoing support regarding the proper use of these materials to enhance the teacher-infant interactions in the classroom. In addition to the Infant Classroom Support Kits, 36 specific infant/toddler-related technical assistance needs were addressed by coalition staff throughout the 2021-2022 fiscal year.

Santa Rosa

The Discovery Source and Pyramid Model materials are traditionally used in preschool classrooms only. Santa Rosa modified this model to incorporate the toddlers and two's thereby including children from 15 to 36 months. The intention was to create a "whole school" model of learning and teaching. By scaling down the practices and simplifying the materials used, the youngest children are being introduced to concepts of problem solving and self-regulation with the hope that these will become more instinctual as they enter preschool classrooms.

Sarasota

Excitement for ELC Sarasota's whimsical, fantastical Storybook Street event was once again met with overwhelming success as the agency hosted its signature event for the second time in one year. In September 2021, the coalition partnered with the Atlanta Braves and Sarasota's premier arts agencies to present the FREE, literacy-meets-the-arts, drive-through extravaganza designed for children ages birth to five. Children received new books and had the opportunity to watch those same books come to life right in front of their eyes. Six thousand books were distributed to 600 young children in three hours. Each family drove away with 18 new books.

Inclusion

Duval

The ELC of Duval's Inclusion Warm Line is a free community resource for providers and families seeking assistance accommodating children with disabilities and special health care needs. The total number of warm line calls was 655, and the total number of referrals, including those from the ASQ process, was 500.

Emerald Coast

Warm Line screenings are when a parent/guardian or childcare provider contacts our coalition with a developmental or behavioral concern for a child in their care. The coalition's Education Team then takes the concern and sets up a developmental screening for the child which then guides each Early Education Specialist in what types of supports might be the most beneficial to the child. The specialist then assists the family in accessing the needed resources and supports. Hundreds of children who would otherwise go without much needed support are now receiving services which can help them to achieve their highest potential.

Flagler and Volusia

The ELC hired an Inclusion Supervisor and Inclusion Specialists used a multi-step approach in responding to inclusion challenges and warmline calls. This included building provider/family relationships, identifying ways to make classrooms more inclusive, and providing support for screening and referrals where needed. Inclusion staff completed Wraparound training with LSF and are in the process of becoming Certified Wraparound Facilitators.

The ELC also implemented a Pediatric Massage Therapy (PMT) program as a new, free service to families and child care providers. The goal was to achieve a more peaceful classroom by introducing relaxation techniques to children and teachers.

Florida's Gateway

The ELC Child Development/Inclusion Coordinator supports the inclusion of children of all abilities, coordinates developmental screenings, provides parent and provider follow up when concerns are identified, and facilitates the management of warm line calls. During fiscal year 2021-22, assistance was provided to 1,708 families and programs and 1,944 screenings and assessments were completed with 137 referrals for further evaluation and intervention.

Indian River, Martin and Okeechobee

Inclusion has created and continues to implement activities that include promoting inclusive childcare, responding to warm line requests by providers and parents, and providing developmental and health screenings to school readiness program children. The ELC inclusion staff receive, respond to, and provide oversight to developmental screenings for the warm line calls. Inclusion coordinators review ASQ screens and provide information, strategies and interventions to assist teachers and parents with areas of concern as appropriate. The ELC also offered training presentations that include the following inclusive practices – High Quality Supportive Environments: providing participants techniques to use in the classroom to develop social skills and address challenging behavior. Pyramid Model Practices: Our coalition's pyramid model implementation specialist works with our community partners to provide information and activities with the providers participating in the program. Trauma-Informed Care: a collaboration training series presented by local mental health experts including sessions on topics such as mindfulness, implicit bias, and compassions fatigue.

Marion

All School Readiness children ages birth through 5 years received an Ages and Stages Questionnaire to gauge their developmental level. The coalition also offered early screenings for health, wellness, and child development at community events. Families were notified of screening results, and appropriate activities to scaffold children's learning experiences were provided to both child care providers and families. In cases where further assessment or intervention was required, The ELC provided individualized referrals to community agencies such as the Florida Diagnostic and Learning Resources System (FDLRS) and Healthy Families who assisted families with other services.

The coalition supports partners across the continuum of child development and early intervention.

- 14,306 ASQ-3 screenings and 10,877 ASQ:SE-2 screenings were administered.
- Warm Line received 3,585 requests for support.
- Seventy-one partners completed the Best Practices in Inclusive Early Childhood Education program, helping 33 providers receive the Special Needs Rate.
- Eighteen children received Voluntary Prekindergarten: Specialized Instructional Services funding.
- Early Head Start designates at least 10 percent of slots for children with disabilities and supports are offered to parents and teachers.

Osceola

The coalition promotes different strategies to enhance the quality of care provided by each ECE center in our community.

Part of being able to promote the inclusion of all children in ECE environments is to identify in which specific areas they require support in or where some possible concern is identified. After recognizing the areas of need, both the family and the teacher receive classroom observations, strategies, activities, and community resources. The ELC supports teachers in ensuring the healthy development of children in both their academic learning and development through training and technical assistance. When a child requires additional support, the coalition links the family to programs that can support the child's needs, such as Early Steps, the PEEP Program, or Help Me Grow for further assessment and evaluation.

The coalition provides the same support for non-SR families. They access ELC services through the Warm Line system. We respond to warm line requests by connecting families to resources such as Help Me Grow for Developmental Screening assessment and other related services.

Appendix A – Early Learning Coalition Service Delivery FY 2021-22

Coalition (Counties Served)	CCR&R	School Readiness	VPK
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
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	✓	✓	✓
Palm Beach	✓	✓	✓

Appendix A – Early Learning Coalition Service Delivery FY 2021-22 Continued

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

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: FY 2021-22

Early Learning Coalition	School Readiness Children Enrolled Age 0-5*	Number of Children Age 0-5 Below 150 Percent of Federal Poverty Level	Percent of School Readiness Children Age 0-5 Compared to Number Below 150 Percent of Federal Poverty Level
State	134,126	527,643	26%
ELC of Alachua County	1,848	5,324	36%
ELC of the Big Bend Region	3,315	11,427	32%
ELC of Brevard	3,920	11,599	33%
ELC of Broward County	10,736	45,834	20%
ELC of Duval	9,689	29,480	34%
ELC of the Emerald Coast	1,228	6,390	24%
ELC of Escambia County	2,253	9,405	26%
ELC of Flagler & Volusia Counties	4,531	14,852	33%
ELC of Florida's Gateway	1,389	4,714	29%
ELC of Florida's Heartland	1,488	9,672	17%
ELC of Hillsborough County	10,773	40,436	26%
ELC of Indian River, Martin, and Okeechobee Counties	1,746	7,568	27%
ELC of Lake County	2,237	8,373	27%
ELC of Manatee County	2,563	9,083	28%
ELC of Marion County	2,146	9,849	22%
ELC of Miami-Dade/Monroe	14,561	78,395	20%
ELC of the Nature Coast	1,487	8,174	20%
ELC of North Florida	3,138	13,771	24%
ELC of Northwest Florida	2,544	8,615	29%
ELC of Orange County	10,528	38,952	27%
ELC of Osceola County	2,233	12,090	18%
ELC of Palm Beach County	10,992	31,551	35%
ELC of Pasco and Hernando Counties	4,214	15,604	27%
ELC of Pinellas	6,033	17,762	35%
ELC of Polk County	5,521	23,862	24%
ELC of St. Lucie	2,593	8,545	29%
ELC of Santa Rosa	619	3,529	22%
ELC of Sarasota	1,545	5,201	29%
ELC of Seminole	2,058	8,282	27%
ELC of Southwest Florida	4,856	29,304	16%
RCMA**	1,342	NA	NA

Sources: US Census Bureau - Census 2010; American Community Survey 2015-2019; Florida Demographic Estimating Conference, March 2021, Florida Demographic Database, 2021.

Source: Division 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. First Responder children are not included.

**RCMA serves children in multiple counties.

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

Percent of Eligible Children in School Readiness Program
Paid Enrollments* by Early Learning Coalition: Fiscal Year 2021-22

County	School Readiness Children Enrolled Age 0-5*	Number of Children Age 0-5 Below 150 Percent of Federal Poverty Level	Percent of School Readiness Children Age 0-5 Compared to Number Below 150 Percent of Federal Poverty Level
State	134,126	527,643	26%
Alachua	1,848	5,324	36%
Baker	238	724	36%
Bay	1,498	4,776	30%
Bradford	249	798	31%
Brevard	3,920	11,599	33%
Broward	10,736	45,834	20%
Calhoun	67	224	28%
Charlotte	636	3,098	25%
Citrus	677	3,819	19%
Clay	945	4,958	18%
Collier	1,060	8,064	12%
Columbia	861	2,302	39%
Miami-Dade	14,302	77,137	20%
DeSoto	119	1,554	8%
Dixie	40	586	8%
Duval	9,689	29,480	34%
Escambia	2,253	9,405	26%
Flagler	611	2,538	26%
Franklin	25	313	116%
Gadsden	422	1,879	26%
Gilchrist	72	719	11%
Glades	24	409	6%
Gulf	32	273	16%
Hamilton	93	574	18%
Hardee	186	1,664	10%
Hendry	296	2,203	15%
Hernando	790	4,012	22%
Highlands	547	3,356	17%
Hillsborough	10,773	40,436	26%
Holmes	141	610	24%
Indian River	692	3,351	24
Jackson	1559	1,556	35
Jefferson	103	562	20
Lafayette	33	251	7
Lake	2,237	8,373	27
Lee	3,476	18,628	18
Leon	2,227	6,356	38

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

Percent of Eligible Children in School Readiness Program
Paid Enrollments* by County: FY 2021-22

County	School Readiness Children Enrolled Age 0-5*	Number of Children Age 0-5 Below 150 Percent of Federal Poverty Level	Percent of School Readiness Children Age 0-5 Compared to Number Below 150 Percent of Federal Poverty Level
Levy	341	1,391	26%
Liberty	24	229	14%
Madison	161	808	24%
Manatee	2,563	9,083	28%
Marion	2,146	9,849	22%
Martin	738	2,457	36%
Monroe	259	1,258	24%
Nassau	197	1,221	19%
Okaloosa	987	4,552	27%
Okeechobee	316	1,760	20%
Orange	10,528	38,952	27%
Osceola	2,233	12,090	18%
Palm Beach	10,992	31,551	35%
Pasco	3,424	11,592	29%
Pinellas	6,033	17,762	35%
Polk	5,521	23,862	24%
Putnam	752	3,107	27%
St. Johns	757	2,963	29%
St. Lucie	2,593	8,545	29%
Santa Rosa	619	3,529	22%
Sarasota	1,545	5,201	29%
Seminole	2,058	8,282	27%
Sumter	357	1,659	25%
Suwannee	313	1,231	23%
Taylor	181	739	23%
Union	89	356	23%
Volusia	3,920	12,314	34%
Wakulla	197	854	25%
Walton	241	1,838	17%
Washington	222	863	26%
RCMA**	1,342	N/A	N/A

Sources: US Census Bureau - Census 2010; American Community Survey 2015-2019; Florida Demographic Estimating Conference, March 2021, Florida Demographic Database, 2021.

Source: Division 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. First Responder children are not included.

**RCMA serves children in multiple counties.