Mission: To promote high-quality school readiness, voluntary pre-kindergarten and after school programs, thus increasing all children’s chances of achieving future educational success and becoming productive members of society.

The Coalition seeks to further the physical, social, emotional and intellectual needs of Miami-Dade and Monroe County children with a priority toward the ages before birth through age 5.

ELC Annual Board Meeting
November 1, 2021, 10:00 am
2555 Ponce De Leon Blvd., Ste 210
Coral Gables, FL.
Zoom Meeting ID: 943 7056 0454
Passcode: 11012021

I. Welcome & Introductions
   Matthew Bruno
   A. Roll Call

II. Approval of Minutes
    Matthew Bruno
    A. Motion to approve the October 4, 2021 Board of Directors Meeting minutes.

III. Chairman’s Report
     Matthew Bruno

IV. Chairman’s Partner Spotlight
    Iris Marquez, Little Innovators Early Learning Academy

V. Finance Committee Report
   Loreen Chant
   A. Resolution 11012021-02 – Performance Bonus Pay – Belkis Torres
      Authorize the President and CEO to approve a one-time Performance-Based Incentive payment to Early Head Start Partners.
   B. Resolution 11022021-03 – Performance Bonus for Partners – Belkis Torres
      Authorize the President and CEO to implement the Performance Bonus for Early Head Start Partners policy and procedure.
   C. Resolution 11012021-04 – Amended Budget FY2021-2022 – Alex Sanchez
      Authorize the President and CEO to approve the Early Learning Coalition’s First Amendment to the Annual Budget for fiscal year 2021-2022.
   D. Resolution 11012021-05 – Citrus Amendment – Pamela Hollingsworth
      Authorize the President and CEO to negotiate and execute an amendment to Contract C21-01 with Citrus Health Network, Inc. for Developmental Services.

VI. Community Partnership
    Jerry Plush, CEO, Amerant Bank

VII. Strategic Planning Committee Report
     Loreen Chant

VIII. Program, Policy & Strategy Report
      Gladys Montes
      A. Resolution 11012021-01 – School Readiness Plan Amendment – Mercy Castiglione,
         Lisney Badillo, Jacqueline Dominguez

Mission: To promote high-quality school readiness, voluntary pre-kindergarten and after school programs, thus increasing all children’s chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social, emotional and intellectual needs of Miami-Dade and Monroe County children with a priority toward the ages before birth through age 5.
Authorize the President and CEO to submit a School Readiness Plan amendment for approval to the Florida Department of Education’s Division of Early Learning, for updates to the Finance, Contracts, and Human Resource Policies.

IX. EHS Policy Council Report
    Jasmine Johnson, Vice Chair

X. Provider Services Committee Report
    Rick Beasley

XI. Monroe Advisory Committee Report
    Sandi Bisceglia

XII. Public Comments
    Matthew Bruno

XIII. Adjourn
    Matthew Bruno
I. Welcome & Introductions
   Matthew Bruno
   Carol Wick, Sharity Global
   Evelio Torres

II. Monroe County Needs Assessment
   Dr. Nolo Martinez, Mano-Y-ola
   Maya McElrath, Mano-Y-ola
   Danielle Luchtenburg, Mano-Y-ola

III. ELC Strategic Plan
   A. Initiatives Accomplished
      Evelio Torres
   B. Systems Improvements
      Loreen Chant
         Carol Wick, Sharity Global
         - Expanding Services in Monroe County
         - Board Engagement
         - Advocacy & Public Policy
         - Building Resilient Infrastructure
         - Parent Engagement

IV. 5-year plan
     Carol Wick, Sharity Global

V. Next Steps
   Loreen Chant
   Carol Wick, Sharity Global

VI. Public Comments
    Matthew Bruno

VII. Adjourn
     Matthew Bruno
Escuchanos en Español

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3. Mute Original Audio

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BOARD OF DIRECTORS MEETING
October 4, 2021; 8:00 a.m.
2555 Ponce de Leon Blvd., Suite 210
Coral Gables, FL 33134
Zoom Meeting ID: 987 5316 4023
Passcode: 10042021

Board Attendees: Matthew Bruno; Rick Beasley; Daniel Armstrong; Iris Strachan; Loreen Chant; Bob Eadie; Jenni Roig; Raean Bacchus; James Haj; Gladys Montes; Alex Soto; Richie Tandoc; Denisse Barrera; Aaron Slavens; Marisol Diaz; Sandi Bisceglia; Eileen Fluney; Lisa Taylor; Stephanie Scuderi; Chereen Coile; Jane McQueen; Mara Zapata

Board Absentees: Joycelyn Lawrence; Chuck Mohr

Staff Attendees: Evelio Torres; Angelo Parrino; Jackye Russell; Pamela Hollingsworth; Mercy Castiglione; Sandra Gonzalez; Michelle Meilan; Fred Hicks; Alex Sanchez; Lisney Badillo; Belkis Torres; Paloma Lopez-Barcena; Diana Lane; Ana Sejeck; Jose Hernandez; Victor Caballero; Anabel Espinosa; Laurie Dunn; Ileana Vallejo; Casie Haines; Cindy Cabrera; Ahmed Mitwalli; Ana Rodriguez; Natalia Gamundi; Thalia Daumy; Vanessa Aguilera-Viera; Lillian Amador

General Attendees: Bob de la Fuente; David Lawrence Jr.; Lynne Hernandez; Sue Ellen Bennett; Natalie Rodriguez; Priscilla Hazrun; Lorena Suarez; Magaly Diaz; Carmen Medrano; Nuvia Ruiz; Katerine Uribe; Olga Teran; Monica Rivas; Barbara Alvarez; Yasmani Perez; Grettel Carreno

I. Welcome & Introductions

- M. Bruno called the meeting to order and welcomed everyone.
- C. Pollard called roll and quorum was established with twenty (20) voting members.
- M. Bruno shared that translation services were available for the meeting.
- M. Bruno announced that a copy of the board attendance roster is included in every board packet.

II. Approval of Minutes

- M. Bruno called for the approval of the minutes from September 7, 2021.
  - S. Bisceglia moved to approve the minutes.
  - A. Soto seconded the motion.
  - Motion passed unanimously.

III. Chairman’s Report

Mission: To promote high-quality school readiness, voluntary pre-kindergarten and after school programs, thus increasing all children’s chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social, emotional and intellectual needs of Miami-Dade and Monroe County children with a priority toward the ages before birth through age 5.
M. Bruno announced special guests Ms. Lynne Hernandez, Executive Director, Miami-Dade and Monroe Florida Restaurant and Lodging Association, Ms. Sue Ellen Bennett of St. James Children’s Center and Children’s Trust Scholarship recipient Ms. Natalie Rodriguez.

M. Bruno shared that on September 27th, the Coalition facilitated the “Promising Practices” follow-up discussion with Mr. Mark Wilson, President and CEO of the Florida Chamber. E. Torres sent all board members a summary of the discussion.

M. Bruno appointed Dr. Eileen Fluney as Vice Chair of the Program, Policy and Strategy Committee.

M. Bruno stated that The ELC staff continues to hold monthly provider meetings via Zoom to provide updates from the different ELC departments. Providers are also invited to attend the monthly Provider Services Committee meeting where they have the opportunity to participate in an Early Education Partners Roundtable with their provider representatives.

IV. Chairman’s Partner Spotlight  

E. Torres shared that the Chairman’s Partner Spotlight is an opportunity for the Coalition to recognize a childcare partner for their innovative service to children and families. E. Torres introduced Ms. Sue Ellen Bennett of St. James Children’s Center in Monroe County who was recognized for the October spotlight. Ms. Bennett shared information about her childcare program and the initiatives that have been implemented to provide quality services. E. Torres thanked her for her leadership and dedication.

V. Children’s Trust Child Scholarship Testimonial

P. Lopez-Barcena shared that The Children’s Trust Child Scholarship is awarded to families who do not qualify for School Readiness subsidy but are still unable to afford the high cost of quality childcare. She introduced Ms. Natalie Rodriguez, a scholarship recipient. Ms. Rodriguez shared about the tremendous financial aid and positive impact the scholarship has had on her family. J. Haj and D. Lawrence shared more about the scholarship origin and opportunity.

VI. Child Development Associate (CDA) Recipients Recognition

P. Hollingsworth shared that the Child Development Associate (CDA) credential was launched by the Professional Development Institute (PDI). Both Miami-Dade and Monroe graduated a total of 11 teachers from the first cohort. Dr. Carmen Medrano announced the list of CDA recipients, which are included in the Community Presentation.

VII. Hope Florida – A Pathway to Prosperity

Board member, R. Bacchus shared about Hope Florida, a new initiative spearheaded by First Lady Desantis and implemented by the Department of Children and Families (DCF). She shared that the goal of Hope Florida is to reduce families in crisis and assist individuals to overcome identified barriers that prevent them from seeking vital services.

https://www.elcmdm.org/Content/Uploads/elcmdm.org/files/Meeting%20Packages/Hope%20Florida%20PPT.pdf

VIII. Florida Restaurant & Lodging Association 

M. Bruno introduced Ms. Lynne Hernandez, Executive Director, Miami-Dade and Monroe Florida Restaurant and Lodging Association (FRLA). Ms. Hernandez gave a presentation on the FRLA, its purpose and the members the association serves. E. Torres shared the benefits of partnering with FRLA. He included that member hotels have employees that can possibly receive School Readiness services to reduce barriers to work.
IX. Finance Committee Meeting Report

- L. Chant stated that the Finance Committee met on September 30 and approved the following resolution:
  - Resolution 10042021-01 – Webauthor Amendment – Dr. Fred Hicks
  - Authorize the President and CEO to negotiate and execute an amendment to Contract PSA 21-25 with Webauthor.com, LLC for Procurement Software.
- L. Chant asked for a motion to approve the resolution in a block vote.
  - Motion to approve by R. Beasley
  - Motion seconded by J. Roig
  - Motion passed unanimously.

- The following updates were given:
  - The financials are in good standing. Only two months of budget numbers were presented. The VPK program is showing a projected surplus due to low enrollment numbers, which is a challenge throughout the state. The Coalition is ramping up promotional efforts for both School Readiness and VPK.
  - Snapshots were presented and children are still being brought in every 2 weeks in Miami-Dade. Children are being brought in daily in Monroe. The Title V refugee program will end in September. Program participants will transition to being served through Youth-Co-Op.
  - The EHS credit card report for August had no charges.
  - The Coalition will facilitate the table top exercise in October. Invitations will be sent out for the event soon.
  - The exchange server upgrade is complete.
  - The National Institute of Standards and Technology (NIST) has released a draft ransomware risk management profile which gives guidance on how both internal and external stakeholders of organizations can manage and reduce cybersecurity risk.

X. Strategic Planning Committee Report

- L. Chant stated that the Strategic Planning Committee met on September 23 and the following updates were given.
  - The Coalition’s 2017-2022 strategic plan was reviewed and there was discussion surrounding the strategic initiatives that have been accomplished by the organization. The committee will explore additional long-range goals to present at next month’s annual meeting.
  - The following initiatives were proposed for systems improvements, utilizing a team approach:
    - Expanding Services in Monroe County
    - Civic Engagement
    - Advocacy & Public Policy
    - Professional Development
    - Parent Engagement
  - E. Torres gave a summary of each proposed initiative.
  - The strategic planning committee has additional meetings scheduled this month to continue the planning process.
Data for the Monroe County Needs Assessment continues to be collected and preliminary results will be available and presented at the end of October.

XI. EHS Policy Council Report

Maria Soto

- The new 2021-2022 EHS Policy Council Chair, Maria Soto and a representative for Springview Academy, reported the following via a recorded video ([https://youtu.be/7KkXWYPQRiU](https://youtu.be/7KkXWYPQRiU)):
  - Transition of duties from 2020-2021 Policy Council members to the 2021-2022 members occurred on September 15.
  - Names of newly elected officers were shared:
    - Policy Council Chair: Maria Soto
    - Vice-Chair: Jasmin Johnson
    - Secretary: Anais Valdez
    - Assistant Secretary: Kanetra Jones
    - Treasurer: Sheldrika Johnson
    - Parliamentarian: Vanessa Sullivan
  - Dr. Mara Zapata was ratified as the Board Representative.
  - The Self-Assessment Plan Resolution was approved.
  - Updates were provided on the June and July expenditure and credit card reports; August Meals, Enrollment, and Attendance Reports; and Early Learning Coalition of Miami-Dade/Monroe September Board meeting.
  - Communication from the Office of Head Start requiring all staff to be vaccinated against COVID-19 was shared.
  - Members were informed of a meeting with the Head Start Regional Office regarding a Corrective Action Plan.
  - The results from the Program Information Report and the Health and Safety Screener were reviewed.

XII. Program, Policy & Strategy Committee Report

Gladys Montes

- G. Montes stated that the Finance Committee met on September 27 and the following updates were given:
  - Early Head Start (EHS):
    - Lower attendance in August was attributed to center closures due to COVID exposure.
    - The Program Information Report (PIR) was submitted to the Office of Head Start on August 31. Details were provided in the Community Presentation.
    - The Health and Safety screener revealed that there were eight (8) centers with expired background checks. The centers were reported to the EHS Regional Office and to the Department of Children and Families. Teachers with expired background checks were removed from the classrooms and will not be able to work with the children until they have been cleared.
    - It was shared that The Office of Head Start released COVID-19 mitigation requirements which include the requirement for all Head Start employees to be vaccinated by January
2022 and allows programs to provide virtual and remote services during an emergency closure.

- An update on Early Head Start program compliance was shared. The Early Head Start program had an interview with the Regional Office on August 30 regarding the program's non-compliance. The call included The Coalition board chair, program staff and Policy Council vice chair. A decision will be received within a month.

- Professional Development Institute (PDI):
  - The Early Childhood Apprenticeship Program has reached a salary agreement of $15 an hour.
  - The Early Educators Internship Program is still set to kick-off in November.

- The Equity Institute hosted ELC Talks on September 16th on the topic of “Body Image, Body Shaming and Trauma in Young Children” and it was a success. The next ELC Talks is scheduled for October 22nd.

XIII. Provider Services Committee Meeting Report

- R. Beasley stated that the Provider Services Committee met on September 30 and the following updates were given:
  - Discussion continued on plans to engage individuals with disabilities in the workforce and early childhood education field. Key partnerships with agencies that serve these constituents are needed to move this initiative forward.
  - An update on the Apprenticeship & Internship Programs was given.
  - As stated in the chairman’s report, providers participated in an Early Education Partners Roundtable with their provider representatives. Retention of early education professionals and enrollment is still an ongoing challenge. Community education partners such as Miami-Dade College are also looking to place qualified and trained students in child care centers.
  - The Coalition continues to provide opportunities for our valued Family Child Care Home partners to join the roundtable.
  - The Coalition continues sending ongoing communications to partners with important information.

XIV. Community Presentation

- Evelio Torres


XV. Public Comments

- Matthew Bruno

XVI. Adjourn

- Matthew Bruno
Action Requested: Authorize the President and CEO to submit a School Readiness Plan amendment for approval to the Florida Department of Education’s Division of Early Learning, for updates to the Finance, Contracts, and Human Resource Policies.

Fiscal Impact: None.

Funding Source: None.

Strategic Goal: ☐ Neediest Children ☐ Providers ☐ Youngest Children ☐ Funding ☐ Educate All ☒ N/A – ELC Operations

RESOLUTION: 11012021-01

AUTHORIZE THE PRESIDENT AND CEO TO SUBMIT A SCHOOL READINESS PLAN AMENDMENT FOR APPROVAL TO THE FLORIDA DEPARTMENT OF EDUCATION’S DIVISION OF EARLY LEARNING, FOR UPDATES TO THE FINANCE, CONTRACTS, AND HUMAN RESOURCE POLICIES.

WHEREAS, the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”) has been apprised of the program goals through the attached narrative, hereby incorporated by reference and the Program, Policy, and Strategy Committee is in agreement with the goals described therein;

WHEREAS, the Program, Policy, and Strategy Committee recommends approving this action and has presented said action to the Board for adoption and approval;

WHEREAS, the Board approves the adoption of this action;

NOW, THEREFORE, be it resolved by the Board to authorize the President and CEO to submit a School Readiness Plan amendment for approval to the Florida Department of Education’s Division of Early Learning, for updates to the Finance, Contracts, and Human Resource Policies.
The foregoing resolution and attachment was offered by __________, who moved its approval. The motion was seconded by __________, and upon being put to a vote, the vote was as follows: ____________________.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 1st day of November, 2021.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: __________________________
Board Secretary
Background:

As rules and requirements for the School Readiness program change, the coalition is required to update the School Readiness Plan to remain in compliance. Updates to the School Readiness Plan are made through the plan amendment process. The requested amendment is for approval of updates to the Coalition’s Finance, Contracts, and Human Resources Policies, to bring them into compliance with recent legislative changes.
Early Learning Coalition Board of Directors Meeting

November 1, 2021

Resolution: 11012021-02

Action Requested: Authorize the President and CEO to approve a one-time Performance Based Bonus payment to Early Head Start Partners.

Fiscal Impact: A total amount not to exceed $352,668.00.

Funding Source: U.S. Department of Health and Human Services, Administration for Children and Families.

Strategic Goal: ☒ Providers
☐ Neediest Children
☐ Youngest Children
☐ Educate All
☐ Funding
☐ N/A – ELC Operations

RESOLUTION: 11012021-02

AUTHORIZE THE PRESIDENT AND CEO TO APPROVE A ONE-TIME PERFORMANCE BASED BONUS PAYMENT TO EARLY HEAD START PARTNERS.

WHEREAS, the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”) has been apprised of the program goals through the attached narrative, hereby incorporated by reference and the Finance Committee is in agreement with the goals described therein;

WHEREAS, the Finance Committee recommends approving this action and has presented said action to the Board for adoption and approval;

WHEREAS, the Board approves the adoption of this action;

NOW, THEREFORE, be it resolved by the Board to authorize the President and CEO to approve a one-time Performance Based Bonus payment to Early Head Start Partners.
The foregoing resolution and attachment was offered by ___________, who moved its approval. The motion was seconded by ___________, and upon being put to a vote, the vote was as follows: ____________________.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 1st day of November, 2021.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC.

By: ___________________________
Board Secretary
Background:

The Early Head Start program recognizes the challenges partners have experienced during the past year and a half all the while making every effort to operate an efficient, safe, and quality program. In acknowledgement of each partner’s commitment to serving children and supporting families, the program considered each partner’s 2020-2021 performance to issue a one-time (non-recurring), performance bonus payment. Bonuses are based on the performance categories presented to each partner in the June/July 2021 individual meeting.

80% of the allotted funds, $ 283,536.00, will be distributed using the Performance Bonus Calculation chart.

(Please refer to Performance Bonus calculation chart below for categories and tier split detail)

<table>
<thead>
<tr>
<th>Performance Bonus Calculation</th>
<th>Tier 1 best</th>
<th>Tier 2 better</th>
<th>Tier 3 OK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Health and Safety Screener Results</td>
<td>$ 2,000</td>
<td>$ 1,500</td>
<td>$ 1,000</td>
</tr>
<tr>
<td>% of 45 day developmental and social emotional screening compliance</td>
<td>100%</td>
<td>90-99%</td>
<td>80-89%</td>
</tr>
<tr>
<td>% expenditure report submission compliance</td>
<td>$ 2,000</td>
<td>$ 1,500</td>
<td>$ 1,000</td>
</tr>
<tr>
<td>% of TSG checkpoint completion</td>
<td>100%</td>
<td>99-90%</td>
<td>89-75%</td>
</tr>
<tr>
<td>% of staff with minimum qualifications</td>
<td>$ 2,000</td>
<td>$ 1,500</td>
<td>$ 1,000</td>
</tr>
<tr>
<td>% of meal input compliance</td>
<td>90-100%</td>
<td>80-89%</td>
<td>70-79%</td>
</tr>
<tr>
<td>% of monthly attendance compliance</td>
<td>$ 2,000</td>
<td>$ 1,500</td>
<td>$ 1,000</td>
</tr>
<tr>
<td>Family experiences</td>
<td>100%</td>
<td>90-99%</td>
<td>89-50%</td>
</tr>
</tbody>
</table>

20% of the allotted funds, $ 69,132.00, will be distributed based on percent of total enrolled slots per site. Each provider will receive $ 96.42 per slot.

Full details of the bonus payment will be shared with each partner upon request. Providers will be reminded that these bonus payments are provided using federal dollars. As such they are subject to audits to determine that the funds were expended for their intended purpose which is to directly benefit the program and the children served.
Action Requested: Authorize the President and CEO to implement the Performance Bonus for Early Head Start Partners policy and procedure.

Fiscal Impact: A total annual amount of bonuses not to exceed 5% of the total annual budget, excluding Training and Technical Assistance Budget.

Funding Source(s): U.S. Department of Health and Human Services, Administration for Children and Families.

Strategic Goal:
☐ Neediest Children
☒ Providers
☐ Youngest Children
☐ Funding
☐ Educate All
☐ N/A – ELC Operations

RESOLUTION: 11012021-03

AUTHORIZE THE PRESIDENT AND CEO TO IMPLEMENT THE PERFORMANCE BONUS FOR EARLY HEAD START PARTNERS POLICY AND PROCEDURE.

WHEREAS, the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”) has been apprised of the program goals through the attached narrative, hereby incorporated by reference and the Finance Committee is in agreement with the goals described therein;

WHEREAS, the Finance Committee recommends approving this action and has presented said action to the Board for adoption and approval;

WHEREAS, the Board approves the adoption of this action;

NOW, THEREFORE, be it resolved by the Board to authorize the President and CEO to implement the Performance Bonus for Early Head Start Partners policy and procedure.
The foregoing resolution and attachment was offered by ____________, who moved its approval. The motion was seconded by ____________, and upon being put to a vote, the vote was as follows: ____________________.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 1\textsuperscript{st} day of November, 2021.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: ___________________________
Board Secretary
Background:

Under the 45CFR Part 75 a non-Federal entity may, in recognition of its own unique combination of staff, facilities, and experience, employ whatever form of sound organization and management techniques necessary in order to assure proper and efficient administration of the Federal-award. Therefore, the Early Head Start program has developed a policy and procedure for recognizing and encouraging continued progress towards providing quality services to children and families and ensure fidelity to the Head Start Program Performance Standards. The policy and procedure outline a process for issuing bonuses to partners who perform well during a specified period of time and based on a pre-established set of criteria.

PERFORMANCE BONUS FOR PARTNERS

Regulation Reference:
45 CFR 75.404
45 CFR 75.400

Policy:
When funds are available, the Early Head Start Program will provide incentive to partners using established criteria that promotes quality services and fidelity to the Head Start Program Performance Standards.

Procedure:
The process for payment of bonuses:

- Each Early Head Start service area director and manager will establish the pertinent criteria for their area that promotes program quality and fidelity to the Early Head Start Program.
- Childcare partners will be made aware of the criteria prior to any incentive being issued and ensuring each partner has the opportunity to be eligible for the maximum amount of incentive associated with each criterion.
- Depending on available funding the program will determine the frequency and amount of dollars for the bonus.
- Bonuses will be distributed across a three-tier level; with tier 1 being the best performance.
- The total annual amount of bonuses disbursed will not exceed 5% of the total annual budget, excluding Training and Technical Assistance budget.
- Performance Bonuses approval shall be obtained from Board and Policy Council prior to disbursement.
- Performance bonuses shall only apply to the corresponding fiscal year.
Action Requested: Approval of the Early Learning Coalition’s First Amendment to the Annual Budget for fiscal year 2021-2022.

Fiscal Impact: Net increase of $7,992,529 to the Current Approved Budget, this would be the first budget amendment for fiscal year 2021-2022 for a new total budget of $221,988,548.

Funding Source(s): U.S. Department of Health and Human Services, Administration for Children and Families, Florida Department of Education Division of Early Learning.

Strategic Goal: ☐ Neediest Children ☐ Providers
☐ Youngest Children ☒ Funding
☐ Educate All ☐ N/A – ELC Operations

RESOLUTION: 11012021-04


WHEREAS, the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”) has been apprised of the program goals through the attached narrative, hereby incorporated by reference and the Finance Committee is in agreement with the goals described therein;

WHEREAS, the Finance Committee recommends approving this action and has presented said action to the Board for adoption and approval;

WHEREAS, the Board approves the adoption of this action;

NOW, THEREFORE, be it resolved by the Board to approve the Early Learning Coalition’s First Amendment to the Annual Budget for fiscal year 2021-2022.
The foregoing resolution and attachment was offered by __________, who moved its approval. The motion was seconded by __________, and upon being put to a vote, the vote was as follows: ____________________.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 1st day of November, 2021.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: __________________________
Board Secretary
**Background:**

This is our 1st budget amendment to be approved for our annual budget for fiscal year 2021-2022. This amendment adds $7,992,529 in additional funding.

### Table of Budget Amendments

<table>
<thead>
<tr>
<th>Category</th>
<th>Forecast</th>
<th>Category</th>
<th>Forecast</th>
<th>Category</th>
<th>Forecast</th>
<th>Category</th>
<th>Forecast</th>
<th>Category</th>
<th>Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVENUE</td>
<td>143,091,758</td>
<td>REVENUE</td>
<td>11,936,000</td>
<td>REVENUE</td>
<td>11,080,000</td>
<td>REVENUE</td>
<td>108,000</td>
<td>REVENUE</td>
<td>221,988,548</td>
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<tr>
<td>EXPENDITURES</td>
<td></td>
<td>EXPENDITURES</td>
<td></td>
<td>EXPENDITURES</td>
<td></td>
<td>EXPENDITURES</td>
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<td>Salary and Fringe</td>
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<td>53,619,423</td>
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<td>Contractual Services</td>
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<td>Contractual Services</td>
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<td>1,000,000</td>
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<td>122,692</td>
<td>Occupancy</td>
<td>167,103</td>
<td>Occupancy</td>
<td>100,000</td>
<td>Occupancy</td>
<td>1,980,147</td>
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<tr>
<td>Travel/Conf/Dev</td>
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<td>Travel/Conf/Dev</td>
<td>12,665</td>
<td>Travel/Conf/Dev</td>
<td>89,604</td>
<td>Travel/Conf/Dev</td>
<td>53,325</td>
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<td>439,878</td>
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<tr>
<td>Program Activity</td>
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<td>371,093</td>
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<td>394,459</td>
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<td>7,327,868</td>
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<tr>
<td>IT</td>
<td>326,270</td>
<td>IT</td>
<td>63,962</td>
<td>IT</td>
<td>5,522</td>
<td>IT</td>
<td>385,754</td>
<td>Other</td>
<td>1,724,726</td>
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<tr>
<td>Other</td>
<td>326,414</td>
<td>Other</td>
<td>72,697</td>
<td>Other</td>
<td>1,325,812</td>
<td>Other</td>
<td></td>
<td>Other</td>
<td></td>
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<td>TOTAL EXP</td>
<td>143,091,758</td>
<td>TOTAL EXP</td>
<td>53,772,775</td>
<td>TOTAL EXP</td>
<td>11,936,000</td>
<td>TOTAL EXP</td>
<td>11,080,000</td>
<td>TOTAL EXP</td>
<td>221,988,548</td>
</tr>
</tbody>
</table>
Action Requested: Authorize the President and CEO to negotiate and execute an amendment to Contract C21-01 with Citrus Health Network, Inc. for Developmental Services.

Fiscal Impact: The contract amount increases by $34,000.00, for a total contract amount not to exceed $804,000.00 per fiscal year, which is subject to the availability of funding.

Funding Source(s): Florida Department of Education Division of Early Learning.

Strategic Goal: ☒ Neediest Children ☒ Providers
☒ Youngest Children ☐ Funding
☐ Educate All ☐ N/A – ELC Operations

RESOLUTION: 11012021-05

AUTHORIZE THE PRESIDENT AND CEO TO NEGOTIATE AND EXECUTE AN AMENDMENT TO CONTRACT C21-01 WITH CITRUS HEALTH NETWORK, INC. FOR DEVELOPMENTAL SERVICES.

WHEREAS, the Board of the Early Learning Coalition of Miami-Dade/Monroe, Inc. (the “Board”) has been apprised of the program goals through the attached narrative, hereby incorporated by reference and the Finance Committee is in agreement with the goals described therein;

WHEREAS, the Finance Committee recommends approving this action and has presented said action to the Board for adoption and approval;

WHEREAS, the Board approves the adoption of this action;

NOW, THEREFORE, be it resolved by the Board to authorize the President and CEO to negotiate and execute an amendment to Contract C21-01 with Citrus Health Network, Inc. for Developmental Services.
The foregoing resolution and attachment was offered by ___________, who moved its approval. The motion was seconded by ___________, and upon being put to a vote, the vote was as follows: ________________________.

The vote was recorded as listed in the attached roll sheet.

The chairperson thereupon declared this resolution duly passed and adopted this 1st day of November, 2021.

EARLY LEARNING COALITION
OF MIAMI-DADE/MONROE, INC,

By: ___________________________
Board Secretary
Background:

The Division of Early Learning submitted a revision to F.A.C. Rule 6M-4.720, Screening of Children in the School Readiness Program, effective October 3, 2021. Rule requirements now include individualized follow-up and supports for children who score in the monitoring and in the concern range on both the chosen developmental screening tool and a screener of social emotional development, increased communication and coordination with families, and increased communication and coordination with early learning partners.
## Early Learning Coalition of Miami-Dade/ Monroe

**School Readiness (SR) Slot Utilization Snapshot - Miami-Dade**

*9/1/2020 comparison to 9/1/2021*

<table>
<thead>
<tr>
<th></th>
<th>Sept-2020</th>
<th>Sept-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># of SR Children Served (Enrolled)</strong></td>
<td>21,670</td>
<td>18,643</td>
</tr>
<tr>
<td><strong>Ages for SR Children Enrolled</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infant</td>
<td>2,726</td>
<td>2,340</td>
</tr>
<tr>
<td>Toddler</td>
<td>2,878</td>
<td>2,640</td>
</tr>
<tr>
<td>Three Year Old</td>
<td>3,572</td>
<td>2,886</td>
</tr>
<tr>
<td>Pre-School</td>
<td>4,109</td>
<td>3,272</td>
</tr>
<tr>
<td>School Age</td>
<td>8,385</td>
<td>7,505</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21,670</td>
<td>18,643</td>
</tr>
<tr>
<td><strong>Enrollment Activity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Census</td>
<td>22,558</td>
<td>18,850</td>
</tr>
<tr>
<td>Net Increase/Decrease</td>
<td>(888)</td>
<td>(207)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21,670</td>
<td>18,643</td>
</tr>
<tr>
<td><strong>SR Payments</strong></td>
<td>$10,062,000</td>
<td>$7,577,000</td>
</tr>
<tr>
<td><strong># of SR Applications in the Queue</strong></td>
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</tr>
<tr>
<td>Ages 0-5</td>
<td>143</td>
<td>155</td>
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<tr>
<td>School Ages 6-13</td>
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<td>33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>182</td>
<td>188</td>
</tr>
</tbody>
</table>

*Includes enrollments of first responders due to the pandemic.*

**Acronym**
School Readiness (SR)

Sources: EFS MOD, Tableau Ad-Hoc Reports, and MS SQL Ad-Hoc Reports (Snapshots Detail Workbook)
# Early Learning Coalition of Miami-Dade/ Monroe

## School Readiness Slot Utilization Snapshot - Monroe

**9/1/2020 comparison to 9/1/2021**

<table>
<thead>
<tr>
<th>Sept-2020*</th>
<th>Sept-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># of SR Children Served (Enrolled)</strong></td>
<td><strong># of SR Children Served (Enrolled)</strong></td>
</tr>
<tr>
<td>399</td>
<td>292</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ages for SR Children Enrolled</th>
<th>Ages for SR Children Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant</td>
<td>Infant</td>
</tr>
<tr>
<td>69</td>
<td>37</td>
</tr>
<tr>
<td>Toddler</td>
<td>Toddler</td>
</tr>
<tr>
<td>70</td>
<td>52</td>
</tr>
<tr>
<td>Three Year Old</td>
<td>Three Year Old</td>
</tr>
<tr>
<td>75</td>
<td>51</td>
</tr>
<tr>
<td>Pre-School</td>
<td>Pre-School</td>
</tr>
<tr>
<td>73</td>
<td>56</td>
</tr>
<tr>
<td>School Age</td>
<td>School Age</td>
</tr>
<tr>
<td>112</td>
<td>96</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>399</td>
<td>292</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Activity</th>
<th>Enrollment Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Census</td>
<td>Beginning Census</td>
</tr>
<tr>
<td>393</td>
<td>313</td>
</tr>
<tr>
<td>Net Increase/Decrease</td>
<td>Net Increase/Decrease</td>
</tr>
<tr>
<td>6</td>
<td>(21)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>399</td>
<td>292</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SR Payments</th>
<th>SR Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td>$189,000</td>
<td>$121,000</td>
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</table>

<table>
<thead>
<tr>
<th># of SR Applications in the Queue</th>
<th># of SR Applications in the Queue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages 0-5</td>
<td>Ages 0-5</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ages 6-13</td>
<td>Ages 6-13</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
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<tr>
<td><strong>Total</strong></td>
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</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Includes enrollments of first responders due to the pandemic.

**Acronym**

School Readiness (SR)

Sources: EFS MOD, Tableau Ad-Hoc Reports, and MS SQL Ad-Hoc Reports (Snapshots Detail Workbook)
# Early Learning Coalition of Miami- Dade/ Monroe

## Title V (Refugee) Slot Utilization Snapshot - Miami- Dade

### September 2021

<table>
<thead>
<tr>
<th># of TV Children Served (Enrolled)</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment Activity</strong></td>
<td></td>
</tr>
<tr>
<td>Beginning Census</td>
<td>27</td>
</tr>
<tr>
<td>Net Increase/Decrease</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>31</td>
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<tr>
<td><strong>Payments</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$21,000</td>
</tr>
</tbody>
</table>

| # of TV Enrollments as of Sept 21, 2021 | 31 |
| # of TV Paid August 2021               | 27 |
| # of TV Paid YTD 2021                 | 34 |

**Acronym**

Refugee (TV)

**Sources:** EFS MOD, Tableau Ad-Hoc Reports, and MS SQL Ad-Hoc Reports (Snapshots Detail Workbook)
Raising Quality
Better Child Outcomes for All

Early Learning Coalition of Miami-Dade/ Monroe
Strategic Initiatives 2021
Strategic Plan
Mission and Vision

Mission
To promote high-quality inclusive school readiness, voluntary pre-kindergarten and after school programs, thus increasing all children’s chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social, emotional and intellectual development of Miami-Dade and Monroe County children with a priority toward the ages birth through age 5.

Vision
Children First
To ensure a comprehensive and integrated early learning system for all families and their children, birth to 5 years, ensuring high-quality programs throughout Miami-Dade and Monroe Counties, so children enter school ready to learn and succeed in life.

Early Education. Lifelong Success.
## OUR VALUES

- **CHILDREN** - Children are at the heart of all we do. We believe that all children, regardless of circumstance, are capable of educational excellence and personal growth, and we are committed to ensuring school readiness and lifelong success for each one.
- **COMMUNITY** - We believe children are the future, and our community is an essential part of their road to success. By working together, we can promote high quality early education and support children as they become productive members of society.
- **PARTNERSHIP** - We value partnerships and are collaborative in all we do. We work closely with fellow service providers, families, corporations, elected officials, individuals, and the community at large to promote the importance of early learning and to secure educational opportunities for all children.
- **ADVOCACY** - We are a champion for children, promoting positive societal and community change. Our staff and community partners are committed to advancing early education throughout Miami-Dade and Monroe counties and are set apart by our collective passion, strength and dedication to children.
- **EXCELLENCE** - When it comes to early learning, quality matters. We are committed to excellence, providing quality programs and services that make a difference in our community. Designed to further the physical, social, emotional and intellectual needs of all children, our programs are innovative and offer each child an equal opportunity for a successful future.
- **CUSTOMER SERVICES** - We strive to meet the needs of our parents, families, providers and partners by providing comprehensive customer service in a professional, timely and courteous manner.
- **EQUITY** - Equity, inclusion and cultural competence is embodied in our values, practices and programming so that children, parents, families and providers may fully benefit from our priority initiatives, while keeping children first.

## PRIORITY INITIATIVES

### NEEDIEST CHILDREN

- **TARGET NEEDIEST AREAS**
  - Identify centers in distressed zip codes and those serving children with, or at risk for, developmental delays & provide extra support for them to meet higher standards.
  - Increase the number of children receiving services who have physical, developmental, sensory, and social-emotional delays and disabilities.

### YOUNGEST CHILDREN

- **OFFER A CONTINUUM OF CARE THROUGHOUT CHILDSHOOD, WITH A PARTICULAR FOCUS ON INFANTS AND TODDLERS**

### AGE-BASED RATES

- **ADJUST REIMBURSEMENT RATES TO OFFER INCENTIVES TO SERVE THE YOUNGEST CHILDREN**

### PROVIDERS

- **STRENGTHEN COALITION RELATIONSHIP WITH PROVIDERS AND SUPPORT PROVIDERS MEETING HIGHER QUALITY PERFORMANCE REQUIREMENTS**

### EDUCATE ALL

- **EDUCATE ALL FAMILIES AND THE COMMUNITY AT LARGE ABOUT THE BENEFITS OF QUALITY EARLY LEARNING**

### CAPACITY BUILDING

- **STRENGTHEN BOARD AND STAFF CAPACITY TO CARRY OUT STRATEGIC GOALS**

### ADVOCACY

- **ENGAGE AGGRESSIVELY & SYSTEMATICALLY IN ADVOCACY TO DRIVE BETTER OUTCOMES FOR CHILDREN**

### EDUCATION SYSTEMS BUILDING

- **ESTABLISH REGULAR MEETINGS WITH PARTNERS TO STRENGTHEN CROSS-SECTOR INVESTMENTS AND POLICIES FOR CHILDREN BIRTH THROUGH AGE FIVE**

### FUNDING

- **INCREASE PUBLIC AND PRIVATE FUNDING AND REALLOCATE FUNDS TO STRATEGIC GOALS**

### PUBLIC

- **SECURE ADEQUATE RESOURCES TO ENSURE HIGH QUALITY DELIVERY TO EACH CHILD WE SERVE**

### MONROE COUNTY

- **ESTABLISH A PERMANENT FUNDING MODEL FOR SOCIAL SERVICES**

### FIVE YEAR STRATEGIC GOALS

- **DEVELOP WIDELY ACCEPTED STATE-WIDE BENCH MARKS OF QUALITY (E.G. CHILD ASSESSMENTS, ACCREDITATION, LEARNING ENVIRONMENT, ETC.)**

- **CHANGE STATE POLICY TO ALLOW ELC TO CONTRACT ONLY WITH CHILD CARE PROGRAMS THAT MEET STATE-WIDE QUALITY BENCH MARKS**

- **ESTABLISH THE PERFORMANCE FUNDING PROGRAM PLATFORM AS THE STATEWIDE QUALITY, TIRED REIMBURSEMENT AND PAY FOR PERFORMANCE MODEL**
Neediest Children

*Improve outcomes for children in our neediest communities, including children with developmental and other delays and disabilities, by improving the quality of early learning programs*
**Target Neediest Areas**

Identify centers in distressed zip codes and those serving children with, or at risk for, developmental delays & provide extra support for them to meet higher standards

<table>
<thead>
<tr>
<th>Program Based Professional Development Plans:</th>
<th>National Credentialing Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Specialized Professional Development Plans for early education programs located in zip codes and census tracks where residents disproportionately experience poverty are identified</td>
<td>• Child Development Associate (CDA®) course work is offered in English and Spanish with priority enrollment provided to eligible early educators employed in zip codes and census tracks serving children who disproportionately experience poverty</td>
</tr>
<tr>
<td>• Faculty member from the Professional Development Institute is assigned to program to create an individualized educational plan for each staff member</td>
<td>• Strategic partners provide verification of student educational documentation and access to scholarships for the CDA® Assessment with The Council for Professional Recognition</td>
</tr>
<tr>
<td>• Faculty member works with assigned early education programs for up to two years</td>
<td></td>
</tr>
</tbody>
</table>
Target Neediest Areas

Identify centers in distressed zip codes and those serving children with, or at risk for, developmental delays & provide extra support for them to meet higher standards

Child Scholarships are designed to provide high-quality early learning services to families who apply to receive School Readiness services when they are considered to be above the Federal Poverty Level or State Median Income limits and are ineligible to receive School Readiness services.

Available to children 0-5 who enroll at one of the participating Thrive By 5 (TB5) early learning programs.

TB5 programs offer high-quality early learning services according to The Children’s Trust criteria based on the Classroom Assessment Scoring System (CLASS).

Pays a portion of the monthly child care cost and the initial registration fee.

1469 children have utilized The Children’s Trust Scholarship.

182 programs have participated in The Children’s Trust Scholarship.

Source: Bluejean software (1/1/2019- 9/30/2021)
Supports for Early Head Start Partners

**Training and Coaching**

Technical Assistance Specialists are assigned to train and coach all teachers.

- Provided business leadership training to 21 of 29 partners.
- Provided 452 hours of Intensive Coaching in Curriculum Fidelity, Child Assessment, and Teacher-Child Interactions (CLASS)
- Provided 6,887 hours of coaching and technical assistance
- Created Professional Development Plans for 290 Teachers.
- Trained 187 teachers on proper administration of the Ages and Stages Questionnaire (ASQ): SE-2 and Ages and ASQ3.
- Purchased online training access for all teachers.
- Provided support for 50 teachers with children who are transitioning or have a suspected delay.
- Trained 80 teachers on Healthy Kids, Healthy Future curriculum which promotes healthy weight for children by implementing wellness practices in the classroom and home.
- Provided 928 mental health consultations to teachers and parents for children experiencing social and emotional concerns.
- Trained 96 teachers on the Pyramid Model to support social emotional development and prevent challenging behaviors.
- Trained 54 teachers on Conscious Discipline.
- Trained 42 teachers on Science, Technology, Engineering, Arts and Math (STEAM)
## Supports for Early Head Start Partners

### Services to Children and Families

A Family Advocate is assigned to each center to support families and encourage parent participation in child’s education.

- Served as liaison with Early Steps to ensure children with delays are evaluated and receive necessary services.
- Provided support to 50 parents of children who are transitioning or have a suspected delay.
- Offered at least 7 nutrition education classes annually to parents.
- Menus for all partners are evaluated by a licensed Nutritionist to ensure it meets ⅔ of the child’s daily nutritional requirements.
- Special menus provided for children with special dietary needs

### Program Structure Support

- Conducted facility repairs and installed new playgrounds for 28 of the 35 centers.
- Purchased laptops for all teachers
- Lowered the adult-child ratio 1:4
- Increased the minimum qualification for all teachers.
- Five (5) centers were provided with school garden materials and technical support by University of Florida/The Expanded Food and Nutrition Education Program (UF/IFAS).
- All centers were provided with technical support to obtain Breastfeeding Friendly Designation. Thirteen (13) partners obtained the Breastfeeding Friendly Designation.
Early Head Start Partners Located in Distressed Zip Codes
Increase the Number of Children Receiving services who have physical, developmental, sensory, and social-emotional delays and disabilities

Identify programs in distressed zip codes and those serving children with, or at risk for developmental delays and provide extra support for them to meet higher standards

- The Best Practices in Inclusive Early Childhood Education (BPIECE) Support Services Program
  - One-on-One Support
  - Informed by Self-Assessment Tool
  - 12 Weeks of Technical Assistance
  - Four (4) International Association for Continuing Education and Training (IACET) Accredited Professional Development Opportunities
- On-Going Recruitment
  - Miami-Dade year to date: 53 Programs (102 Directors/Teachers)
  - Monroe year to date: 3 Programs (6 Directors/Teachers)
  - Target programs serving children already receiving services
  - Target programs that contact the Warm-Line for support
Increase the Number of Children
Receiving services who have physical, developmental, sensory, and social-emotional delays and disabilities

• Number of screenings administered
  • Increase in the number of screenings administered compared to fiscal year 2019-2020
  • Expansion of formal screening and monitoring of social-emotional development in early childhood

• Number of Children Receiving Follow-Up Supports
  • Increase in the number of children receiving individualized follow-up supports compared to fiscal year 2019-2020
  • Expansion of individualized follow up supports to include children with social-emotional needs/concerns
Youngest Children

Offer a continuum of care throughout childhood, with a particular focus on infants and toddlers
## Age-based Rates

Adjust reimbursement rates to offer incentives to serve the youngest children

Increased Total School Readiness Maximum Rate by 22% since March 2017

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>3/1/2017</th>
<th>7/1/2019</th>
<th>2/1/2020</th>
<th>1/1/2021</th>
<th>3/1/2021</th>
<th>Total Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(INF)</td>
<td>$28.26</td>
<td>$31.09</td>
<td>$31.09</td>
<td>$38.00</td>
<td>$48.00</td>
<td>$19.74 41%</td>
</tr>
<tr>
<td>(TOD)</td>
<td>$24.63</td>
<td>$26.85</td>
<td>$27.09</td>
<td>$29.75</td>
<td>$32.73</td>
<td>$8.10  25%</td>
</tr>
<tr>
<td>(2YR)</td>
<td>$23.91</td>
<td>$25.82</td>
<td>$26.30</td>
<td>$28.90</td>
<td>$31.79</td>
<td>$7.88  25%</td>
</tr>
<tr>
<td>(PR3)</td>
<td>$22.24</td>
<td>$23.80</td>
<td>$24.46</td>
<td>$25.13</td>
<td>$25.13</td>
<td>$2.89 12%</td>
</tr>
<tr>
<td>(PR4)</td>
<td>$22.24</td>
<td>$23.57</td>
<td>$24.46</td>
<td>$24.46</td>
<td>$24.46</td>
<td>$2.22  9%</td>
</tr>
<tr>
<td>(PR5)</td>
<td>$22.24</td>
<td>$23.57</td>
<td>$24.46</td>
<td>$24.46</td>
<td>$24.46</td>
<td>$2.22  9%</td>
</tr>
<tr>
<td>(SCH)</td>
<td>$19.67</td>
<td>$20.65</td>
<td>$21.64</td>
<td>$21.64</td>
<td>$21.64</td>
<td>$1.97  9%</td>
</tr>
<tr>
<td><strong>Part Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(INF)</td>
<td>$18.11</td>
<td>$19.92</td>
<td>$19.92</td>
<td>$30.00</td>
<td>$37.92</td>
<td>$19.81 52%</td>
</tr>
<tr>
<td>(TOD)</td>
<td>$17.39</td>
<td>$18.96</td>
<td>$19.13</td>
<td>$24.65</td>
<td>$25.85</td>
<td>$8.46  33%</td>
</tr>
<tr>
<td>(2YR)</td>
<td>$16.18</td>
<td>$17.47</td>
<td>$17.80</td>
<td>$22.95</td>
<td>$25.11</td>
<td>$8.93  36%</td>
</tr>
<tr>
<td>(PR3)</td>
<td>$15.79</td>
<td>$16.90</td>
<td>$17.37</td>
<td>$19.50</td>
<td>$19.50</td>
<td>$3.71  19%</td>
</tr>
<tr>
<td>(PR4)</td>
<td>$15.31</td>
<td>$16.23</td>
<td>$16.84</td>
<td>$17.81</td>
<td>$17.81</td>
<td>$2.50  14%</td>
</tr>
<tr>
<td>(PR5)</td>
<td>$15.31</td>
<td>$16.23</td>
<td>$16.84</td>
<td>$17.25</td>
<td>$17.25</td>
<td>$1.94  11%</td>
</tr>
<tr>
<td>(SCH)</td>
<td>$14.93</td>
<td>$15.68</td>
<td>$16.42</td>
<td>$16.42</td>
<td>$16.42</td>
<td>$1.49  9%</td>
</tr>
</tbody>
</table>

Max Rate for Licensed or Exempt Centers and Public/Non-Public Schools
Providers

Strengthen Coalition relationship with providers and support providers meeting higher quality performance requirements
## Improve Provider Selection and Contracting Process
Establish local provisions that support parental choice and ensure providers serving children receiving subsidies meet contract and quality requirements

<table>
<thead>
<tr>
<th></th>
<th>Miami-Dade</th>
<th>Monroe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FY19/20</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-compliance cases</td>
<td>122</td>
<td>2</td>
</tr>
<tr>
<td>Terminations</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Pre-Screenings approved</td>
<td>117</td>
<td>1</td>
</tr>
<tr>
<td>Pre-Screenings denied</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>FY20/21</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-compliance cases</td>
<td>71</td>
<td>0</td>
</tr>
<tr>
<td>Terminations</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Pre-Screenings approved</td>
<td>96</td>
<td>2</td>
</tr>
<tr>
<td>Pre-Screenings denied</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
Improve Provider Selection and Contracting Process

Establish local provisions that support parental choice and ensure providers serving children receiving subsidies meet contract and quality requirements.

**Contract Minimum Threshold**
- School Readiness partners must achieve a composite score at or above the Contract Minimum Threshold on the assessment to be eligible for a School Readiness contract.

**Quality Improvement Plan**
- School Readiness partners who achieve the minimum composite score for Quality Improvement, but are still emerging in quality, are placed on a mandatory Quality Improvement Plan. The Early Learning Coalition of Miami-Dade/Monroe identifies performance goals and quality improvement strategies to help partners meet quality scores.

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**2019-2020 Thresholds**
- Contract Minimum Threshold 2.51
- Quality Improvement Plan 2.51-2.99
- Quality Improvement Threshold 3.00

**2020-2021 & 2021-2022 Thresholds**
- Contract Minimum Threshold 3.50
- Quality Improvement Plan 3.50-3.99
- Quality Improvement Threshold 4.00

**2022-2023 Thresholds**
- Contract Minimum Threshold 4.00

Source: Rule 6M-4.740 Program Assessment Requirements for the School Readiness Program
# Teacher Education
Increase the number of teachers with child care credentials

<table>
<thead>
<tr>
<th>National Credentialing Program</th>
<th>Early Head Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 53 students completed their National Child Development Associate (CDA®) course work in FY 2020/2021.</td>
<td>• Teachers with Florida Child Care Professional Credential (FCCPC) after being hired - 29</td>
</tr>
<tr>
<td>• Of the 53 students, 12 have been awarded their National CDA® from the Council for Professional Recognition</td>
<td>• Teachers with CDA® after being hired - 25</td>
</tr>
</tbody>
</table>

For Early Head Start teacher education initiative the number of teachers that were supported in obtaining the credential (Note: for EHS program teachers need to have the credential at the time of hire)
Quality Providers
Drive incentives to higher performing providers

Qualifying early care and education partners may receive a payment differential based on their Classroom Assessment Scoring System (CLASS®) scores up to 10% for each care level and unit of care based on their School Readiness reimbursement.

Source: Rule 6M-4.500 Child Attendance and Provider Reimbursements
## Technical Business Assistance
Offer business assistance to providers in distressed areas

### Business Leadership Institute for Early Learning:
- 2 slots are set aside for Monroe County Early Childhood Administrators each year for attendance in the Business Leadership Institute’s introductory class.
- Introductory class graduates have access to the ‘Master Class Series’ for continuous learning and refining of high level administrative skills.

### Early Educator Internship Program:
- Eligible adults 18-24 begin a professional pathway with 14 weeks of paid on the job training at high quality early learning programs.
- Interns complete online course work with the Florida Department of Children and Families and the Professional Development Institute.

### Early Educator Apprenticeship Program:
- Eligible adults 18 and over complete 16 months of on the job training and mentoring while completing their National Child Development Associate (CDA®) coursework with Miami Dade College.
- CareerSource South Florida pays 50% of the Apprentice’s salary.
- All educational costs are paid by Miami Dade College.
**Technical Business Assistance**

*Offer business assistance to providers in distressed areas*

<table>
<thead>
<tr>
<th>Emergency Preparedness Supports:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Annual Coalition Continuity of Operations Plan (COOP) includes coordination with the Department of Children and Families to assess and assist affected providers to re-open safely post disaster</td>
</tr>
<tr>
<td>• Gulf Coast Working Group with Save the Children</td>
</tr>
<tr>
<td>• Access to proprietary disaster response training for adults and children (Journey of Hope)</td>
</tr>
<tr>
<td>• Agreement for disaster response and recovery funding is updated yearly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COVID-19/Pandemic Training and Support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• COVID-19 Summit: Charting the Course for Childcare Providers</td>
</tr>
<tr>
<td>• COVID-19 Education and Response Series with Learning Labs</td>
</tr>
<tr>
<td>• Two Early Learning Conferences offered with social emotional resilience and pandemic response as central themes</td>
</tr>
<tr>
<td>• Citrus Health Network, Inc. webinars for parents: Navigating the Pandemic and Supporting Families</td>
</tr>
<tr>
<td>• Journey of Hope®, created by Save the Children, teaches children social and emotional skill building to overcome traumatic events</td>
</tr>
<tr>
<td>• MyCareerShines provided job search tips for Coalition families during the pandemic</td>
</tr>
</tbody>
</table>
Educate Providers
Provide program directors/staff with training and resources to provide high quality care to all children, including children with disabilities

• Training for educators and administrators in FY 2020/2021
  ▪ Training sessions offered: 949 (compared to 571 FY 2019/2020)
  ▪ Miami-Dade Attendees: 16,625
  ▪ Monroe Attendees: 256
  ▪ Total Attendees: 16,881 (compared to 10,309 FY 2019/2020)

• ELC Talks Through An Equity Lens:
  ▪ Re-established in a virtual format responding to the need for community conversations about issues affecting the children and families the Coalition serves. Topics Include: What Can We Do to Ease Racial Tensions?; Conversations with the Asian American, Native Hawaiian and Pacific Islander Community; PRIDE; Body Image and Body Shaming.
Lead With Equity

Equity Team of 13 diverse members assembled with two priorities established:

- Data Collection: Current collection identified: Coalition demographic information, Ages & Stages Questionnaires®; high poverty zip codes and early education programs identified; pending data requests to Division of Early Learning
- Language Equity: CDC Language Guidance adopted; live translation made available for all Coalition Board Meetings, Committee meetings and events on demand

180 Coalition staff (56%) voluntarily participated in Anti-Bias Training sponsored by the YES Institute

The Professional Development Institute provides Equity focused training to fellow Coalitions

ELC Talks: Through an Equity Lens re-established

Equity Team received coaching and mentoring from Division of Early Learning sponsored mentor

The Coalition participated in two rounds of the YWCA South Florida sponsored 21 Day Racial Equity and Social Justice Challenge
Educate Providers
Provide program directors/staff with training and resources to provide high quality care to all children, including children with disabilities

Email messages to Partners (since July 1, 2017)
• Messages sent: 1,345
• Open rate: 31.44%*

Online Early Care and Education Partner meetings
• 32 meetings since August 2020

* Industry average open rate is 22%
Educate All

Educate families and the community at large about the benefits of quality early learning
Parental Choice

Develop innovative strategies to help parents choose child care programs that ensure better outcomes for their children
Visibility

Achieve increased visibility of the importance of early learning throughout both counties by creating child care resources and providing information

Social Media Outreach
- Twitter
- Facebook
- Instagram

Physical Outreach
- Bill Boards
- Bus Wrap

Community Partnerships and Events
<table>
<thead>
<tr>
<th>Action Item</th>
<th>Accountability</th>
<th>Due Date</th>
<th>Status/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miami-Dade and Monroe Chamber Meetings</td>
<td>ELT</td>
<td>Ongoing</td>
<td>Mr. Torres and the Executive Leadership Team have participated in various Chamber Meetings to promote the SR and/or VPK programs. The Coalition has also shared links to the website during chamber meetings.</td>
</tr>
<tr>
<td>Evelio Torres and other Executive Leadership members to participate in chamber meetings and promote the SR and VPK programs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monroe Chamber Meetings</td>
<td>Eligibility</td>
<td>Ongoing</td>
<td>Supervisor, Laurie Dunn participates in all Chamber Meetings and continuously provides information on ELC Programs.</td>
</tr>
<tr>
<td>Share information on ELC programs in all Chamber meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Trainings/Meetings with Referring Agencies</td>
<td>Eligibility</td>
<td>Ongoing</td>
<td>Emails sent to all referring agencies to offer trainings on the referrals process and benefits of the SR program. Trainings completed:</td>
</tr>
<tr>
<td>Offer additional trainings/meetings to all of our referring agencies to educate them on the referral process and the SR program to increase referrals.</td>
<td></td>
<td></td>
<td>• Bi-monthly meeting with dependency partners conducted on 10-6-2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-service training for Camillus House Verde Gardens Shelter, conducted on 11-3-20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-service training for Le Jardin’s Early Head Start (EHS) Program, conducted on 11-10-20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-service training for Catholic Charities New Life Family Center, shelter, conducted on 11-17-20.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• By monthly meeting with dependency partners conducted on 12-8-2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-service training for Department of Children &amp; Families (DCF) Child Protective Investigation-South, at-risk BG1, conducted on 12-10-20.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-service training for Department of Children &amp; Families (DCF) Child Protective Investigation-Weekend, at-risk BG1, conducted on 12-14-20.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-service training for Center for Family and Child Enrichment (CFCE) conducted on 12-16-20.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-service training for Lotus House conducted on 1-6-21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-service training for Miami-Dade – The Neighborhood Partnership for Early Head Start (TNP-EHS) conducted on 1/21/21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Bi-monthly meeting with dependency partners conducted on 2-9-2021</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-service training for Miami-Dade – Miami-Dade County’s Early Head Start (EHS) Program conducted on 5/19/21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-service training for Miami-Dade – Salvation Army conducted on 6/8/21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-service training for Monroe County-Department of Children &amp; Families (DCF) conducted on 8/24/21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-service training for Monroe County-Samuel’s House &amp; Florida Keys Outreach Coalition for the Homeless (FKOC) conducted on 8/26/21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-service training for Miami-Dade – Center for Family and Child Enrichment (CFCE) conducted on 8/30/21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-service training for Miami-Dade – Children’s Home Society (CHS) conducted on 9/9/20</td>
</tr>
<tr>
<td>Additional Layers for Closures/Terminations</td>
<td>Eligibility</td>
<td>Ongoing</td>
<td>All cases that are due to close/terminate are currently being reviewed by a Manager before closing to ensure that everything is being done to assist the family.</td>
</tr>
<tr>
<td>To change Eligibility process by adding additional layers for closing a case. Supervisors and Managers to review all cases that are up for case closure/termination.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miami-Dade Marketing Agencies</td>
<td>Eligibility</td>
<td>Ongoing</td>
<td>Contacted over 50 major agencies where we were able to establish a contact to send an informational email on SR and VPK with flyer. Follow-up with agencies to ask if they had any questions.</td>
</tr>
<tr>
<td>Contact major agencies in Miami-Dade County to send informational email on SR and VPK and attach SR Flyer. Purpose is for agency contact to send our information on programs to their employees.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action Item</td>
<td>Accountability</td>
<td>Due Date</td>
<td>Status/Comments</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Contact with Jackson Health System</td>
<td>Eligibility</td>
<td>Ongoing</td>
<td>Email sent to Mr. Pinzur and Suzette Fernandez (Director of Benefits and Wellness) with SR flyer. Meeting held on 2/10/21 to further discuss program and benefits to employees. **Also sent SR Open Enrollment flyer (02/09/21) to be distributed to clinics to be placed in waiting rooms.</td>
</tr>
<tr>
<td>Contact with Matthew Pinzur, Vice President and Chief Marketing Officer, to send informational email on SR and VPK and attach SR Flyer. Purpose is for agency contact to send our information on programs to their employees. SR flyers Open Enrollment Flyers in English, Spanish and Creole to send to Mr. Pinzur to distribute to all clinics.</td>
<td>Eligibility</td>
<td>Ongoing</td>
<td>**Also sent SR Open Enrollment flyer (02/09/21) to be distributed to clinics to be placed in waiting rooms. **</td>
</tr>
<tr>
<td>ELC Weekly Provider Meetings</td>
<td>Eligibility</td>
<td>Ongoing</td>
<td>Eligibility team has participated in weekly provider meeting to promote SR and VPK Programs to all participating providers. Participating dates: 03/2020 01/06/21 05/2020 01/20/21 07/2020 01/27/21 08/19/20 02/03/21 09/09/20 02/10/21 09/23/20 02/17/21 10/07/20 02/24/21 12/02/20 03/03/21 12/16/20 03/10/21</td>
</tr>
<tr>
<td>Miami-Dade and Monroe Meeting with Marisol Diaz and Marla Russell - School Districts Brainstorm ideas on how the Miami-Dade and Monroe School Districts can help promote the SR and VPK Programs.</td>
<td>Eligibility</td>
<td>Ongoing</td>
<td>Communication with both Marisol Diaz and Marla Russell - discussed promoting the SR and VPK programs.</td>
</tr>
<tr>
<td>Contact with Restaurant and Lodging Associations Provide SR and VPK Flyers to various associations</td>
<td>Eligibility</td>
<td>Jan. 2021</td>
<td>**Email with SR flyer sent to Lynne Hernandez, from Florida Restaurant and Lodging Association. Lynne Hernandez Executive Director, Miami-Dade and Monroe Florida Restaurant &amp; Lodging Association <a href="mailto:Lhernandez@FRLA.org">Lhernandez@FRLA.org</a> Cell: 305-710-3962 <a href="http://www.frla.org">www.frla.org</a> **Lynne Hernandez presented in the ELC October 4, 2021 Board Meeting and Sandra Gonzalez will be presenting at the Florida Restaurant and Lodging Association meeting on October 6 2021 to discuss partnership and promotional opportunities for ELC programs.</td>
</tr>
</tbody>
</table>
## Miami-Dade/Monroe SR Promotional Efforts Cont.:

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Accountability</th>
<th>Due Date</th>
<th>Status/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR Billboard</td>
<td>Communications</td>
<td>Ongoing</td>
<td>Turnpike at US1 (Florida City) 12/16/20-3/9/21</td>
</tr>
<tr>
<td>Keys Weekly</td>
<td>Communications</td>
<td>Ongoing</td>
<td>Upper/Middle/Lower Keys 1/7/2021</td>
</tr>
<tr>
<td>US1 Radio</td>
<td>Communications</td>
<td>Ongoing</td>
<td>Key West to Islamorada Pending approval</td>
</tr>
<tr>
<td>Country Thunder Radio</td>
<td>Communications</td>
<td>Ongoing</td>
<td>Marathon to South Miami Pending approval</td>
</tr>
<tr>
<td>Time Out Magazine</td>
<td>Communications</td>
<td>Ongoing</td>
<td>Key West Pending</td>
</tr>
<tr>
<td>Facebook</td>
<td>Communications</td>
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<td>30 Day Social Media Ad 1/26/21-2/26/21</td>
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<td>Communications</td>
<td>Ongoing</td>
<td>31 Day Social Media Ad 1/26/21-2/26/21</td>
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<tr>
<td>Twitter</td>
<td>Communications</td>
<td>Ongoing</td>
<td>32 Day Social Media Ad 1/26/21-2/26/21</td>
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<tr>
<td>SR Open Enrollment Flyer</td>
<td>Communications</td>
<td>Ongoing</td>
<td>For distribution Pending Translation to Spanish and Creole completed 2/4/21</td>
</tr>
<tr>
<td>Add Signature Line on all ELC Staff Email</td>
<td>Communications</td>
<td>Ongoing</td>
<td>Communications will send out an ELC portal link signature line for all ELC employees to add to their emails. This will allow direct access to our ELC Portal when families receive emails.</td>
</tr>
<tr>
<td>Add SR to ELC Newsletter</td>
<td>Communications</td>
<td>Ongoing</td>
<td>SR program summary in ELS Newsletter on 2/2/21</td>
</tr>
</tbody>
</table>

**Dear Parents, Guardians, and Community Partners:**

The Early Learning Coalition of Miami-Dade/Monroe is providing financial assistance for child care through our School Readiness Program. If you or someone you know needs help to pay child care costs, please submit an application at http://bit.ly/ELCFreeChildCare

Currently, there are waivers in place that relax the requirements for applying for services. The waivers allow:

- Individuals who are unemployed and seeking work to submit an application
- Individuals who have seen a decrease in the number of hours they work each week can submit an application

Some parents may not be aware of these waivers and think that they do not qualify to apply for assistance. It is important to submit an application and our family support services team will make the determination of eligibility upon review of all required documentation.
Capacity Building

Strengthen Board and Staff capacity to carry out strategic goals
Advocacy
Engage aggressively & systematically in advocacy to drive better outcomes for children

Chief Executive Officer (CEO) and board members meetings with Beacon Council

CEO and board member met with Monroe County Chambers of Commerce

CEO attended Florida Chamber Foundation 2020 Future of Florida Forum

Individual meetings with CEOs of Florida Chamber, Greater Miami Chamber, Miami-Dade Chamber

Outreach made to the Florida Council of 100

Hosted Miami-Dade and Monroe County Business Community meetings regarding Early Learning Impact

Created business focused “fact sheet” to share Coalition information with most served industries
## Advocacy

Engage aggressively & systematically in advocacy to drive better outcomes for children

<table>
<thead>
<tr>
<th>Extensive involvement in creation of House Bill 419</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with the Association of Early Learning Coalitions to effect policy change</td>
</tr>
<tr>
<td>Participation on the Greater Miami Chamber Governmental Affairs, Education, and other committees</td>
</tr>
<tr>
<td>Participated in Miami-Dade County Mayor’s workgroup to have child care programs included in the county’s forgivable loan program</td>
</tr>
</tbody>
</table>

- Miami-Dade County Mayor Daniella Levine Cava
- Miami-Dade Mayor Daniella Levine-Cava attended weekly provider meeting as a County Commissioner
- Miami-Dade County Commissioner Bovo attended weekly provider meeting
- Representative Vance Aloupis presented at monthly board meeting
- Mayor Levine-Cave convened the Coalition’s Children First Conference
Early Child Care Education Systems Building
Establish regular meetings with partners to strengthen cross-sector investments and policies for children birth through age five

Continuation of regular meetings with community partners, including, The Children's Trust and United Way

Coalition team members regularly participate in Greater Miami Chamber subcommittees:
- Education, Healthcare, Human Resources, Workforce Housing, Nonprofit Business

Coalition team members participate in local community partner meetings:
- Department of Children and Families, Citrus Family Care Network, Northeast Corridor, Together for Children, Miami-Dade Integrating Data for Effectiveness Across Systems (IDEAS) Consortium for Children
Funding

Increase public and private funding and reallocate funds to strategic goals
Public

Secure adequate resources to ensure high quality delivery to each child we serve

• Increased total School Readiness Max Rate by 22% since March 2017
• Provided a Quality Incentive bonus June 2021 of over $10.8M to 896 Child Care Partners
• Rising K Grant $2.7M June 2020 to Miami-Dade and Monroe Public Schools
• Teacher Stipends of $1.4M paid to over 450 teachers in Summer 2020
• Coronavirus Aid, Relief, and Economic Security Act (CARES) and Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act payments of over $26.6M to Contracted and Non-Contracted Providers

20-21 Coronavirus Aid, Relief, and Economic Security Act (CARES) Payments

<table>
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<tr>
<th>Providers Paid</th>
<th>Total Paid</th>
<th>Providers Paid</th>
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<th>Providers Paid</th>
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<tr>
<td>Contracted Provider</td>
<td>Phase I</td>
<td>$2,816,900.00</td>
<td>325</td>
<td>$2,295,428.00</td>
<td>1066</td>
<td>$13,599,000.00</td>
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<td>Non-Contracted Provider</td>
<td>Phase II</td>
<td>$4,650,350.00</td>
<td>596</td>
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<td>$91,895.00</td>
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<tr>
<td>Total</td>
<td>Phase III</td>
<td>$2,295,428.00</td>
<td>407</td>
<td>42</td>
<td>407</td>
<td>1,108</td>
<td>1,251</td>
<td>$26,616,898.00</td>
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</table>

<table>
<thead>
<tr>
<th>Providers Paid</th>
<th>Total Paid</th>
<th>Providers Paid</th>
<th>Total Paid</th>
<th>Providers Paid</th>
<th>Total Paid</th>
<th>Providers Paid</th>
<th>Total Paid</th>
<th>Total Payment</th>
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</thead>
<tbody>
<tr>
<td>Contracted Provider</td>
<td>Phase IV</td>
<td>$2,105,750.00</td>
<td>1066</td>
<td>$13,599,000.00</td>
<td>1164</td>
<td>$25,467,428.00</td>
<td>1164</td>
<td>$25,467,428.00</td>
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<tr>
<td>Non-Contracted Provider</td>
<td>Phase V</td>
<td>$873,000.00</td>
<td>87</td>
<td>$873,000.00</td>
<td>1,251</td>
<td>$14,472,000.00</td>
<td>1,251</td>
<td>$14,472,000.00</td>
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<tr>
<td>Total</td>
<td>Total</td>
<td>$2,932,475.00</td>
<td>632</td>
<td>$2,295,428.00</td>
<td>1,108</td>
<td>$2,174,750.00</td>
<td>1,251</td>
<td>$26,616,898.00</td>
</tr>
</tbody>
</table>
Monroe County

Establish a Permanent Funding Model for Social Services
• Requires Voter Referendum and Monroe County leadership
Five Year Strategic Goals
Five Year Strategic Goals

Develop widely accepted state-wide benchmark marks of quality (e.g. Child assessments, accreditation, learning environment, etc.)

Program Assessment Thresholds Requirements for the School Readiness Program

- **Contract Minimum Threshold**
  - School Readiness partners must achieve a composite score at or above the Contract Minimum Threshold on the assessment to be eligible for a School Readiness contract.

- **Quality Improvement Plan**
  - School Readiness partners who achieve the minimum composite score for Quality Improvement, but are still emerging in quality, are placed on a mandatory Quality Improvement Plan. The Early Learning Coalition of Miami-Dade/Monroe identifies performance goals and quality improvement strategies to help partners meet quality scores.

### 2019-2020 Thresholds
- Contract Minimum Threshold 2.51
- Quality Improvement Plan 2.51-2.99
- Quality Improvement Threshold 3.00

### 2020-2021 & 2021-2022 Thresholds
- Contract Minimum Threshold 3.50
- Quality Improvement Plan 3.50-3.99
- Quality Improvement Threshold 4.00

### 2022-2023 Thresholds
- Contract Minimum Threshold 4.00

Source: Rule 6M-4.740 Program Assessment Requirements for the School Readiness Program
Five Year Strategic Goals

Change state policy to allow ELC’s to contract only with childcare programs that meet state-wide quality benchmark marks

Beginning with the 2019-20 School Readiness contract year and subsequent years, all School Readiness providers serving children from birth to kindergarten entry must have a program assessment conducted and meet the Contract Minimum Threshold to be eligible to participate in the School Readiness Program.

**Contract Minimum Threshold**
- School Readiness partners must achieve a composite score at or above the Contract Minimum Threshold on the assessment to be eligible for a School Readiness contract.

**Composite Score**
- Program assessment composite score is calculated by assessing 50% of the classrooms in every care level (ages infant-PreK) served by the provider.

Source: Rule 6M-4.740 Program Assessment Requirements for the School Readiness Program
Five Year Strategic Goals

Establish the Performance Funding Program platform as the statewide quality, tiered reimbursement and pay for performance model

Eligible child care partners that receive a program assessment composite score above the Quality Improvement Threshold score, shall receive a tiered Quality Performance Incentive differential rate above the Coalition’s approved base reimbursement rate for each care level and unit of care.

Source: Rule 6M-4.500 Child Attendance and Provider Reimbursements
What does success look like for the Coalition and the families we serve?

How can your leadership help us get there?
Systems Improvement: A Team Approach

Why?
What?
How?

Desired Outcomes
Developing Measures
Board Lead
Staff Lead
Systems Improvement: A Team Approach

- Expanding Services in Monroe County
- Board Member Engagement
- Advocacy & Public Policy
- Building Resilient Infrastructure
- Parent Engagement
# Systems Improvement: A Team Approach

## Expanding Services in Monroe County

### Why?
- Unaffordable quality education due to income guidelines
- Low readiness rates and reading levels among children*
- Low capacity for infants and toddlers in the County
- Challenges with teacher retention

*Kindergarten Readiness:
- Florida: 57%; Miami-Dade: 71%; Monroe: 58%

3rd Grade Reading Scores:
- Florida: 53%; Miami-Dade: 56%; Monroe: 58%

### What?
- Complete community needs assessment
- Increase the number of children and families eligible for School Readiness (SR)
- Increase early literacy services as a means of improving the number of children in Monroe County who achieve kindergarten readiness
- Increase early learning partners capacity to serve infants and toddlers
- Create programs that focus on retaining qualified teachers

### How?
- Utilize community needs assessment to identify service gaps and create a plan
- Advocate for scholarships for Cliff Families
- Connect with business groups in Monroe County to help with literacy efforts (Bosses for Babies through Children’s Movement of Florida)
- Book Club
- Infant and Toddler special rate
- Internship and Apprenticeship like program

### Outcomes
- Fill service gaps
- Increased enrollment in SR and VPK
- Higher literacy rates
- Earlier intervention
- Ability to serve more children
**Systems Improvement: A Team Approach**

**Board Engagement**

**Why?**
- Successful organizations have highly engaged and visible boards

**What?**
- Model what board engagement should look like
- The board will be actively involved in high need areas
- The board will work to bring resources when gaps are identified
- The board will actively promote the ELC and its mission to businesses

**How?**
- Identify Engagement Metrics to track
- Identify high needs zip codes where board member engagement and visibility is needed
- Become “Zip Code Champions”
- Board member participation in local chambers and community events

**Outcome**
- More community awareness activities
- Other community leaders encouraged to prioritize early learning initiatives
- The needs of high risk zip codes are being met by partners
<table>
<thead>
<tr>
<th>Why?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Historically low access to quality services for families</td>
<td>• Contracted slots for infants and toddlers that include special rate</td>
</tr>
<tr>
<td>• Lack of application functionality through mobile devices</td>
<td>• Increase number of families able to attend high quality programs</td>
</tr>
<tr>
<td>• Early education partners unable to provide quality services in high needs areas due to low reimbursement rates</td>
<td>• Expand the income guidelines</td>
</tr>
<tr>
<td></td>
<td>• Advocate for a state-wide mobile app for application process</td>
</tr>
<tr>
<td></td>
<td>• Advocate for better reimbursement rates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How?</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expanded scholarship program through the Children’s Trust</td>
<td>• More high quality programs</td>
</tr>
<tr>
<td>• Mobile App Development</td>
<td>• Greater access to affordable, high quality early education</td>
</tr>
<tr>
<td>• Push legislation for equity in rates and the state developing the mobile app</td>
<td>• Easy application process</td>
</tr>
<tr>
<td></td>
<td>• More equitable reimbursement rates</td>
</tr>
</tbody>
</table>
Why?
Providers face challenges with:
• Finding resources during difficult times
• Keeping and retaining high quality staff
• Lack of understanding the Coalition contract

What?
• Share relevant resources
• Provide tips on how to retain staff
• Ensure partners have a proper understanding of their contract

How?
• Board member driven seminars
• One-on-one coaching
• SCORE type mentorship
• Provider Focus Groups

Outcome
• More knowledgeable partners and resilient businesses
• Less teacher turnover and greater stability for children served
• Greater contract compliance
Why?
• Historically low parental engagement
• Research shows that parental involvement is one of the most important measures of a child’s academic success.

What?
• Help parents identify and select high quality programs.
• Provide opportunities for parents to read to their children
• Ensure families have an at-home library
• Providers will be more successful in engaging parents to participate at centers

How?
• “Reach out and Read”
• Share parent guides given by Division of Early Learning (DEL)

Outcomes
• More involved and engaged parents
• Parents understand how to select a high-quality program for their children
• More academically successful children
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INTRODUCTION
The Early Learning Coalition of Miami-Dade/Monroe (ELCMDM) is the largest of 31 early learning coalitions in Florida. The early learning coalitions administer the Child Care Development Block Grant (CCDBG) funds, which provides child care subsidies to eligible families. Since 2000, ELCMDM has provided high-quality early education in two counties: Miami-Dade and Monroe. As described on its website, the Coalition is dedicated to ensuring high-quality early education for children in Miami-Dade and Monroe Counties through a community-based collaborative approach. ELCMDM is committed to promoting high-quality early learning, advocating on behalf of children, and preparing every child for success in both school and life.

The scope of this study was developed collaboratively between mano-Y-ola, LLC, and key ELCMDM leadership, with contributing guidance from ELCMDM’s Advisory Board. The Advisory Board members’ primary responsibility is to provide governance by creating and directing the strategic initiatives that ensure high-quality programming. In addition, the Advisory Board provided a 20-point list of important research topics, which mano-Y-ola used to develop and distribute a Pre-Assessment Survey to collect additional feedback about the Needs Assessment priorities. In total, 13 respondents completed the survey, six of whom are Advisory Board members and seven of whom are ELCMDM staff or community partners.

The purpose of this Topic-Specific Needs Assessment is to conduct exploratory research on the following broad and comprehensive categories and indicators:

- Employment and retention of teachers
- School readiness
- Access to after-school programs
- Access to health care providers

A Needs Assessment is an organized process that provides information about socioeconomic needs or issues in a location or population group and determines which issues should be prioritized for action. The results of this study will provide ELCMDM’s Advisory Board and leadership team with the information needed to make data-informed decisions about the organization’s strategic priorities.

Our Vision
Children First. To ensure a comprehensive and integrated early learning system for all families and their children, birth to 5 years, ensuring high-quality programs throughout Miami-Dade and Monroe Counties, so children enter school ready to learn and succeed in life.
METHODOLOGY

The methodology of this study was developed over the course of several phases, with each phase informing the development and execution of the next.

In November 2020, mano-Y-ola met with members of ELCMDM leadership to discuss the scope and methodology of this project. The Advisory Board developed a list of items they were interested in exploring; the Board delivered this list, which included 20 priorities, in January 2021. After further conversation with ELCMDM leaders, mano-Y-ola determined that the program was not yet ready for a complete Needs Assessment but instead needed to do additional work to clarify the focus of the study. Accordingly, mano-Y-ola developed a Pre-Needs Assessment and Idea-Generating Process Scope of Work. Considering the 20-point feedback from the Board, mano-Y-ola created a survey to guide the Advisory Board in prioritizing the areas of research inquiry. mano-Y-ola also conducted interviews with Advisory Board members to gain further clarity.

In February 2021, mano-Y-ola shared the findings of the Pre-Needs Assessment with the Board, and based on feedback from ELCMDM leadership, in March mano-Y-ola submitted a Scope of Work to complete a Topic-Specific Needs Assessment for Monroe County. The methodology outlined in this Scope of Work proposed conducting exploratory research about indicators including employment and retention of teachers, children’s school readiness, access to after-school programs, and access to health care providers. Therefore, in addition to the secondary data collected by the mano-Y-ola team, the ELCMDM team would partner with mano-Y-ola to capture primary data. The advantage of using primary data is that mano-y-ola collected information for the specific purposes of the study. The tailored questions helped gain information from sources that helped supplement secondary data sources.

Surveys were developed by mano-Y-ola to capture the perception of providers and families about the topics identified in the study. ELCMDM’s leadership then contributed feedback to edit the survey questions, and mano-Y-ola revised the surveys in accordance with ELCMDM’s recommendations. The surveys were then administered by ELCMDM to partner providers and the parents of children enrolled in partner programs. Both surveys were conducted in Spanish and English. Of ELCMDM’s 285 partners, 78 responded, a response rate of 27 percent; of the 694 families served by those partners, 70 responded, a response rate of 10 percent. While the information collected was useful, since it was by no means representative of most of the partners or families enrolled, mano-Y-ola recommended conducting focus groups to supplement the primary data findings. Focus groups were conducted with Community Co-Op in the Middle Keys on September 21, 2021, and St. James Children’s Center in the Upper Keys on September 27, 2021. The findings of the surveys and focus groups are included in this study.

The evolutionary way the methodology of this study was developed and conducted speaks to the commitment of ELCMDM to serving the people in the community, and to the collaborative ethos embodied by mano-Y-ola. As a final step in this Topic-Specific Needs Assessment project, mano-Y-ola will conduct a Presentation of Findings for the ELCMDM Advisory Board on November 1, 2021.
Early Learning Coalition of Miami Dade/Monroe (ELCMDM)

Methodology

Project Timeline

- 11/12/2020 – Meeting with mano-Y-ola and ELCMDM leadership
- 11/24/2020 – Meeting with mano-Y-ola and ELCMDM leadership
- 01/19/2021 – ELCMDM Leadership shared original 20-point Board Feedback (from an internal strategic planning session held in the agency) and ideas/desires for the comprehensive assessment of Monroe County (see Appendix A: Board Feedback)
- 01/25/2021 – Meeting with Nolo/Maya/Danielle and ELCMDM leadership
- 01/28/2021 – mano-Y-ola submits a Scope of Work to conduct a Pre-Needs Assessment and Idea-Generating Process (see Appendix B: Pre-Needs Assessment SOW)
  - mano-Y-ola reviewed the original 20-point Board Feedback and developed a survey to prioritize ideas (see Appendix C: Pre-Needs Assessment Inquiry)
  - mano-Y-ola conducted interviews with board members
    - see Appendix D: ELCMDM Board Interview Questions
    - February 5, 2021: SueEllen Bennett
    - February 5, 2021: Sandi Bisceglia
- 02/09/2021 – mano-Y-ola conducts a presentation to the Board to share findings from the Pre-Needs Assessment and Idea Generating Process
  - Link to Prezi Presentation: https://prezi.com/view/Y29Y4jHyQ5b5InrDRZer
  - Appendix E: Pre-Needs Assessment Survey Responses (Question #1)
- 03/31/2021 - mano-Y-ola submits a Scope of Work to complete a Topic-Specific Needs Assessment of Monroe County (see Appendix F: Topic Specific Needs Assessment SOW)
  - mano-Y-ola developed parent and provider surveys to be distributed by ELCMDM leadership
    - Dropbox Links to Provider Surveys (English and Spanish)
    - Dropbox Links to Parent Surveys (English and Spanish)
- 06/04/2021 – mano-Y-ola & ELCMDM Leadership check-in meeting
- 06/17/2021 – mano-Y-ola & ELCMDM Leadership check-in meeting
- 07/15/2021 – mano-Y-ola & ELCMDM Leadership check-in meeting
- 07/19/2021 – mano-Y-ola & ELCMDM Leadership check-in meeting
- 08/02/2021 – mano-Y-ola & ELCMDM Leadership check-in meeting
- 08/31/2021 – mano-Y-ola & ELCMDM Leadership check-in meeting
- 09/21/2021 – mano-Y-ola conducted a Focus Group with Community Co-Op, Middle Keys
- 09/27/2021 – mano-Y-ola conducted a Focus Group with St. James Children’s Center, Upper Keys
- 10/28/2021 – mano-Y-ola submits the final report to ELCMDM Leadership
- 11/1/2021 – mano-Y-ola presents study findings to the Board

www.mano-y-ola.com
With team members in North Carolina, Louisiana, California, Texas, Puerto Rico and The Netherlands
Monroe Advisory Committee Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Community Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Carruthers (Chair)</td>
<td>Former Mayor/Realtor</td>
</tr>
<tr>
<td>Sandi Bisceglia (Vice Chair)</td>
<td>Executive Director of the Southernmost Leadership Network, LLC</td>
</tr>
<tr>
<td>SueEllen Bennett</td>
<td>Director of St. James Children’s Center</td>
</tr>
<tr>
<td>Bob Eadie</td>
<td>Director of Monroe County Health Department</td>
</tr>
<tr>
<td>Marla Russell</td>
<td>Head Start Director</td>
</tr>
<tr>
<td>Aleida Jacobo</td>
<td>CEO Wesley House Family Services</td>
</tr>
<tr>
<td>Lisa Taylor</td>
<td>Monroe County School District Designee</td>
</tr>
<tr>
<td>Christine Patterson</td>
<td>Director of Inez Martin Child Development Center</td>
</tr>
<tr>
<td>Laura Toman</td>
<td>Child Find Specialist</td>
</tr>
</tbody>
</table>

ELCMDM Staff (Monroe County) (Study Collaborators)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angelo Parrino</td>
<td>Chief Operating Officer</td>
</tr>
<tr>
<td>Sandra Gonzalez</td>
<td>Sr. Vice President of School Readiness &amp; VPK</td>
</tr>
<tr>
<td>Laurie Dunn</td>
<td>Monroe County Supervisor</td>
</tr>
<tr>
<td>Lissandra Curbelo</td>
<td>Deputy Director of Contracts</td>
</tr>
<tr>
<td>Andres Lopez</td>
<td>Contract Manager</td>
</tr>
</tbody>
</table>

Data Indicators to Be Collected

<table>
<thead>
<tr>
<th>Indicator/Item</th>
<th>Potential Data Indicators to Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Secondary Data</td>
</tr>
<tr>
<td>1. Increase the employment and retention of child care teachers</td>
<td>• Cost of living in Monroe County (Living Wage / ALICE Report, United Way)</td>
</tr>
<tr>
<td></td>
<td>• Buying Power, Asset Poverty, Liquid Asset Poverty</td>
</tr>
<tr>
<td></td>
<td>• Child care teacher salaries and benefits (if available)</td>
</tr>
<tr>
<td></td>
<td>• Availability of training programs and partnership with universities/colleges</td>
</tr>
<tr>
<td>2. Make sure kids are up-to-speed for school readiness</td>
<td>• Determine # of children with disabilities</td>
</tr>
<tr>
<td></td>
<td>• Enumerate the # of programs available</td>
</tr>
<tr>
<td></td>
<td>• Determine actual need, gap analysis</td>
</tr>
<tr>
<td>3. Child care for children with disabilities after school program hours</td>
<td>• Determine # of children with high level of care needed</td>
</tr>
<tr>
<td></td>
<td>• Determine # of children with disabilities</td>
</tr>
<tr>
<td></td>
<td>• Enumerate the # of programs available</td>
</tr>
<tr>
<td></td>
<td>• Determine actual need, gap analysis</td>
</tr>
<tr>
<td>4. Find solutions to the reduction of health care providers in the county (Will include data of pediatric specialists and mental health resources (if available)</td>
<td>• Locate existing health care providers by zip code or smaller geographic locations</td>
</tr>
<tr>
<td></td>
<td>• Determine cost and accessibility based on income or location</td>
</tr>
<tr>
<td></td>
<td>• Patient-to-provider ratio</td>
</tr>
</tbody>
</table>
FLORIDA KEYS MAPS
(Source: https://ontheworldmap.com/)

www.mano-y-ola.com
With team members in North Carolina, Louisiana, California, Texas, Puerto Rico and The Netherlands
Florida Keys Maps

(Source: https://www.florida-keys-experience.com/florida-keys-map/)
Cost of Living in Monroe County

Based on data collected from salary.com, the cost of living in Miami, Florida, is 11.6 percent higher than the national average, yet significantly lower than the cost of living in San Francisco, CA, New York, NY, Washington, D.C. and Boston, MA (Figure 1). Salary.com collects its information by way of employer surveys; calculations for the cost-of-living index are based on several factors including total cost of energy, food, health care, housing, and transportation.

Figure 1: Cost of Living Index in Major Cities of the United States

Although many cities in Florida report a cost of living lower than the national average, Miami, Boca Raton, Coconut Creek and Fort Lauderdale all report a cost of living that is approximately 10 to 11 percent higher than the national average (Figure 2).

Figure 2: Cost of Living Index in Major Cities of Florida
Salary.com reports the cost of living, as well as expenses for many cities in Florida, including 10 cities in Monroe County (Table 1). The cost of living in the 10 cities for which data was reported is 7 percent higher than the national average. Although the cost of energy in those cities is 12.4 percent lower than the national average, the cost of food is 5 percent higher than the national average, the cost of health care is 13.2 percent higher, the cost of housing is 23.4 percent higher, and the cost of transportation is 10.7 percent higher.

<table>
<thead>
<tr>
<th>Zip Code(s)</th>
<th>City</th>
<th>Cost of Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>33001</td>
<td>Long Key</td>
<td>7.0% higher than national average</td>
</tr>
<tr>
<td>33036</td>
<td>Islamorada</td>
<td>Expense Category</td>
</tr>
<tr>
<td>33037</td>
<td>Key Largo</td>
<td>Energy:</td>
</tr>
<tr>
<td>33040 / 33041 / 33045</td>
<td>Key West</td>
<td>-12.4% lower than national average</td>
</tr>
<tr>
<td>33042 / 33043</td>
<td>Summerland Key</td>
<td>Food:</td>
</tr>
<tr>
<td>33043</td>
<td>Big Pine Key</td>
<td>5.0% higher than national average</td>
</tr>
<tr>
<td>33050 / 33051 / 33052</td>
<td>Marathon</td>
<td>Health care:</td>
</tr>
<tr>
<td>33050 / 33052</td>
<td>Marathon Shores</td>
<td>Housing:</td>
</tr>
<tr>
<td>33051</td>
<td>Key Colony Beach</td>
<td>13.2% higher than national average</td>
</tr>
<tr>
<td>33070</td>
<td>Tavernier</td>
<td>Transportation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23.4% higher than national average</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.7% higher than national average</td>
</tr>
</tbody>
</table>

Table 1: Cost of Living Index for Cities in Monroe County
Living Wage
Dr. Amy K. Glasmeier from MIT developed the Living Wage Calculator to determine an individual’s ability to live within a certain standard of living. Based on the Living Wage Calculator methodology, considering real cost expenses, income, and payroll taxes to determine the minimum employment earnings necessary to meet basic family needs and maintain self-sufficiency, families earning minimum wage in the service area are not able to survive without a safety net and government assistance.

In Florida the hourly living wage in 2020 for a single parent with two children was $38.04; the hourly living wage for a two-parent household (where one adult is working) with two children was $32.28. The poverty wage for those two types of families was $10.44 and $12.50 per hour, respectively. The minimum wage in Florida was $8.56.

Table 2 provides information on annual expenses by state and county for needs including food, child care, medical, housing, and transportation. The annual living wage income required to meet the basic needs of a single-parent family with two children before taxes in Florida is $79,126; the annual earnings required to meet the needs of a two-parent family (one working) with two children is $67,140.

To illustrate the significant disparity between the annual living wage and other income measures, the current Federal Poverty Level for a family of three is $21,960, and $26,500 for family of four. Compared with the state average, the living wage for a single-parent family with two children is higher in Monroe County. The same disparity applies to a two-parent family (one adult working) with two children.

<table>
<thead>
<tr>
<th>Living Wage (2020)</th>
<th>Florida</th>
<th>Monroe County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly Wages</td>
<td>1 adult 2 children</td>
<td>$38.04</td>
</tr>
<tr>
<td>Living Wage</td>
<td>$38.04</td>
<td>$40.98</td>
</tr>
<tr>
<td>Poverty Wage</td>
<td>$10.44</td>
<td>$10.44</td>
</tr>
<tr>
<td>Minimum Wage</td>
<td>$8.56</td>
<td>$8.56</td>
</tr>
<tr>
<td>Annual Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>$6,990</td>
<td>$6,990</td>
</tr>
<tr>
<td>Child Care</td>
<td>$16,638</td>
<td>$16,147</td>
</tr>
<tr>
<td>Medical</td>
<td>$9,109</td>
<td>$9,109</td>
</tr>
<tr>
<td>Housing</td>
<td>$14,980</td>
<td>$20,736</td>
</tr>
<tr>
<td>Transportation</td>
<td>$11,672</td>
<td>$11,672</td>
</tr>
<tr>
<td>Other</td>
<td>$5,144</td>
<td>$5,144</td>
</tr>
<tr>
<td>Required annual income before taxes</td>
<td>$79,126</td>
<td>$85,245</td>
</tr>
</tbody>
</table>

Table 2: Living Wages (2020)

The average base salary of a pre-K teacher is $32,338 (see Table 3). This is less than half of the living wage for a single parent family with two children in Monroe County, which is $85,245.

The living wage model is an alternative measure of basic needs. It is a market-based approach that draws upon geographically specific expenditure data related to a family’s likely minimum food, child care, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs. The living wage draws on these cost elements and the rough effects of income and payroll taxes to determine the minimum employment earnings necessary to meet a family’s basic needs while also maintaining self-sufficiency.

http://livingwage.mit.edu/
Day Care Center Teacher Salary

The median day care teacher salary in the 10 cities for which data is reported on Salary.com in Monroe County is $32,338 (Table 3, Figure 3). The total median compensation, which includes social security benefits, retirement benefits, disability and health insurance, pension and vacation pay, is $48,758.

### Table 3: Day Care Center Teacher Salary for Cities in Monroe County

<table>
<thead>
<tr>
<th>Zip Code(s)</th>
<th>City</th>
<th>Core Compensation Summary</th>
<th>Value of Benefits</th>
<th>Source: Salary.com</th>
</tr>
</thead>
<tbody>
<tr>
<td>33001</td>
<td>Long Key</td>
<td>Base Salary: $32,338</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33036</td>
<td>Islamorada</td>
<td>Bonus: $8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33037</td>
<td>Key Largo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33040 / 33041 / 33045</td>
<td>Key West</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33042 / 33043</td>
<td>Summerland Key</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33043</td>
<td>Big Pine Key</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33050 / 33051 / 33052</td>
<td>Marathon</td>
<td>Social Security: $2,474</td>
<td>5.1%</td>
<td></td>
</tr>
<tr>
<td>33050 / 33052</td>
<td>Marathon Shores</td>
<td>401K/403B: $1,585</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td>33051</td>
<td>Key Colony Beach</td>
<td>Disability: $518</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>33070</td>
<td>Tavernier</td>
<td>Health care: $6,371</td>
<td>13.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pension: $1,359</td>
<td>2.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time Off: $4,105</td>
<td>8.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total Compensation: $48,758</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 3: Median Day Care Center Teacher Salary for Cities in Monroe County**
ALICE: Asset Limited, Income Constrained, Employed Households

United for Alice is an organization that studies the financial hardships of households and families on a national level and has partnerships with select states to conduct similar research and work on a state and local level. ALICE is an acronym that stands for: Asset Limited, Income Constrained, Employed. The 2020 ALICE report for the state of Florida indicates that in 2018, 13 percent of households were living under the federal poverty guidelines, while another 33 percent of households were ALICE. “These households earned above the FPL, but not enough to afford basic household necessities.”

In Monroe County, of the more than 31,000 households, 8 percent lived below the federal poverty guidelines in 2018, and an additional 29 percent were ALICE (Figure 4).

Figure 4: ALICE Households in Monroe County (2018)

Data on the number of households below the federal poverty guidelines, as well as those below the ALICE threshold, is reported by Census County Divisions (CCD), Census Designated Places (CDP) and Zip Code Tabulation Areas (ZCTA). Table 4 provides this data for all geographic locations available in Monroe County.
In Monroe County, the Middle Keys Census County Division (CCD) reports the highest number of households living on income below the federal poverty guidelines, 12 percent, as well as the highest number of households that are considered ALICE, 32 percent. The Census Designated Place (CDP), or city/town with the highest percentage of household living below the federal poverty guidelines is Duck Key, 21 percent, while the CDP with the highest percent of households that are determined to be ALICE is Tavernier, 37 percent. Finally, the Zip Code Tabulation Area (ZCTA) with the highest percentage of households living in poverty is 33050, 13 percent, the ZCTA with the highest percent of households that are ALICE is 33001, 48 percent.

<table>
<thead>
<tr>
<th>CCD</th>
<th>Total Households</th>
<th>% Below Federal Poverty Guidelines</th>
<th>% Below ALICE Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Keys</td>
<td>4,460</td>
<td>12%</td>
<td>32%</td>
</tr>
<tr>
<td>Upper Keys</td>
<td>8,324</td>
<td>11%</td>
<td>28%</td>
</tr>
<tr>
<td>Key West</td>
<td>12,926</td>
<td>10%</td>
<td>27%</td>
</tr>
<tr>
<td>Lower Keys</td>
<td>5,259</td>
<td>8%</td>
<td>25%</td>
</tr>
<tr>
<td>CDP</td>
<td>Total Households</td>
<td>% Below Federal Poverty Guidelines</td>
<td>% Below ALICE Threshold</td>
</tr>
<tr>
<td>Duck Key</td>
<td>305</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>Stock Island</td>
<td>1,409</td>
<td>19%</td>
<td>33%</td>
</tr>
<tr>
<td>Key Largo</td>
<td>4,215</td>
<td>14%</td>
<td>26%</td>
</tr>
<tr>
<td>Marathon City</td>
<td>3,605</td>
<td>12%</td>
<td>35%</td>
</tr>
<tr>
<td>Tavernier</td>
<td>800</td>
<td>12%</td>
<td>37%</td>
</tr>
<tr>
<td>Cudjoe Key</td>
<td>1,031</td>
<td>10%</td>
<td>23%</td>
</tr>
<tr>
<td>Key West City</td>
<td>10,021</td>
<td>10%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Source: unitedforalice.org
Early Learning Coalition of Miami Dade/Monroe (ELCMDM)
Secondary Data Findings
Selected Study Indicators that Impact Employment and Retention of Child Care Teachers

Households Below the ALICE Threshold
Source: unitedforalice.org

<table>
<thead>
<tr>
<th>ZCTA</th>
<th>Total Households</th>
<th>% Below Federal Poverty Guidelines</th>
<th>% Below ALICE Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>33050</td>
<td>3,910</td>
<td>13%</td>
<td>33%</td>
</tr>
<tr>
<td>33001</td>
<td>201</td>
<td>11%</td>
<td>48%</td>
</tr>
<tr>
<td>33040</td>
<td>13,160</td>
<td>10%</td>
<td>27%</td>
</tr>
<tr>
<td>33036</td>
<td>1,519</td>
<td>8%</td>
<td>25%</td>
</tr>
<tr>
<td>33042</td>
<td>3,002</td>
<td>8%</td>
<td>18%</td>
</tr>
<tr>
<td>33043</td>
<td>2,203</td>
<td>7%</td>
<td>35%</td>
</tr>
<tr>
<td>33070</td>
<td>2,175</td>
<td>7%</td>
<td>35%</td>
</tr>
<tr>
<td>33051</td>
<td>349</td>
<td>0%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Table 4: Households Below the ALICE Threshold in Monroe County (2018)

ALICE, an acronym for Asset Limited, Income Constrained, Employed, is a new way of defining and understanding the struggles of households that earn above the Federal Poverty Level, but not enough to afford a bare-bones household budget.

For far too many families, the cost of living outpaces what they earn. These households struggle to manage even their most basic needs - housing, food, transportation, child care, health care, and necessary technology. When funds run short, cash-strapped households are forced to make impossible choices, such as deciding between quality child care or paying the rent, filling a prescription or fixing the car. These short-term decisions have long-term consequences not only for ALICE families, but for all of us.

WHO IS ALICE? Despite the critical nature of many jobs to keep our local economies running – educating our youngest children, keeping our ailing parents safe – these workers often struggle to keep their own households from financial ruin. ALICE is your child care worker, the cashier at your supermarket, the gas attendant, the salesperson at your big box store, your waitress, a home health aide, an office clerk. ALICE cannot always pay the bills, has little or nothing in savings, and is forced to make tough choices such as deciding between quality child care or paying the rent. One unexpected car repair or medical bill can push these financially strapped families over the edge.

- https://www.unitedforalice.org/
Financial Assets and Income

Florida ranks 33rd in the prosperity of its residents of the 50 states and the District of Columbia. This rank is based on states’ performance on economic measures for all residents but also accounts for racial disparities. Relative to other states, Florida’s performance is below average for residents overall, and the gap between White residents and residents of color is large. The disparities by race are significant and have negative implications for the people and prosperity of Florida. For example, the homeownership rate of White households is 75 percent, compared with 46 percent for Black households and 52 percent for Latino households. The Prosperity Now Scorecard features 29 policies that attempt to improve financial security outcomes. The Scorecard assesses whether your state has or has not adopted each of these policies. Florida has adopted 10 policies.

Asset Poverty and Liquid Asset Poverty

In the United States, Florida, and Monroe County, 24.1, 26.7, and 20.4 percent of households live in asset poverty, which means that without income these households would not be able to survive at the poverty level for three months (Table 5). The Prosperity Now Scorecard reports data for the following cities in Monroe County: Big Pine Key, Islamorada, Key Largo, Key West, Marathon, and Stock Island. The asset poverty rate for the six cities is 25.5 percent.

The liquid asset poverty rate for households in the United States and Florida is 36.9 and 47.5 percent, respectively. A household that lives in liquid asset poverty means they do not have enough liquid assets (those that can be converted to cash in a short amount of time) to survive at the poverty level for three months if their income is interrupted. The liquid asset poverty rate for households in Monroe County and the six cities for which data is reported is 30.4 and 37.9 percent, respectively.

<table>
<thead>
<tr>
<th>Financial Assets and Income</th>
<th>United States</th>
<th>Florida</th>
<th>Monroe County</th>
<th>Big Pine Key, Islamorada, Key Largo, Key West, Marathon, Stock Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asset Poverty Rate (%)</td>
<td>24.1</td>
<td>26.7</td>
<td>20.4</td>
<td>25.5</td>
</tr>
<tr>
<td>Liquid Asset Poverty Rate (%)</td>
<td>36.9</td>
<td>47.5</td>
<td>30.4</td>
<td>37.9</td>
</tr>
</tbody>
</table>


Table 5: Asset and Liquid Asset Poverty Rate (2014)
Unbanked and Underbanked
For agencies tasked with serving people experiencing poverty, helping clients gain access to a bank account may be one of the most beneficial services organizations can provide. There are many advantages to having a bank account, including safety and protection against fraud, proof of payment, and quick and easy knowledge of how much money is in the account.\textsuperscript{iii} Bank accounts are much more secure than storing money at home, where there is risk of burglary, flooding, fire, and other dangers to cash.\textsuperscript{iv} Additionally, a bank account makes it easy to pay bills, make online purchases, and transfer money to someone else who also has a bank account. Moreover, savings accounts can earn interest, which guards against the impact of inflation and can help toward reaching financial goals.\textsuperscript{v}

On the other hand, the impact of being unbanked or underbanked is detrimental to a person’s financial health. For those who do not have access to a bank account:

\textit{Alternative methods lead to predatory lenders, sky-high interest rates, hefty fees, and other expenses that leave people in a cycle of living paycheck-to-paycheck or otherwise unable to meet financial goals... The average financially underserved household has an annual income of about $25,500 and spends $2,412 annually on interest and fees—equivalent to 9.5 percent of their income—for alternative financial services, according to a report by the U.S. Postal Service. To put this in perspective, consumers with checking accounts pay, on average, just over $100 annually in overdraft and non-sufficient fund fees... Payday lenders, especially, prey on impoverished consumers without access to credit cards or bank loans by offering fast loans with interest rates as high as 500 percent.} \textsuperscript{vi}

Additionally, Forbes lists “difficulty building an emergency fund” and not being able to build a credit history as further concerns.\textsuperscript{vii}

Though the rates of unbanked people are declining overall, they remain high in communities also experiencing income inequality and systemic injustices. Black (16.9 percent) and Hispanic (14 percent) households, for example, are around five times as likely to be unbanked as White households (3 percent). But the strongest indicator of unbanked people is income level. On average, 19 percent of households with a family income of less than $30,000 are unbanked, compared to just 2.4 percent of households making more than $30,000 annually. - [https://time.com/nextadvisor/banking/what-to-know-if-you-are-unbanked/](https://time.com/nextadvisor/banking/what-to-know-if-you-are-unbanked/)

In the United States, Florida, and Monroe County, between 6 and 6.7 percent of households are unbanked, which indicates that no one in the household has a checking or savings account (Table 6). Based on data reported by the Prosperity Now Scorecard, one in 10 households in the six cities for which data is reported in Monroe County (Big Pine Key, Islamorada, Key Largo, Key West, Marathon, and Stock Island), are unbanked, 10.8 percent.

Households that are considered underbanked have access to a checking and/or saving account; however, in the past 12 months they have made use of “non-bank money orders, non-bank check-cashing services, non-bank remittances, payday loans, rent-to-own services, pawn shops or refund anticipation loans (RALs).” The underbanked rate for households in the United States, Florida, and Monroe County is 18.7, 18.3 and 15.4 percent, respectively. The underbanked rate for households in the cities for which data is reported in Monroe County is 18.5 percent.
Financial Assets and Income
Source: https://scorecard.prosperitynow.org/

<table>
<thead>
<tr>
<th></th>
<th>United States</th>
<th>Florida</th>
<th>Monroe County</th>
<th>Big Pine Key, Islamorada, Key Largo, Key West, Marathon, Stock Island</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unbanked Rate (%)</strong></td>
<td>6.5</td>
<td>6</td>
<td>6.7</td>
<td>10.8</td>
</tr>
<tr>
<td><em>Percentage of households with neither a checking nor savings account.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Underbanked Rate (%)</strong></td>
<td>18.7</td>
<td>18.3</td>
<td>15.4</td>
<td>18.5</td>
</tr>
<tr>
<td><em>Percentage of households that have a checking and/or a savings account and have used non-bank money orders, non-bank check-cashing services, non-bank remittances, payday loans, rent-to-own services, pawn shops or refund anticipation loans (RALs) in the past 12 months.</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data year: 2017. Source: Prosperity Now Estimates Using FDIC and ACS.

Table 6: Unbanked and Underbanked (2017)

What is the Scorecard?

The Prosperity Now Scorecard is a comprehensive resource featuring data on family financial health and policy recommendations to help put all U.S. households on a path to prosperity. The Scorecard equips advocates, policymakers and practitioners with national, state and local data to jump-start a conversation about solutions and policies that put households on stronger financial footing across five issue areas: Financial Assets & Income; Businesses & Jobs; Homeownership & Housing; Health Care and Education.

The Scorecard assesses all states on their relative ability to provide opportunities for residents to build and retain financial stability and wealth. The state outcome rankings are a measure of financial prosperity and how that prosperity is shared and safeguarded. The Scorecard also ranks the states on racial disparities—the gaps in 26 outcome measures between White residents and residents of color—and factors this into a state’s overall performance. Prosperity Now is increasing its focus on racial economic inequality because, as the data illustrates, structural inequality in the United States means that race and ethnicity have an outsized impact on economic well-being. Black, Latino, Native American, Native Hawaiian and Pacific Islander people fare worse across all Scorecard outcomes and issues.

The Scorecard also separately assesses states on the strength of 29 policies to expand economic opportunity. Taken together, these 29 policies provide a comprehensive view of what states can do to help residents build and protect wealth in the issue areas described above. Unlike the outcome measures, the strength of states’ policies is assessed on fixed criteria arrived at thorough consultation with issue experts and Prosperity Now’s own knowledge of policies that are promising, proven or effective in helping families build and protect financial stability and wealth.

The Scorecard also allows you to drill down to the local level—city, county, congressional district, tribal area and metro areas—on up to 33 measures.

https://scorecard.prosperitynow.org/
Early Learning Coalition of Miami Dade/Monroe (ELCMDM)
Secondary Data Findings
Selected Study Indicators that Impact Employment and Retention of Child Care Teachers

Homeownership and Housing

The COVID-19 public health crisis and economic collapse of 2020 brought devastating harm to millions of families, and those with low incomes have been disproportionately impacted. Many have struggled to remain safely and stably housed, due in large part to a severe shortage of affordable homes for people with the lowest incomes before the pandemic began.\(^{viii}\)

Based on the NLIHC’s March 2021 *The Gap A Shortage of Affordable Homes* report, there is no single state in the United States that has an adequate supply of affordable rental homes for the lowest income renters. Nationwide, only 37 affordable and available rental homes exist for every 100 extremely low-income renter households. \(^{ix}\) The lack of affordable housing creates a cost burden for both renters and homeowners. “Cost burdensed” is defined as spending more than 30 percent of one’s income on housing, and severely cost burdensed as spending more than 50 percent of one’s income on housing.

In Florida, 89 percent of households with extremely low income (living at or below the poverty guidelines, or 30 percent of the area median income, or AMI) are cost burdened, and 79 percent are severely cost burdensed. \(^{x}\) Statewide, there are only 28 affordable and available homes per 100 households at or below extremely low income. There are 97 affordable and available homes per 100 households for those at or below 100 percent of the area median income (Figure 5).

![NLIHC: The Gap Report, Florida (2021)](image-url)
Early Learning Coalition of Miami Dade/Monroe (ELCMDM)
Secondary Data Findings
Selected Study Indicators that Impact Employment and Retention of Child Care Teachers

The U.S. has a shortage of 6.8 million rental homes affordable and available to extremely low-income renters, whose household incomes are at or below the poverty guideline or 30 percent of their area median income. Only 37 affordable and available rental homes exist for every 100 extremely low-income renter households. Extremely low-income renters face a shortage in every state and major metropolitan area, including the District of Columbia. Among states, the supply of affordable and available rental homes ranges from only 20 for every 100 extremely low-income renter households in Nevada to 61 in Mississippi and Wyoming. Among the 50 largest metropolitan areas in the U.S., the supply ranges from 16 affordable and available rental homes for every 100 extremely low-income renter households in Las Vegas, NV to 50 in Providence, RI. 

Based on U.S. Census data (2017 ACS 5-year Estimates), reported via the Prosperity Now Scorecard, 33.1 percent of homeowners in Florida are cost burdened, which means they spend 30 percent or more of their income on housing; in Monroe County almost half of all mortgaged owners were determined to be cost burdened (Table 7). As previously stated, the Prosperity Now Scorecard reports data for the following cities in Monroe County: Big Pine Key, Islamorada, Key Largo, Key West, Marathon, and Stock Island. The percentage of homeowners who are cost burdened is highest in Islamorada, 57.6 percent, followed by Stock Island, 52.4 percent.

Renters in Florida and Monroe County, according to the same U.S. Census data, are cost burdened at greater rates than homeowners. In Florida and Monroe County, 56.5 and 60.2 percent of renters, correspondingly, spend 30 percent or more on rent and utilities. Renters in Big Pine Key and Islamorada are cost burdened at lower rates than homeowners, 36 and 50.8 percent, respectively, compared with 43.9 and 57.6 percent, correspondingly. However, renters in Key Largo, Key West, Marathon, and Stock Island are cost burdened at higher rates than homeowners; approximately two-thirds of all renters in these cities spend 30 percent or more on rent and utilities.

<table>
<thead>
<tr>
<th>Financial Assets and Income</th>
<th>U.S.</th>
<th>Florida</th>
<th>Monroe County</th>
<th>Big Pine Key</th>
<th>Islamorada</th>
<th>Key Largo</th>
<th>Key West</th>
<th>Marathon</th>
<th>Stock Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Homeowners who are Cost Burdened (%)</td>
<td>27.7</td>
<td>33.1</td>
<td>49.6</td>
<td>43.9</td>
<td>57.6</td>
<td>47.3</td>
<td>50.9</td>
<td>47.2</td>
<td>52.4</td>
</tr>
<tr>
<td>Percentage of mortgaged owners spending 30% or more of household income on selected monthly owner costs.</td>
<td>Data year: 2013-2017. Source: American Community Survey.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of Renters who are Cost Burdened (%)</td>
<td>49.7</td>
<td>56.5</td>
<td>60.2</td>
<td>36</td>
<td>50.8</td>
<td>65</td>
<td>64.4</td>
<td>64.7</td>
<td>64.8</td>
</tr>
<tr>
<td>Percentage of renter-occupied units spending 30% or more of household income on rent and utilities.</td>
<td>Data year: 2013-2017. Source: American Community Survey.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7: Housing and Cost Burden (2013-17)
Early Learning Coalition of Miami Dade/Monroe (ELCMDM)
Secondary Data Findings
Selected Study Indicators that Impact Employment and Retention of Child Care Teachers

Inbound and Outbound Migration Flows
Figure 6 illustrates the domestic inbound and outbound migration flows for Monroe County. Based on 2015-19 data, inbound migration to Monroe County was primarily from Miami-Dade County, FL (469), Broward County, FL (313), and Alachua County, FL (275). Outbound migration from Monroe County was predominantly to Pinellas County, FL (382), Miami-Dade County, FL (379) and Leon County, FL (283).

The following data source allows for deeper analysis or exploration of the migration patterns: https://flowsmapper.geo.census.gov

Figure 6: Inbound/Outbound Migration Flows: Monroe County (2019 ACS 5-Year Estimates)
Availability of Child Care Training and Professional Development

The Florida Early Care and Education Professional Development System offers information and training resources to support individuals interested in a career in early care and education. The following two pages provide screenshots and links to the professional development system, Early Childhood Education Directory, and the Florida Early Childhood Professional Development Registry. Currently Monroe County does not offer any onsite opportunities for obtaining a degree or credential in Early Childhood Education, nor does it provide any onsite, instructor-led DCF or DOE courses.

Link to the Early Childhood and Education Directory:

https://login.thechildrensforum.com/degreedatabase/index?byName=&byType=&rangeInMiles=100+miles&locationAddress=33040&submitted=1#results

NOTE: No schools were located within a 10-mile radius of all available zip codes and zip code tabulation areas (ZCTAs) in Monroe County.
Early Learning Coalition of Miami Dade/Monroe (ELCMDM)
Secondary Data Findings
Selected Study Indicators that Impact Employment and Retention of Child Care Teachers

Florida Early Childhood Professional Development Registry

Link to locate available training courses:
https://www.myflfamilies.com/service-programs/child-care/training.shtml

PDF Result for Monroe County:

NOTE: No instructor led DCF or DOE courses in Monroe County (see page 12)
Teacher-Supply Shortage in Early Childhood

Mr. Elliot Hasper, a nationally recognized child and family policy expert, compared the current children's early childhood situation in the United States to a car that will not move because our nation has forgotten to focus on building the engine. At this moment, the country is not investing in the most crucial part, the practitioners. The rest of our investments generate little impact. He argues that we need to have a challenging conversation about raising child care teachers' wages before doing anything else.

A recent study titled *New Evidence on Teacher Turnover in Early Childhood*, published in January of 2020 investigated the state of Louisiana’s robust early childhood data system, pre-pandemic. Results showed that more than one-third of teachers leave their program from one year to the next, and most teachers who leave are not teaching in another program the following year. In addition, turnover rates are higher among teachers working in child care and with younger children. The implications are dire, with all the challenges associated with recruiting and training a replacement. Therefore, children and parents will be affected, and education progress will be interrupted. Compared with early childhood education, public school teachers have an average turnover rate of only 16 percent, and half of those are moving to a different school.

Dr. Daphna Bassok, a researcher at the University of Virginia, found that child care teachers are not center-hopping. Instead, when those teachers leave their site, it is to move to a better fit or into a lead teacher position at a pre-K program. Then these teachers exit the system altogether. Dr. Bassok believes the findings from the Louisiana study apply to other states, even if the turnover percentages may vary. The turnover is not as high among Head Start and school-based pre-K teachers, where the compensation, wages, and benefits are slightly better.

The Center for American Progress confirms that early childhood teachers are some of the lowest-paid professionals in a public policy article about understanding where the early childhood education dollars go. Moreover, according to the author, Simon Workman, 40 percent of child care teachers rely on public assistance at some point in their careers. Also, most early childhood programs operate on tight budgets. As a result, most small, independent businesses rely on in-kind support, grant programs and/or contributions to stay in operation.

So why does child care cost so much, and where does the monthly tuition go? The Center for American Progress developed a state-specific, interactive tool to help policymakers and parents learn why the cost is so high and where the monthly cost of tuition goes. Mr. Workman concludes that the analyses of early childhood program budgets find that the workforce is the most significant expense, accounting for 60 to 80 percent of total program expenses.

The following page offers two comparative screenshots illustrating the monthly cost per child in an infant classroom, the first without available add-on options to improve quality and the second, including those add-on options to improve quality.
Florida
You are on your way to designing an early educational experience. Select a child care setting, then toggle through the options to improve its quality. Next, watch the effects on monthly tuition without additional federal investments.

We don’t need to accept the burden of these costs. Let your elected officials know: Congress must fund child care.

Monthly cost per child: $1,364
- On: Fewer children per teacher
- On: Increase salaries
- On: Pay teachers the same as kindergarten teachers
- Off: Provide retirement benefits
- Off: Increase contribution to health insurance
- Off: Provide more time for teachers to plan lessons
- On: Make the classroom bigger
- Off: Increase resources for classroom materials

Florida
You are on your way to designing an early educational experience. Select a child care setting, then toggle through the options to improve its quality. Next, watch the effects on monthly tuition without additional federal investments.

We don’t need to accept the burden of these costs. Let your elected officials know: Congress must fund child care.

Monthly cost per child: $2,239
- Off: Fewer children per teacher
- Off: Increase salaries
- Off: Pay teachers the same as kindergarten teachers
- Off: Provide retirement benefits
- On: Increase contribution to health insurance
- Off: Provide more time for teachers to plan lessons
- On: Make the classroom bigger
- Off: Increase resources for classroom materials

Read more about the impact of these customizations
A literature review within this study reveals attempts made to solve the need for teachers in early childhood education. For example, across the country, local early childhood leaders encouraged Teach for America to expand its scope to preschool with preschool teachers in short supply. However, there are mixed reactions of enthusiasm and trepidation. Some advocates say the move will help bulk up the states' narrow pipeline of early childhood teachers and help break some common misconceptions that early childhood workers are low-skill babysitters. Others question the quick summer teaching preparatory training as inadequately preparing teachers for demanding positions teaching the youngest students. Others argue that the two-year employment commitment is too short in a field already plagued by high turnover. Finally, some experts say Teach For America should push for more significant systemic solutions like higher teacher salaries or universal full-day kindergarten. The following journal reference from the Low Country Graduate Center, from several universities in South Carolina, offers perspective regarding whether a “short-term” solution like Teach for America which can energize early childhood education systems that are not attracting teachers: The Journal, Is Teach for America a Solution for the Teaching Shortage? February 17, 2021.
Determining School Readiness of Children in Monroe County

Florida Kindergarten Readiness Screener
The Florida Department of Education requires that all students receive a kindergarten readiness assessment within the first 30 days of each school year. Children with a score of 500 or higher are determined to be “ready for kindergarten.” During the 2019-20 school year, more than 190,000 kindergarten students were tested in Florida schools, and 53 percent of test takers were determined to be ready for kindergarten (Table 8). During the 2020-21 school year, 57 percent of all test takers in Florida were determined to be ready for kindergarten.\textsuperscript{xvi}

Assessment results in Monroe County demonstrated a similar increase in school readiness from the 2019-20 school year to the 2020-21 school year. During the 2019-20 school year, 645 students were tested, of which 55 percent scored more than 500 points; during the 2020-21 school year, 473 students were tested, of which 58 percent score more than 500 points and were determined to be ready for kindergarten.

### Fall 2019 Compared to Fall 2020 Florida Kindergarten Readiness Screener (FLKRS) District Results

<table>
<thead>
<tr>
<th>District Name</th>
<th># Test Takers</th>
<th># Scoring 500+</th>
<th>% Scoring 500+</th>
<th># Test Takers</th>
<th># Scoring 500+</th>
<th>% Scoring 500+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida</td>
<td>190,805</td>
<td>101,818</td>
<td>53%</td>
<td>133,632</td>
<td>76,098</td>
<td>57%</td>
</tr>
<tr>
<td>Monroe</td>
<td>645</td>
<td>356</td>
<td>55%</td>
<td>473</td>
<td>273</td>
<td>58%</td>
</tr>
</tbody>
</table>

Note: **Per Rule 6M-8.601, F.A.C., adopted by the State Board of Education on May 16, 2018, a score of 500 or higher on the Star Early Literacy assessment administered to kindergarten students during the first 30 days of the school year indicates a student is "ready for kindergarten." Results are based on the first assessment administered to each student.

Table 8: Florida Kindergarten Readiness Screener (FLKRS) Results (2019-20, 2020-21)

Florida Kindergarten Readiness Screener

Section 1002.69, Florida Statutes (F.S.), requires the Florida Department of Education to adopt a statewide kindergarten screening instrument that assesses the readiness of each student for kindergarten based on the performance standards adopted by the department under section 1002.67(1), F.S., for the Voluntary Prekindergarten Education Program (VPK). The screening instrument, known as the Florida Kindergarten Readiness Screener (FLKRS), must be administered to all public school kindergarten students within the first 30 days of each school year. Nonpublic schools may administer FLKRS to each kindergarten student who was previously enrolled in VPK. The results of this screening provide valuable information about a child’s readiness for school, help teachers develop lesson plans to meet each child’s individual needs, and offer useful information to parents.

FLKRS is also used to calculate the kindergarten readiness rates for the VPK Program. Kindergarten students must demonstrate a score of at least 500 on the Star Early Literacy assessment to be considered “ready for kindergarten.” The 500-scale score was determined as a part of the State Board rulemaking process. See Rule 6M-8.601, Florida Administrative Code (F.A.C.) for more information. For additional information on the VPK Provider Kindergarten Readiness Rate, visit the Office of Early Learning (OEL) website.

Beginning with the 2017-18 school year, the FLKRS assessment is Renaissance's Star Early Literacy®, which is an online, adaptive instrument that students complete independently in approximately 15-20 minutes. For information on FLKRS administrations prior to the 2017-18 school year, contact the Just Read, Florida! office.

https://www.fldoe.org/accountability/assessments/k-12-student-assessment/flkrs/
Monroe County Schools
Although kindergarten readiness assessment results in Monroe County increased from the 2019-20 school year to the 2020-21 school year overall, three schools reported a decrease in readiness assessment results over this time (Table 9). In Poinciana Elementary, Sugarloaf School, and Stanley Switlik Elementary School 54, 77, and 55 percent of kindergarten students, respectively, scored more than 500 points during the 2019-20 school year. During the 2020-21 school year, however, only 42, 74 and 47 percent of kindergarten students in the aforementioned three schools scored 500 or more points.

Table 9: Florida Kindergarten Readiness Screener (FLKRS) Results: Monroe County Schools (2019-20, 2020-21)

<table>
<thead>
<tr>
<th>District Name</th>
<th>2019-20</th>
<th></th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Test Takers</td>
<td># Scoring 500+</td>
<td>% Scoring 500+</td>
</tr>
<tr>
<td>HORACE O’BRYANT SCHOOL</td>
<td>74</td>
<td>31</td>
<td>42%</td>
</tr>
<tr>
<td>POINCIANA ELEMENTARY SCHOOL</td>
<td>89</td>
<td>48</td>
<td>54%</td>
</tr>
<tr>
<td>SUGARLOAF SCHOOL</td>
<td>56</td>
<td>43</td>
<td>77%</td>
</tr>
<tr>
<td>STANLEY SWITLIK ELEMENTARY SCHOOL</td>
<td>80</td>
<td>44</td>
<td>55%</td>
</tr>
<tr>
<td>KEY LARGO SCHOOL</td>
<td>82</td>
<td>44</td>
<td>54%</td>
</tr>
<tr>
<td>GERALD ADAMS ELEMENTARY SCHOOL</td>
<td>95</td>
<td>43</td>
<td>45%</td>
</tr>
<tr>
<td>PLANTATION KEY SCHOOL</td>
<td>51</td>
<td>28</td>
<td>55%</td>
</tr>
<tr>
<td>SIGSBEE CHARTER SCHOOL</td>
<td>62</td>
<td>40</td>
<td>65%</td>
</tr>
<tr>
<td>MAY SANDS MONTESSORI SCHOOL</td>
<td>18</td>
<td>12</td>
<td>67%</td>
</tr>
<tr>
<td>TREASURE VILLAGE MONTESSORI CHARTER SCHOOL</td>
<td>22</td>
<td>13</td>
<td>59%</td>
</tr>
<tr>
<td>OCEAN STUDIES CHARTER</td>
<td>16</td>
<td>10</td>
<td>63%</td>
</tr>
</tbody>
</table>

Note: **Per Rule 6M-8.601, F.A.C., adopted by the State Board of Education on May 16, 2018, a score of 500 or higher on the Star Early Literacy assessment administered to kindergarten students during the first 30 days of the school year indicates a student is “ready for kindergarten.” Results are based on the first assessment administered to each student.**
Children with Disabilities

As of September 23, 2021, there were a total of 8,946 children enrolled in Monroe County schools, of which 1,629 (18.2 percent of total students) were receiving services from the Exceptional Student Education program (excluding gifted students) (Figures 6 and 7). The largest number of children receiving ESE services were in Horace O’Bryant School (231), followed by Key West High School (223), Key Largo School (166), Gerald Adams Elementary School (160), and Marathon High School (123).

![Figure 7: Monroe County Schools: Total Enrollment (September 23, 2021)](image1)

![Figure 8: Monroe County Schools: ESE Enrollment (September 23, 2021)](image2)

Exceptional Student Education - Student Services: [https://www.keysschools.com/Page/475](https://www.keysschools.com/Page/475)

Exceptional Student Education Resources for Monroe County School District Parents and Teachers: [https://padlet.com/linda_diaz/x07zipdyunjf](https://padlet.com/linda_diaz/x07zipdyunjf)
Early Learning Coalition of Miami Dade/Monroe (ELCMDM)
Secondary Data Findings
Children with Disabilities

Of the 1,629 students served by the ESE program in Monroe County School, 71 were pre-kindergarten students enrolled in eight schools (Figure 8). Gerald Adams Elementary School reported serving 19 students, followed by Poinciana Elementary School (13), Key Largo School (12), Horace O’Bryant School (10), Sugarloaf School (8), Stanley Switlik Elementary (7), Big Pine Academy (1) and Plantation Key School (1). Almost three out of four prekindergarten students receiving ESE services are male (71.8 percent) and 49 percent were eligible for Free and Reduced-Price lunch. Approximately half of the 71 students were Hispanic (49.3 percent), one-third were White (31 percent), and approximately one-fifth were Black (19.7 percent). NOTE: Hispanic and Black students make up a larger proportion of ESE students compared with their proportion of non-ESE students.

Figure 9: Monroe County Schools: ESE Enrollment, Pre-Kindergarten Only (September 23, 2021)

To further explore enrollment data of Monroe County Schools, please use the following link:

https://app.powerbi.com/view?r=eyJrIjoiOTY2MjM1OTgtYmE2ZS00MTAxLTkxZGYtNWMyN2M3YTRjYWZliwidC1jYmV4NmM0YmNhLWE2NzAtNDk2Ni04MjE2LTg4NTQ3ODQwOTc4ZSIsImMiOjF9

Monroe County Community Resource Guide
For families of students with special needs


www.mano-y-ola.com
With team members in North Carolina, Louisiana, California, Texas, Puerto Rico and The Netherlands
Early Learning Coalition of Miami Dade/Monroe (ELCMDM)
Secondary Data Findings
Are There Sufficient Health Care Providers in Monroe County?

Are There Sufficient Health Care Providers in Monroe County?

Early Steps Providers
As of June 25, 2021, there were a total of 3,749 active providers listed on the Early Steps Directory offering early intervention services to eligible infants and toddlers (ages birth to 36 months) in Florida. Specialists listed include the following:

- Audiologists
- Clinical social workers
- Dietitians/nutritionists
- Early intervention licensed professional (EI)
- Infant/toddler development specialists (ITDS)
- Mental health counselors
- Occupational therapists
- Physical therapists
- Clinical psychologists
- School psychologists
- Speech and language pathologists
- Certified behavior analysts
- Physicians
- Service coordinators

Of the more than 3,700 providers in Florida, only 11 are based in Monroe County. Furthermore, Monroe County has a total of 13 zip codes, with the 11 providers in the county based in only three of the 13 zip codes. Table 10 provides a list of the active providers offering early intervention services in the county; specialists available include two occupational therapists, one speech pathologist, five infant/toddler development specialists, one service coordinator and two early intervention licensed professionals.

<table>
<thead>
<tr>
<th>Provider Last Name</th>
<th>Provider First Name</th>
<th>Provider Type</th>
<th>Address</th>
<th>City</th>
<th>Zip Code</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tipsword</td>
<td>Georgia</td>
<td>Occupational therapist</td>
<td>22923 Buccaneer Lane</td>
<td>Cudjoe Key</td>
<td>33042</td>
<td>8503805428</td>
</tr>
<tr>
<td>Stokes</td>
<td>Anne</td>
<td>Occupational therapist</td>
<td>48 7th Ave</td>
<td>Key West</td>
<td>33040</td>
<td>3054676561</td>
</tr>
<tr>
<td>Smith</td>
<td>Kimberly</td>
<td>Speech pathologist</td>
<td>3641 Northside Court</td>
<td>Key West</td>
<td>33040</td>
<td>3053934277</td>
</tr>
<tr>
<td>Warden</td>
<td>Terri</td>
<td>Inf/toddler dev. specialist</td>
<td>30117 Angelfish Rd</td>
<td>Big Pine Key</td>
<td>33043</td>
<td>3147959325</td>
</tr>
<tr>
<td>Baggett</td>
<td>Jennifer</td>
<td>Inf/toddler dev. specialist</td>
<td>4113 Arther Sawyer Rd</td>
<td>Key Well</td>
<td>33040</td>
<td>9103304615</td>
</tr>
<tr>
<td>Appleby</td>
<td>Delia</td>
<td>Inf/toddler dev. specialist</td>
<td>34 Bay Dre</td>
<td>Key West</td>
<td>33040</td>
<td>3059238780</td>
</tr>
<tr>
<td>Marion</td>
<td>Andrea</td>
<td>Inf/toddler dev. specialist</td>
<td>2514 Linda Ave</td>
<td>Key West</td>
<td>33040</td>
<td>3057319218</td>
</tr>
<tr>
<td>Welch</td>
<td>Cynthia</td>
<td>Inf/toddler dev. specialist</td>
<td>902 Oliva St</td>
<td>Key West</td>
<td>33040</td>
<td>3052920716</td>
</tr>
<tr>
<td>Goldstein</td>
<td>Jennifer</td>
<td>Service coordinator</td>
<td>201 Coppitt Rd</td>
<td>Key West</td>
<td>33040</td>
<td>7163102394</td>
</tr>
<tr>
<td>Tipsword</td>
<td>Georgia</td>
<td>EI licensed professional</td>
<td>22923 Buccaneer Ln</td>
<td>Cudjoe Key</td>
<td>33042</td>
<td>8503805428</td>
</tr>
<tr>
<td>Stokes</td>
<td>Anne</td>
<td>EI licensed professional</td>
<td>48 7th Ave</td>
<td>Key West</td>
<td>33040</td>
<td>3054676561</td>
</tr>
</tbody>
</table>

Table 10: Early Steps Providers in Monroe County (Active as of June 25, 2021)
Florida’s Early Steps System

Each child grows at an individual pace, but research shows that a child’s first three years are the most important time for learning. Getting help early puts your child on the right path to learn and develop at their full potential.

Early Steps is Florida’s early intervention system that offers services to eligible infants and toddlers (birth to thirty-six months) with significant delays or a condition likely to result in a developmental delay. Early Intervention is provided to support families and caregivers in developing the competence and confidence to help their child learn and develop.

Early Steps services are based on Early Steps evaluations and your family’s concerns, resources, and goals. Early Steps uses a Team Based Primary Service Provider approach which aims to empower each eligible family by providing a comprehensive team of professionals from the beginning of services through transition. The goal is for the family to receive strong support from one person, provide a comprehensive team of professionals from beginning to end, and for the family to have fewer appointments and more time to be a “family.” Services are provided to the family and child where they live, learn and play, to enable the family to implement developmentally appropriate learning opportunities during everyday activities and routines. Most services will be early intervention home visits. Click on the link below for a short video that demonstrates and explains early intervention home visits.

- In English: Early Intervention Home Visits
- In Spanish: Visitas de Domilicio de Intervención Temprana

These links are being provided as a convenience and for informational purposes only; they do not constitute an endorsement or an approval by the Florida Department of Health of any of the products, services or opinions of the corporation or organization or individual. The Florida Department of Health bears no responsibility for the accuracy, legality or content of the external site or for that of subsequent links. Contact the external site for answers to questions regarding its content.

For most of these services, there will not be a charge or they will be covered by insurance or Medicaid if applicable. These services are provided by contracted local Early Steps offices across the state of Florida.

Features of Early Steps

- Brings services into the child’s life rather than fitting the child into services.
- Maximizes each child’s everyday natural learning opportunities.
- Enhances each child’s development and participation in community life.
- Provides each child with a consistent team for evaluation and services.
- Gives families options in service decisions and encourages active partnerships.
- Provides a primary service provider to work with your family, other caregivers, and the team.

For more information about Early Steps, please view our Policies and Public Reporting. Florida’s Early Steps Directory provides information and referral services to families of children with disabilities and special health care needs. Resource specialists provide answers and/or possible choices of services within your community, education on disability related services and provides advocacy roles for families. For more information or to make a referral to Early Steps, please call (800) 218-0001.

Florida’s Early Steps is a partnership with providers and families to deliver services that support children’s well-being and development where they live, learn and play. If you feel your child may be eligible, you can refer your family by contacting Florida’s Early Steps Directory at (800) 218-0001.

http://www.cms-kids.com/families/early_steps/early_steps.html
Health Care Partners and Community Resources in Monroe County

The following table provides a comprehensive list of health care services in Monroe County, applicable to this study. The list was created by merging the existing United Way Community Resource Guide (last updated in 2019), as well as the Monroe County Healthcare Partners Directory (last updated in 2016). Each program and/or resource was researched to update the information as presented on each individual website or based on phone interviews conducted with the providers. Providers not applicable to this study (such as Home Care Agencies, Adult Day Cares, Assisted Living Facilities, Hospice Care Agencies and Cancer Care agencies), were removed.

<table>
<thead>
<tr>
<th>Name</th>
<th>Facility Type</th>
<th>Accepting Medicare</th>
<th>Accepting Medicaid</th>
<th>Street Address</th>
<th>City</th>
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<th>Zip</th>
<th>Phone #</th>
<th>Offers a Sliding Fee Scale?</th>
<th>Other Comments / Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Positive Step of Monroe County, Inc. (APSMC)</td>
<td>Domestic Violence / Anger Management / Fatherhood Program / Youth Summer Program / Covid-19 Fill in the Gaps Program</td>
<td>*</td>
<td>*</td>
<td>5503 College Rd., Suite 1023</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 304-1969</td>
<td>*</td>
<td><a href="https://www.apsmc.org">https://www.apsmc.org</a></td>
</tr>
<tr>
<td>A.H. of Monroe County, Inc.</td>
<td>Health Clinics / HIV testing / HIV/AIDS Case Management</td>
<td>N/A (free)</td>
<td>N/A (free)</td>
<td>1434 Kennedy Dr</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 296-6196</td>
<td>No charge for case management services</td>
<td><a href="http://www.ahmonroe.org">www.ahmonroe.org</a></td>
</tr>
<tr>
<td>Advanced Dermatology and Cosmetic Surgery</td>
<td>Skin Cancer Detection / Pediatric Dermatology / Medical Dermatology</td>
<td>Yes</td>
<td>Yes</td>
<td>82245 Overseas Hwy</td>
<td>Islamorada</td>
<td>FL</td>
<td>33036</td>
<td>(305) 664-0700</td>
<td>Yes</td>
<td><a href="http://www.advancedderm.com">www.advancedderm.com</a></td>
</tr>
<tr>
<td>Advanced Urgent Care Center of The Middle Keys &amp; Key West</td>
<td>Medical Exams / Diagnostic Exams / Lab Testing</td>
<td>Yes</td>
<td>No</td>
<td>1980 N Roosevelt Blvd</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 294-0011</td>
<td>Offers discounts to cash paying customers</td>
<td><a href="https://www.urgentcarefloridakeys.com">https://www.urgentcarefloridakeys.com</a></td>
</tr>
<tr>
<td>Anaga Counseling</td>
<td>Batterer’s Intervention Program through Florida Courts</td>
<td>Yes</td>
<td>No</td>
<td>1111 12Th St Ste 310F</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 663-0013</td>
<td>Yes</td>
<td><a href="https://www.anagapsychotherapy.com">https://www.anagapsychotherapy.com</a></td>
</tr>
<tr>
<td>Arthur Grizzle, MD</td>
<td>Obstetrics &amp; Gynecology</td>
<td>*</td>
<td>Yes</td>
<td>113365 Overseas Hwy</td>
<td>Marathon</td>
<td>FL</td>
<td>33050</td>
<td>(305) 743-8899</td>
<td>*</td>
<td><a href="https://www.keywestobgyn.com">https://www.keywestobgyn.com</a></td>
</tr>
<tr>
<td>Atlantic Sportcare Inc</td>
<td>Rehabilitation Agency</td>
<td>Yes</td>
<td>No</td>
<td>100210 Overseas Hwy Suite 2</td>
<td>Key Largo</td>
<td>FL</td>
<td>33037</td>
<td>(305) 453-1088</td>
<td>No</td>
<td><a href="https://atlanticsportcare.com">https://atlanticsportcare.com</a></td>
</tr>
</tbody>
</table>
### Health Care Partners and Community Resources in Monroe County


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<th>Offers a Sliding Fee Scale?</th>
<th>Other Comments / Website</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baptist Health Medical, Group Upper Keys, LLC</strong></td>
<td>Orthopedic Surgery, General Surgery</td>
<td>Yes</td>
<td>Yes</td>
<td>91550 Overseas Hwy Ste 207</td>
<td>Tavernier</td>
<td>FL</td>
<td>33070</td>
<td>(305) 434-3205</td>
<td>No</td>
<td><a href="https://baptisthealth.net/locations/primary-care/upper-keys-primary-care">https://baptisthealth.net/locations/primary-care/upper-keys-primary-care</a></td>
</tr>
<tr>
<td><strong>Cancer Foundation of the Florida Keys</strong></td>
<td>Volunteer Organization</td>
<td>*</td>
<td>*</td>
<td>Key West</td>
<td>FL</td>
<td>*</td>
<td></td>
<td>(305) 294-7300</td>
<td>Assistance with rent, food, utilities, transportation</td>
<td><a href="https://cancerffk.org/about-us/">https://cancerffk.org/about-us/</a></td>
</tr>
<tr>
<td><strong>Carlos J. Piniella, MD, Lowers Keys Medical Center</strong></td>
<td>Allergy &amp; Immunology</td>
<td>Yes</td>
<td>Yes</td>
<td>3712 N Roosevelt Blvd Unit C</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 294-1578</td>
<td>No</td>
<td><a href="https://www.castleconnolly.com/top-doctors/carlos-j-piniella-allergy-immunology-83cc024929">https://www.castleconnolly.com/top-doctors/carlos-j-piniella-allergy-immunology-83cc024929</a></td>
</tr>
<tr>
<td><strong>Colleen Dooley, DBA, ARNP, PLLC</strong></td>
<td>Mental Health</td>
<td>*</td>
<td>Yes</td>
<td>2409 N Roosevelt Blvd Ste 6</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 942-1399</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Community Health of South Florida, Inc.</strong></td>
<td>Pediatrics / Behavioral Health / Family Practice / General Practice</td>
<td>Yes</td>
<td>Yes</td>
<td>2855 Overseas Hwy</td>
<td>Marathon</td>
<td>FL</td>
<td>33050</td>
<td>(305) 743-4000</td>
<td>*</td>
<td><a href="https://chisouthfl.org">https://chisouthfl.org</a></td>
</tr>
<tr>
<td><strong>Community Health of South Florida, Inc.</strong></td>
<td>Pediatrics / Behavioral Health / Family Practice / General Practice</td>
<td>Yes</td>
<td>Yes</td>
<td>91200 Overseas Hwy Ste 17</td>
<td>Tavernier</td>
<td>FL</td>
<td>33070</td>
<td>(305) 743-0383</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td><strong>Dan Ruiz, MD</strong></td>
<td>General Surgean</td>
<td>Yes</td>
<td>Yes</td>
<td>91550 Overseas Highway, Suite 205</td>
<td>Tavernier</td>
<td>FL</td>
<td>33070</td>
<td>(305) 271-9777</td>
<td>No</td>
<td><a href="https://baptisthealth.net/locations/primary-care/upper-keys-primary-care">https://baptisthealth.net/locations/primary-care/upper-keys-primary-care</a></td>
</tr>
<tr>
<td><strong>Depoo Hospital</strong></td>
<td>Hospital/Behavioral Health/Rehabilitation Services</td>
<td>Yes</td>
<td>Yes</td>
<td>1200 Kennedy Dr</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 294-5531</td>
<td>No, however, they offer a 65% discount to self-paid patients</td>
<td><a href="https://www.lkmc.com/depoo-medical-building">https://www.lkmc.com/depoo-medical-building</a></td>
</tr>
<tr>
<td><strong>Easter Seals Florida Keys</strong></td>
<td>Physical Therapy / Occupational Therapy / Speech Language Pathology / Early Intervention</td>
<td>*</td>
<td>*</td>
<td>5220 College Rd</td>
<td>Key West</td>
<td>FL</td>
<td>33045</td>
<td>(305) 294-1089</td>
<td>*</td>
<td><a href="https://www.easterseals.com/florida/our-programs/medical-rehabilitation/">https://www.easterseals.com/florida/our-programs/medical-rehabilitation/</a></td>
</tr>
</tbody>
</table>
## Early Learning Coalition of Miami Dade/Monroe (ELCMDM)

### Secondary Data Findings

**Are There Sufficient Health Care Providers in Monroe County?**

### Health Care Partners and Community Resources in Monroe County


<table>
<thead>
<tr>
<th>Name</th>
<th>Facility Type</th>
<th>Accepting Medicare</th>
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<th>Zip</th>
<th>Phone #</th>
<th>Offers a Sliding Fee Scale?</th>
<th>Other Comments / Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fishermen’s Hospital</td>
<td>Hospital</td>
<td>Yes</td>
<td>Yes</td>
<td>3301 Overseas Hwy</td>
<td>Marathon</td>
<td>FL</td>
<td>33050</td>
<td>(305) 743-5533</td>
<td></td>
<td><a href="https://baptisthealth.net/patient-resources/billing-and-financial-assistance/financial-assistance-program">https://baptisthealth.net/patient-resources/billing-and-financial-assistance/financial-assistance-program</a></td>
</tr>
<tr>
<td>Florida Elks Children’s Therapy Services</td>
<td>Physical Therapy &amp; Occupational Therapy</td>
<td>N/A (free)</td>
<td>N/A (free)</td>
<td>P.O. Box 49</td>
<td>Umatilla</td>
<td>FL</td>
<td>32784-0049</td>
<td>(800) 523-1673</td>
<td></td>
<td><a href="https://elkstherapy.com">https://elkstherapy.com</a></td>
</tr>
<tr>
<td>Florida Keys Area Health Education Center, Inc.</td>
<td>Public Health Clinics</td>
<td>*</td>
<td>Yes</td>
<td>5800 Overseas Highway</td>
<td>Marathon</td>
<td>FL</td>
<td>33050</td>
<td>(305) 743-7111</td>
<td>*</td>
<td><a href="https://keysahec.org">https://keysahec.org</a></td>
</tr>
<tr>
<td>Florida Keys Children’s Shelter</td>
<td>Jelsema Upper Residential Center</td>
<td>N/A</td>
<td>N/A</td>
<td>73 High Point Road</td>
<td>Tavernier</td>
<td>FL</td>
<td>33070</td>
<td>(305) 852-4246</td>
<td></td>
<td><a href="https://www.fkcs.org">https://www.fkcs.org</a></td>
</tr>
<tr>
<td>Florida Keys Children’s Shelter</td>
<td>Project Lighthouse</td>
<td>N/A</td>
<td>N/A</td>
<td>1102 Truman Avenue</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 292-0999</td>
<td></td>
<td><a href="https://www.fkcs.org">https://www.fkcs.org</a></td>
</tr>
<tr>
<td>Florida Keys Family Medicine</td>
<td>Family Medicine</td>
<td>*</td>
<td>*</td>
<td>29755 Overseas Highway</td>
<td>Big Pine Key</td>
<td>FL</td>
<td>33043</td>
<td>(305) 872-3735</td>
<td>*</td>
<td><a href="https://www.keysmedicalgroup.com/our-locations/keys-medical-group-family-medicine-big-pine-key-2116">https://www.keysmedicalgroup.com/our-locations/keys-medical-group-family-medicine-big-pine-key-2116</a></td>
</tr>
<tr>
<td>Florida Keys Healthy Start Coalition</td>
<td>Prenatal &amp; Infant care services</td>
<td>N/A</td>
<td>N/A</td>
<td>1100 Simonton Street</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 293-8424</td>
<td></td>
<td><a href="https://www.keyshealthystart.org">https://www.keyshealthystart.org</a></td>
</tr>
<tr>
<td>Genesis Care</td>
<td>Oncology</td>
<td>Yes</td>
<td>Yes</td>
<td>3426 N Roosevelt Blvd</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 296-0021</td>
<td></td>
<td><a href="https://www.genesiscare.com/us/our-locations/key-west-kwr/">https://www.genesiscare.com/us/our-locations/key-west-kwr/</a></td>
</tr>
<tr>
<td>Good Health Clinic</td>
<td>Primary Care / Women’s Health / Specialist &amp; Advanced Care / Behavioral Health / Labs / Prescription Assistance</td>
<td>No</td>
<td>No</td>
<td>91555 Overseas Hwy Suite 1</td>
<td>Tavernier</td>
<td>FL</td>
<td>33070</td>
<td>(305) 853-1788</td>
<td>Free clinic / Sliding Scale</td>
<td><a href="https://thegoodhealthclinic.org">https://thegoodhealthclinic.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5800 Overseas Hwy Suite 36</td>
<td>Marathon</td>
<td>FL</td>
<td>33050</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[www.mano-y-ola.com](http://www.mano-y-ola.com)

With team members in North Carolina, Louisiana, California, Texas, Puerto Rico and The Netherlands
Early Learning Coalition of Miami Dade/Monroe (ELCMDM)

Secondary Data Findings

Are There Sufficient Health Care Providers in Monroe County?

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<tr>
<th>Name</th>
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<th>Other Comments / Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance Care Center</td>
<td>Mobile Crisis Response / OP / Adult Crisis Stabilization Services / Detox / CAT / School Based / Transportation / Assisted Living / Case Management / Personal Growth Center / Residential Treatment Facility</td>
<td>Yes</td>
<td>Yes</td>
<td>3000 41St Ocean St</td>
<td>Marathon</td>
<td>FL</td>
<td>33050</td>
<td>(305) 434-7600</td>
<td>Discounts for essential services are offered based on family size and income</td>
<td><a href="http://www.gcmk.org">http://www.gcmk.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>99198 Overseas Hwy Suite 5</td>
<td>Key Largo</td>
<td>FL</td>
<td>33037</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1205 Fourth St.</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institute of Wellness and Learning, Inc</td>
<td>Mental Health</td>
<td>Yes</td>
<td>Yes</td>
<td>1010 Kennedy Dr. Ste 306</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 469-8973</td>
<td>Pro-Bono services offered to assist qualified, charitable, religious, fraternal, school and other non-profits. Reduced fees for families.</td>
<td><a href="http://instituteofwellnessandlearning.com">http://instituteofwellnessandlearning.com</a></td>
</tr>
<tr>
<td>Joanne F Mahoney MD</td>
<td>Internal Medicine</td>
<td>Yes</td>
<td>Yes</td>
<td>95360 Overseas Hwy 1</td>
<td>Key Largo</td>
<td>FL</td>
<td>33037</td>
<td>(305) 852-7417</td>
<td>Yes, Financial Assistance Program</td>
<td></td>
</tr>
<tr>
<td>Key Bridge, Inc</td>
<td>Mental Health</td>
<td>Yes</td>
<td>Yes</td>
<td>1111 12Th St</td>
<td>Key West</td>
<td>FL</td>
<td>33705</td>
<td>(305) 783-3677</td>
<td>Yes</td>
<td><a href="https://www.keybridgetreatment.com">https://www.keybridgetreatment.com</a></td>
</tr>
<tr>
<td>Key West VA Outpatient Clinic</td>
<td>Audiology / Physical Therapy / Primary Medical / Mental Health / Psychiatry / Social Work / Telehealth / Pharmacy / Transportation</td>
<td>Yes</td>
<td>Yes</td>
<td>1300 Douglas Circle Building L-15</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 293-4863</td>
<td>Sees Primarily Veterans and will work with current and former service members</td>
<td><a href="https://www.miami.va.gov/locations/Key_West.asp">https://www.miami.va.gov/locations/Key_West.asp</a></td>
</tr>
</tbody>
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</tr>
</thead>
<tbody>
<tr>
<td>Keys Children’s Therapy</td>
<td>Physical Therapy / Occupational Therapy / Speech Therapy</td>
<td>Yes</td>
<td>Yes</td>
<td>103400 Overseas Hwy Ste 241E</td>
<td>Key Largo</td>
<td>FL</td>
<td>33037</td>
<td>(305) 394-5149</td>
<td>Courtesy Screenings (Free of charge)</td>
<td><a href="https://www.keyspt.com">https://www.keyspt.com</a></td>
</tr>
<tr>
<td>Keys Dermatology</td>
<td>Dermatology</td>
<td>Yes</td>
<td>*</td>
<td>1010 Kennedy Drive</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 664-8828</td>
<td>*</td>
<td><a href="http://www.keysdermatology.com">http://www.keysdermatology.com</a></td>
</tr>
<tr>
<td>Keys Medical Group</td>
<td>Cardiology / GI / OB&amp;GYN / Ortho / ENT / Primary Care / Psychiatry / Pulmonology</td>
<td>Yes</td>
<td>Yes</td>
<td>1111 12Th Street</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 294-5727</td>
<td>Financial Assistance Program</td>
<td><a href="http://www.keysmedicalgroup.com">http://www.keysmedicalgroup.com</a></td>
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<tr>
<td>Keys Pathology Associates Pa</td>
<td>Clinical Laboratory</td>
<td>Yes</td>
<td>Yes</td>
<td>3301 Overseas Hwy</td>
<td>Marathon</td>
<td>FL</td>
<td>33050</td>
<td>(305) 743-5533</td>
<td>Yes, Financial Assistance Program</td>
<td><a href="https://baptisthealth.net/locations/hospitals/fishermens-community-hospital">https://baptisthealth.net/locations/hospitals/fishermens-community-hospital</a></td>
</tr>
<tr>
<td>Lissette Medina, PA(F), Miami Orthopedics &amp; Sports Medicine Institute</td>
<td>Orthopedics</td>
<td>Yes</td>
<td>Yes</td>
<td>91550 Overseas Hwy Ste 207</td>
<td>Tavernier</td>
<td>FL</td>
<td>33070</td>
<td>(786) 268-2600</td>
<td>See Baptist Financial Assistance Program</td>
<td><a href="https://orthopedics.baptisthealth.net/miami-orthopedics-and-sports-medicine-institute">https://orthopedics.baptisthealth.net/miami-orthopedics-and-sports-medicine-institute</a></td>
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<tr>
<td>Living Springs Counseling/Living Waters Prescription Fund</td>
<td>Prescription Assistance Plan</td>
<td>N/A</td>
<td>N/A</td>
<td>34 Pirates Drive</td>
<td>Key Largo</td>
<td>FL</td>
<td>33037</td>
<td>(305) 294-5531</td>
<td>Prescription Assistance Plan</td>
<td><a href="https://dolphinslivingsprings.com/what-is-living-waters-rx-fund/">https://dolphinslivingsprings.com/what-is-living-waters-rx-fund/</a></td>
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<tr>
<td>Lower Keys Medical Center</td>
<td>Full-Service Care: ER / Cancer Care / Maternity / Behavioral Health</td>
<td>Yes</td>
<td>Yes</td>
<td>5900 College Rd</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 294-5531</td>
<td>Financial Assistance Program available</td>
<td><a href="https://www.lkmc.com/financial-information">https://www.lkmc.com/financial-information</a></td>
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<tr>
<td>Mariners Hospital</td>
<td>Hospital</td>
<td>Yes</td>
<td>Yes</td>
<td>91500 Overseas Hwy</td>
<td>Tavernier</td>
<td>FL</td>
<td>33070</td>
<td>(305) 434-1635</td>
<td>Financial Assistance Program available</td>
<td><a href="https://baptisthealth.net/patient-resources/billing-and-financial-assistance/financial-assistance-program">https://baptisthealth.net/patient-resources/billing-and-financial-assistance/financial-assistance-program</a></td>
</tr>
<tr>
<td>MCHD - Health Care Center</td>
<td>Health Department</td>
<td>Yes</td>
<td>Yes</td>
<td>3134 Northside Dr Bldg B</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 292-6885</td>
<td>Yes</td>
<td><a href="http://monroe.floridahealth.gov/locations/index.html">http://monroe.floridahealth.gov/locations/index.html</a></td>
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<tr>
<td>MCHD - Roosevelt Sands</td>
<td>Health Department</td>
<td>Yes</td>
<td>Yes</td>
<td>105 Olivia St.</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 809-5680</td>
<td>Yes</td>
<td><a href="http://monroe.floridahealth.gov/locations/index.html">http://monroe.floridahealth.gov/locations/index.html</a></td>
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</tbody>
</table>
Early Learning Coalition of Miami Dade/Monroe (ELCMDM)
Secondary Data Findings
Are There Sufficient Health Care Providers in Monroe County?

<table>
<thead>
<tr>
<th>Name</th>
<th>Facility Type</th>
<th>Accepting Medicare</th>
<th>Accepting Medicaid</th>
<th>Street Address</th>
<th>City</th>
<th>ST</th>
<th>Zip</th>
<th>Phone #</th>
<th>Offers a Sliding Fee Scale?</th>
<th>Other Comments / Website</th>
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<tbody>
<tr>
<td>MCHD - Roth Bldg</td>
<td>Health Department</td>
<td>Yes</td>
<td>Yes</td>
<td>50 High Point Rd.</td>
<td>Tavernier</td>
<td>FL</td>
<td>33070</td>
<td>(305) 853-7400</td>
<td>Yes</td>
<td><a href="http://monroe.floridahealth.gov/locations/index.html">http://monroe.floridahealth.gov/locations/index.html</a></td>
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<tr>
<td>MCHD - Ruth Ivans Clinic</td>
<td>Health Department</td>
<td>Yes</td>
<td>Yes</td>
<td>3333 Overseas Hwy</td>
<td>Marathon</td>
<td>FL</td>
<td>33050</td>
<td>(305) 809-5615</td>
<td>Yes</td>
<td><a href="http://monroe.floridahealth.gov/locations/index.html">http://monroe.floridahealth.gov/locations/index.html</a></td>
</tr>
<tr>
<td>MedEye Associates</td>
<td>Ophthalmology / Optician</td>
<td>Yes</td>
<td>Yes</td>
<td>50 Barracuda Ln</td>
<td>Key Largo</td>
<td>FL</td>
<td>33037</td>
<td>(305) 681-8588</td>
<td>Good Faith Estimates and “Charity Care” options available</td>
<td><a href="https://medeyeassociates.com">https://medeyeassociates.com</a></td>
</tr>
<tr>
<td>Michael Hernandez, M.D., Florida Keys Pediatrics</td>
<td>Pediatrics</td>
<td>Yes</td>
<td>Yes</td>
<td>9499 Overseas Highway</td>
<td>Marathon</td>
<td>FL</td>
<td>33050</td>
<td>(305) 289-1196</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Midway Specialty Care Center</td>
<td>Comprehensive Infectious Disease Care Center</td>
<td>Yes</td>
<td>Yes</td>
<td>1434 Kennedy Drive, Ste 1</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 395-7677</td>
<td>Yes</td>
<td><a href="https://midwaycare.org/key-west/">https://midwaycare.org/key-west/</a></td>
</tr>
<tr>
<td>Rural Health Network of Monroe County</td>
<td>Adult &amp; Pediatric Dental services and Medical Clinic services / Lab &amp; Ultrasound services / Behavioral Health screenings and referrals</td>
<td>Yes</td>
<td>Yes</td>
<td>3706 N. Roosevelt Blvd</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 517-6613</td>
<td>Yes</td>
<td><a href="https://rhnmc.org">https://rhnmc.org</a></td>
</tr>
<tr>
<td>Samuel’s House, Inc.</td>
<td>Emergency Shelter for Women and Children</td>
<td>N/A</td>
<td>N/A</td>
<td>1614 Truesdell Court</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 296-0240</td>
<td>All services free</td>
<td><a href="https://samuelshouse.org">https://samuelshouse.org</a></td>
</tr>
<tr>
<td>Sanhu Satinder, MD</td>
<td>Pediatric Cardiology</td>
<td>Yes</td>
<td>Yes</td>
<td>1714 North Roosevelt Blvd</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 585-6683</td>
<td>Financial Assistance available</td>
<td><a href="https://doctors.uniamibeach.org/provider/Satinder+K+Sandhu/525605#provider-details-insurance">https://doctors.uniamibeach.org/provider/Satinder+K+Sandhu/525605#provider-details-insurance</a></td>
</tr>
<tr>
<td>Select Physical Therapy</td>
<td>Rehabilitation Agency</td>
<td>Yes</td>
<td>Yes</td>
<td>3156 Northside Dr., Ste 301</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 292-1805</td>
<td>Will work with patients on payment options</td>
<td><a href="www.selectphysicaltherapy.com/contact/find-a-location/fl/key-west/key-west/">www.selectphysicaltherap y.com/contact/find-a-location/fl/key-west/key-west/</a></td>
</tr>
<tr>
<td>Sharon V Ward MD</td>
<td>Island Women’s Health-GYN</td>
<td>Yes</td>
<td>Yes</td>
<td>3134 Northside Drive</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 294-8441</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

[www.mano-y-ola.com](http://www.mano-y-ola.com)
With team members in North Carolina, Louisiana, California, Texas, Puerto Rico and The Netherlands
Secondary Data Findings

Are There Sufficient Health Care Providers in Monroe County?

**Health Care Partners and Community Resources in Monroe County**


<table>
<thead>
<tr>
<th>Name</th>
<th>Facility Type</th>
<th>Accepting Medicare</th>
<th>Accepting Medicaid</th>
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<th>ST</th>
<th>Zip</th>
<th>Phone #</th>
<th>Offers a Sliding Fee Scale?</th>
<th>Other Comments / Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanley Rosenberg, M.D.</td>
<td>Ophthalmology</td>
<td>Yes</td>
<td>Yes</td>
<td>92410 Overseas Highway</td>
<td>Tavernier</td>
<td>FL</td>
<td>33070</td>
<td>(305) 852-3686</td>
<td>*</td>
<td><a href="https://doctors.baptisthealth.net/provider/Stanley+Rosenberg/869836">https://doctors.baptisthealth.net/provider/Stanley+Rosenberg/869836</a></td>
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<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>Yes</td>
<td>1708 North Roosevelt Blvd</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 294-5503</td>
<td></td>
<td>See <a href="https://doctors.baptisthealth.net/provider/Stanley+Rosenberg/869836">Financial Assistance Programs</a> for Baptist Health</td>
</tr>
<tr>
<td>Surgery Center Of Key West LLC</td>
<td>Ambulatory Surgical Center</td>
<td>Yes</td>
<td>Yes</td>
<td>931 Toppino Dr</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 293-1801</td>
<td></td>
<td><a href="http://surgerycenterofkeywest.com">http://surgerycenterofkeywest.com</a></td>
</tr>
<tr>
<td>The Advocate Program</td>
<td>Mental Health / Substance Abuse / Family Therapy</td>
<td>N/A</td>
<td>N/A</td>
<td>11400 Overseas Highway Suite 210</td>
<td>Marathon</td>
<td>FL</td>
<td>33050</td>
<td>(305) 289-5605</td>
<td></td>
<td><a href="https://advocateprogram.org/actt/">https://advocateprogram.org/actt/</a></td>
</tr>
<tr>
<td>Womankind, Inc.</td>
<td>Family Planning / GYN Care / Non-Emergent Care / Chronic Illness Care</td>
<td>Yes</td>
<td>Yes</td>
<td>1511 Truman Ave.</td>
<td>Key West</td>
<td>FL</td>
<td>33040</td>
<td>(305) 294-4004</td>
<td></td>
<td><a href="http://www.womankindkeywest.com">www.womankindkeywest.com</a></td>
</tr>
</tbody>
</table>

* Unable to confirm

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**Florida Health Price Finder:** Allows you to find health care costs on a national, state & county level.

[https://pricing.floridahealthfinder.gov/#!](https://pricing.floridahealthfinder.gov/#!)
PRIMARY DATA FINDINGS

Surveys

In the course of this study, while much data was captured through secondary sources, it was also important to capture the insight and feedback of the people who provide early childhood education services in the community, and those who receive the services. Therefore, mano-Y-ola developed two different surveys: once that was administered by ELCMDM staff to ELCMDM providers, and one that was administered to the families enrolled in programs offered by the providers. The questions posed in the survey were shaped in part by ELCMDM leadership to ensure the survey contents would be well received by respondents.

Both surveys were offered in English and Spanish. The Provider’s Survey was completed by 55 English-speaking providers and 23 Spanish-speaking providers, totaling 78 surveys, or 27 percent of the 285 providers. The Parent Surveys were completed by 61 English-speaking families and nine Spanish-speaking families, totaling 70 surveys, or approximately 10 percent of the 694 families enrolled. When analyzing the survey results, it is important to keep in mind that while this data is valuable and informative, general conclusions cannot be made, as the responses to these surveys are not representative of the majority of ELCMDM providers or the families served.

NOTE: Links to each of the surveys is available in the Methodology’s Project Timeline section.

Results of Survey from Child Care Providers

Q1: How influential are the following items to the recruitment of Early Childhood Education teachers in Monroe County?

The ranking responses are different for Spanish- and English-language providers for survey question one.

The following items are the most influential in recruiting teachers for English-speaking providers:

1. Salary compensation (line item in your budget)
2. Available funding to hire
3. Safety concerns
4. Requirements and standards established by the State of Florida
5. Staff benefits
6. The different responsibilities that early childhood programs undertake

The following items are the most influential in recruiting teachers for Spanish-speaking providers:

1. Uncertainty post-COVID19
2. Being misperceived as a babysitter rather than an educator
3. Salary compensation (line item in your budget)
4. Being overworked and stressed
5. The different responsibilities that early childhood programs undertake
### Q1. How influential are the following items to the recruitment of Early Childhood Education teachers in Monroe County?

*Not at all influential (1), Slightly influential (2), Somewhat (3), Very Influential (4), Extremely Influential (5))*

n=77

<table>
<thead>
<tr>
<th>Item</th>
<th>Weighted Average (Sp)</th>
<th>Weighted Average (En)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of training provided for personal and professional development</td>
<td>3.09</td>
<td>4.11</td>
</tr>
<tr>
<td>Available funding to hire (ex. grants and scholarships)</td>
<td>3.04</td>
<td>4.17</td>
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<tr>
<td>Being misperceived as a babysitter rather than an educator</td>
<td>3.57</td>
<td>4.07</td>
</tr>
<tr>
<td>Being overworked and stressed</td>
<td>3.48</td>
<td>3.85</td>
</tr>
<tr>
<td>Competition from other counties/areas</td>
<td>2.87</td>
<td>3.15</td>
</tr>
<tr>
<td>Inadequate marketing of the profession</td>
<td>2.83</td>
<td>3.66</td>
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<tr>
<td>Outreach to families</td>
<td>3.04</td>
<td>3.76</td>
</tr>
<tr>
<td>Paper work</td>
<td>3.09</td>
<td>3.63</td>
</tr>
<tr>
<td>Planning time</td>
<td>3.13</td>
<td>3.65</td>
</tr>
<tr>
<td>Reputation of the profession</td>
<td>3.3</td>
<td>4.04</td>
</tr>
<tr>
<td>Requirements and standards established by the State of Florida</td>
<td>3.09</td>
<td>4.15</td>
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<tr>
<td>Rules and regulations</td>
<td>3.13</td>
<td>4</td>
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<tr>
<td>Safety concerns</td>
<td>3.22</td>
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<tr>
<td>Salary compensation (line item in your budget)</td>
<td>3.52</td>
<td>4.19</td>
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<tr>
<td>Staff benefits</td>
<td>3.27</td>
<td>4.13</td>
</tr>
<tr>
<td>Standards and curriculum</td>
<td>3.04</td>
<td>4.06</td>
</tr>
<tr>
<td>The different responsibilities that early childhood education programs undertake</td>
<td>3.48</td>
<td>4.13</td>
</tr>
<tr>
<td>The student-teacher ratio requirements</td>
<td>3.22</td>
<td>4</td>
</tr>
<tr>
<td>The time it takes to recruit</td>
<td>2.87</td>
<td>3.66</td>
</tr>
<tr>
<td>The unique needs of young children</td>
<td>3.09</td>
<td>4.07</td>
</tr>
<tr>
<td>Uncertainty post-COVID 19</td>
<td>3.04</td>
<td>3.85</td>
</tr>
<tr>
<td>Upward mobility</td>
<td>3.04</td>
<td>3.83</td>
</tr>
<tr>
<td>Work schedule</td>
<td>2.91</td>
<td>4.11</td>
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</tbody>
</table>
Q2: The following is a list of incentives that, according to research, may help retain Early Childhood Education teachers. In your opinion, which of the following do you consider the most effective in Monroe County?

Both, Spanish-language providers and English-language providers perceive that the financial incentive to new teachers is the most effective to retain childhood education teachers. Loan forgiveness and rent and mortgage assistance was considered least effective for Spanish-language providers. Assistance with relocation was considered least effective for English-language providers.

<table>
<thead>
<tr>
<th>Q2. The following is a list of incentives that, according to research, may help retain Early Childhood Education teachers. In your opinion, which of the following do you consider the most effective in Monroe County?</th>
<th>Weighted Average (Sp)</th>
<th>Weighted Average (En)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance with relocation</td>
<td>3</td>
<td>3.22</td>
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<tr>
<td>Financial incentives to new teachers</td>
<td>5.2</td>
<td>6.49</td>
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<tr>
<td>Loan forgiveness</td>
<td>4.64</td>
<td>4.31</td>
</tr>
<tr>
<td>Policies that focus on both recruitment incentives and on teacher retention</td>
<td>4.5</td>
<td>4.31</td>
</tr>
<tr>
<td>Rent or mortgage assistance</td>
<td>2.94</td>
<td>4.64</td>
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<tr>
<td>Signing bonuses</td>
<td>4.53</td>
<td>5.38</td>
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<tr>
<td>Simplify the credentialing process</td>
<td>3.94</td>
<td>3.63</td>
</tr>
<tr>
<td>Tuition reimbursement</td>
<td>4.14</td>
<td>4.8</td>
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</tbody>
</table>
Q3. What are some of the most popular and effective teacher development activities implemented in your program?

Included below is a list of all the answers collected from 77 responding providers. The most common themes included: a) Professional development, including delivering training and having teachers participate in training offered by professional associations, b) Creating regular team-building opportunities that include social activities regularly, and c) Compensation, scholarships and pay incentives for continuing education and work performance.

- Active training.
- All (Todas).
- Book studies as a group.
- CLASS coaching, which is tied to incentive pay. The incentive pay becomes part of the annual salary for Bachelor’s-level teachers. TEACH scholarships are used for developing Bachelor’s-level teachers.
- Conscious Discipline (2).
- Continuing education for teachers. (*La educación continúa para los maestros.*)
- Conversations about the development of children. (*Conversaciones sobre el desarrollo de los niños.*)
- Courses from the Florida Department of Children and Families. (*Cursos Departamento de Niños y Familias.*)
- Create self-improvement courses and share ideas in groups to expand the activities. (*Hacer cursos de superación y compartir ideas en grupos para ampliar las actividades.*)
- Creative. (*Creativa.*)
- Curricular strategies, expand the child's knowledge through reading, teaching basic concepts with drawings, games, and songs. (*Estrategias Curriculares, expandir el conocimiento del niño a través de la lectura, enseñanza de conceptos básico con dibujos, juegos y canciones.*)
- Doing different activities and progressing in each one. (*Haciendo diferente actividades y progresando en cada una.*)
- Early childhood.
- Graduation.
- Hands on training.
- Holiday celebrations.
- Identifying and understanding mental deficiencies, developmental deficiencies, and behavioral issues in young children.
- Implement activities according to the ages of each child. (*Implementar actividades de acuerdo a las edades de cada niño.*)
- Implement new subjects and resources for the development of daily activities. (*Implementar nuevos materias y recursos para el desarrollo de las actividades diarias.*)
- Improve vocabulary and interaction between teachers and parents. (*Mejorar el vocabulario y la interacción entre maestros y padres.*)
In our center, activities are implemented for development such as training courses, in-services, etc. (En nuestro centro se implementa actividades para el desarrollo como cursos de capacitación, en el servicio, etc.)

- Montessori training, dyslexia training, mindfulness, RIE, and positive-discipline training.
- My teachers just want to be compensated for the good job they are doing.
- Onsite learning.
- Once a month we go to a local restaurant to have our staff meeting in a very relaxed, stress-free environment. We eat together, laugh together, dance together, pray and plan together with joy and laughter. Twice a year we do a "retreat" to Sarasota or Fort Lauderdale or bring them to a cruise. Bonding together makes our team grow healthy and strong relationships with each other. One for All, All for One!
- Online courses (available through Project Zero/Harvard) and offered free to my teachers, then group reflection on course and research within the center upon implementation.
- Online creative curriculum.
- Pinterest and PDI trainings.
- Professional development (4).
- Professional training seminars.
- Reading to the children.
- Regular meetings.
- Regulating emotions and behavior.
- Reimburse teachers for continuing education when applicable, hands-on experience (for new teachers).
- Salary.
- Scholarships through Children’s forum Centro de Carreras and TEACH, also WAGES. (Becas através de Children's forum Centro de Carreras y TEACH también WAGES.)
- School readiness.
- Self-Improvement Courses. (Cursos de superación.)
- Social activities among staff on weekends to relieve stress and have fun.
- Social activities away from center for relaxation and recreation.
- Some of our most effective activities are providing training courses to our teachers to achieve better performance in their daily work. (Algunas de nuestras actividades mas eficaces son proporcionar cursos de capacitación a nuestras maestras para lograr un mejor desempeño en su trabajo diario.)
- Teaching.
- Teaching workshops. (Talleres de enseñanza.)
- Team-Building Activities and Curriculum-Based Pd's.
- Training online and need more test dates in Monroe County or work with the local college vs. Miami.
- Training opportunities with increase provided when FCCPC is completed, benefit package.
Early Learning Coalition of Miami Dade/Monroe (ELCMDM)
Primary Data Findings
Surveys

- Training, regular staff meetings, staff engagement.
- Updating in preschool education and planning. (La actualización en educación preescolar y el planificar.)
- Virtual.
- We attend conferences and seminars every time they become available.
- We attend the ELC and FLAEYC and NAES Conferences as a group and travel together. This is a great way to get professional development and share in our experiences and different classes/trainings.
- We have in-house training with organizations like Conscious Discipline.
- We paid for all their trainings and professional development classes.
- We participate in any workshops and professional development provided by the ELC. We also do team-building activities within our program.
Q4. Can you recommend some effective and popular methods to recruit early childhood education teachers in your area and/or across the state?

The responses from providers are the closest to the teacher’s situation when seeking to understand the challenges and opportunities to recruit teachers and qualified staff. Jobs and opportunities for teachers are available in the area, according to most providers. Still, the challenges are directly related to compensation, competitive salaries, and other difficulties related to living costs for teachers who may want to work and live in Monroe County. All the providers’ answers are included on the following list; however, the most effective and popular method to recruit is higher salary, pay and benefits.

- Analyze / evaluate the positions. (*Análisis de puesto de trabajo.*)
- Attending Job Fairs.
- Attractive salaries and benefits such as 401-K programs or other retirement incentives.
- Benefits and appropriate wages.
- Benefits. Salary. Housing assistance.
- Benefits...health.
- Better pay. (2)
- Better salaries, offer benefits.
- Contact early childhood teachers and ask them to recommend their students, help train mothers of young children who wish to work as teachers. (*Contactar los maestros de primera infancia y que recomienden a sus alumnos, ayudar a capacitar a madre de niños pequeños que deseen trabajar como maestras.*)
- Extremely difficult due to low wages.
- Financial Incentives.
- Finding housing! Grant money directed toward salaries.
- First that the early childhood teacher is considered as a primary value educator for the child's beginning in school. (*Primero que se considere al maestro de la primera infancia, como un educador de valor principal para el comienzo del niño en la escuela.*)
- Help them prepare by paying for their studies. For example, those who do not know much English. (*Ayudarles que se preparen pagándoles los estudios. Por ejemplo, las que no saben mucho inglés.*)
- Higher compensation.
- Higher pay incentives.
- Higher rate of pay.
- I do not know what to recommend because nothing has worked for me. (*No se que recomendar porque nada me ha funcionado.*)
- I have been looking for teachers for quite some time so I would like to know some effective ways myself.
- I think the lack of affordable housing is a major concern for recruiting new hires in all industries in Monroe County. There are plenty of good jobs here, just nowhere to live!
- If teachers are not offered the same wages as public-school teachers, they will not stay in early childhood education.
• Increase in salary and recognition of work. *(Incremento del salario y reconocimiento del trabajo.)*
• Increase salaries.
• Increase wages, facilitate work/study solutions, and promote value and respect for profession.
• Keep a safe environment. *(Mantener un ambiente seguro.)*
• Looking at creating a pipeline from the colleges/universities for our locals who are interested in early childhood education or daycare.
• Make them feel like they are early childhood professionals, helping you with bonuses for better workers. *(Hacerlos sentir que son profesionales de la primera infancia, ayudándolos con bonos por mejores trabajadores.)*
• More tests dates.
• Newspaper, flyers, Facebook.
• Not sure but we are short in staff.
• Offer more money to them.
• Offer to pay for DCF 45HRS and increase pay.
• Offering benefits and job stability. *(Ofrecimiento de beneficios y estabilidad laboral.)*
• Pay more. *(Pagar más.)*
• Pay more salary but that is affected because the cost of student tuition is very low and sometimes educators cannot be paid more. *(Pagar mas salario, pero eso se ve afectado porque el costo de la matricula de los estudiantes es muy bajo y a veces no se puede pagar mas a los educadores.)*
• Promote the importance of early childhood educators.
• Promotion in social networks and accessible regulations for better collective work for the well-being of children. *(Promoción en redes sociales y reglamentos accesibles para un mejor trabajo en colectivo para el bienestar de los niños.)*
• Public recognition of the profession would help and compensation compensatory with educational qualifications and experience.
• Raise rates of pay. Starting rate should be $13-15 an hour. But then tuition would need to go up to pay the teachers.
• Relocation/rental assistance. In Monroe County (Key West especially) we have a housing crisis and rents are way out of range in comparison to salaries. Most teachers/educators have to have another job or supplemental income in order to afford to live here.
• Salary incentives, grants, paying for education.
• Selection of staff. *(Selección del personal.)*
• Selection/recruitment process. *(Proceso de selección.)*
• Spread/Promote the need of teachers. *(Propagandear la necesidad de maestros.)*
• Strategic recruitment focusing on balancing the ethnicity of teachers to students.
• Studying the resume of each teacher lets you know their level of early childhood education. *(Estudiando el resume de cada maestro te deja saber su nivel de educación infantil.)*
• The best way is to get a recommended person from the staff that you have in your program. The new recruit should be given the proper training by completing the mandatory 45 hours online DCF
training, then pass the exam within the 90 days probationary period. Incentives should be clarified that after the 90 days, their starting salary will increase, and a bonus will be given as soon as they enroll the FCCPC credentialing. Ongoing education is a must at our program...the more they learn the better they serve and teach the children in their care.

- The financial incentives. (*Los incentivos financieros.*)
- Through popular job search pages and through colleagues. (*A través de páginas populares de búsqueda de empleos y a través de colegas.*)
- Time off.
- To pay them more money.
- Try Indeed.com...online marketing.
- Unable to even get people to apply and show up for an interview.
- Using local channels. (*Canales locales.*)
- We need to raise the awareness of this being a profession and the importance Early Childhood Experiences are for our children. Being an ECE teacher is so important and should be respected. We want people to go into this field.
- We offer free tuition to a teacher with a young child.
- Well, I think that an effective method is to offer a salary according to the profession and stimulus bonuses, etc. (*Bueno yo pienso que un método eficaz es ofrecer un salario acorde a la profesión y también bonos de estímulos, etc.*)
- Work with the local school district to bring training into the high schools and offer an early childhood track at the college.
Q5. Check any of the services listed below that families in your program requested during COVID-19.

The figure below shows a more significant demand for food requests from parents/families during COVID-19, mainly from Spanish-speaking providers. The second highest request was for a social/emotional connection.

Other answers provided by respondents to this question:

- Assistance with tuition when they didn't qualify for school readiness.
- Diapers and wipes.
- Information.
- None of our parents paid for their tuition during COVID-19 closures.
- They appreciated the connection we gave with virtual ongoing communication and teaching for their children. Also, we supplied resources for them to use with their children.
- They asked for forgiveness for their tuition payments.
- Tuition help.
- Unemployment, food stamps.
Q6. Are you concerned that your students will fall behind in the following five broad areas of early learning due to COVID-19 closures?

Spanish Language providers are concerned with students falling behind on 1) Approaches to Learning, 2) Language & Literacy and Cognition 3) Social Emotional Development 4) Perceptual, Motor, and Physical Development.

English Language providers that responded to the survey are concerned with students falling behind on 1) Social and Emotional Development 2) Language & Literacy 3) Approaches to Learning 4) Cognition 5) Perceptual, Motor, and Physical Development.

Other answers provided by respondents to this question:

- Children need to be social and hands-on activities.
- COVID has impacted normalcy of many aspects of family and child well-being. I am concerned about language development and wearing masks can hinder language development in children.
- I am not concerned at the present time because our center has been lucky and not closed due to COVID cases in the school.
- I think these areas depend on the parents and how they interact with their children during the time of the closure.
- Luckily, so far, our school did not need to close last year. We delayed our start date but did not need to close the school.
- No concerns - we remained open and available for our families.
- Resilience.

![Bar Chart](chart.png)
Q7. What is the likelihood that any of these issues have negatively affected children's readiness for school in Monroe County?

The two highest issues that English-language providers believe can likely, negatively affect children’s readiness for school are learning progress tracked by teachers and lost opportunities for in-person teaching/attendance.

The highest issues that Spanish-language providers believing can likely, negatively affect children’s readiness for school is the lost opportunities for in-person teaching/attendance.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Weighted Average (Sp)</th>
<th>Weighted Average (En)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational solutions at home to offset in-person learning loss</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>Increased interest of parents in early childhood education programs as schools reopen</td>
<td></td>
<td>3.37</td>
</tr>
<tr>
<td>Learning progress tracked by teachers during the pandemic</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>Lost opportunities for in-person teaching/attendance</td>
<td></td>
<td>3.52</td>
</tr>
<tr>
<td>Parent engagement and teaching at home</td>
<td></td>
<td>3.39</td>
</tr>
<tr>
<td>System-wide assessment plans of student progress during the pandemic</td>
<td></td>
<td>3.17</td>
</tr>
</tbody>
</table>
Q8. We want to study the topics on this survey further. Would you like to participate in a focus group interview with other Program Directors and Owners?

Less than 50 percent of all providers (42 percent) wanted to participate in focus group interviews with other Program Directors and owners.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
</tr>
<tr>
<td>No</td>
<td>49</td>
</tr>
</tbody>
</table>

If yes, please share your name and contact information. Your responses to this survey will remain confidential.

- Marla Russell 305-293-1400 x53320
- Kelly Ullrich Grace Jones 305-743-6064
- Elizabeth Laskey, elizpatrick55@gmail.com
- SueEllen Bennett, sueellenb222@hotmail.com 305-393-2247
- Maria del Pilar Gomez
- Yasbel Lopez Acevedo 786-547-9150
- Tiny Smile Learning Center

Q9. Please select the zip code of your center/school

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>33040</td>
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<tr>
<td>33037</td>
<td>7</td>
</tr>
<tr>
<td>33070, 33176</td>
<td>5</td>
</tr>
<tr>
<td>33050</td>
<td>4</td>
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<td>33010, 33036, 33056, 33144, 33186, 33189</td>
<td>3</td>
</tr>
<tr>
<td>33012, 33156</td>
<td>2</td>
</tr>
<tr>
<td>33001, 33014, 33016, 33033, 33042, 33054, 33055, 33126, 33132, 33133, 33136, 33142, 33157, 33161, 33167, 33170, 33177, 33178</td>
<td>1</td>
</tr>
<tr>
<td>33041, 33043, 33044, 33045, 33051, 33052</td>
<td>0</td>
</tr>
</tbody>
</table>
Results of Survey from Parents of Enrolled Children

Q1. How much of an impact do you think the following issues have on your child’s readiness for school in light of the COVID-19 pandemic?

Most of the parents that responded to the survey perceived that lost opportunities for in-person teaching/attendance and home educational solutions to offset in-person learning loss will have an impact on children’s readiness for school due to COVID-19.

<table>
<thead>
<tr>
<th>Issue</th>
<th>High Impact / Impact</th>
<th>Neutral</th>
<th>Low / No Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lost opportunities for in-person teaching/attendance</td>
<td>49</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Learning progress tracked by teachers during the pandemic</td>
<td>40</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Increased engagement and teaching at home</td>
<td>44</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>System-wide assessment plan of student progress during the pandemic</td>
<td>44</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Home educational solutions to offset in-person learning loss</td>
<td>47</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

Q2. What support or services did your family need to manage through COVID-19?

Top service or support needed during COVID-19 was food, for those who responded the survey. Other answers provided to this question included:

- Child care help and stimulus.
- Government loan for payroll assistance for small privately owned company.
- Help with payment of my child care.

<table>
<thead>
<tr>
<th>Support or Service</th>
<th>n=70</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>36</td>
</tr>
<tr>
<td>Food</td>
<td>28</td>
</tr>
<tr>
<td>Computer access or support</td>
<td>13</td>
</tr>
<tr>
<td>Health or medical services</td>
<td>8</td>
</tr>
<tr>
<td>Shelter/rental assistance</td>
<td>8</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>4</td>
</tr>
</tbody>
</table>
Q3. How did teachers interact with you while schools were closed due to COVID-19? Select all that apply.

Other answers provided to this question included:

- Children are in daycare.
- Daycare was not closed but everyone wears masks.
- In-person learning.
- Luckily, our preschool did not have to shut down last year. The first day of school was delayed but that's all.
- My child wasn’t in school when it was shut down.
- My child's school was not closed.
- My son's school was never closed.
- Not applicable.
Q4. How concerned are you that your child(ren) will fall behind in the following five broad areas of early learning due to COVID-19 closures?

![Chart showing concerns by area](image)

**NOTE:** During Focus Group Interviews and from responses from ELCMDM child care providers, we learned that many of the centers did not close during the pandemic, or if they did, the time was short. These limited closing and interruptions may have influenced responses from parents to the survey.

Q5. How regularly does your child get the help he/she needs from teachers at school? / Q6. Would you use an after-school program if it were available to you?

A small number of parents (2) stated not receiving the help the children need. However, a significantly higher number of parents would use or take advantage of an after-school program.
Q7. What is the after-school care service that would benefit your child the most?

<table>
<thead>
<tr>
<th>Service</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>After-school care and activities (incl. camps/clubs)</td>
<td>9</td>
</tr>
<tr>
<td>Tutoring</td>
<td>8</td>
</tr>
<tr>
<td>Social interactions other with kids</td>
<td>6</td>
</tr>
<tr>
<td>Daycare</td>
<td>5</td>
</tr>
<tr>
<td>Help with homework</td>
<td>4</td>
</tr>
<tr>
<td>PE, sports, or athletic programs</td>
<td>4</td>
</tr>
<tr>
<td>Music, Handwriting, Reading, Arts</td>
<td>3</td>
</tr>
<tr>
<td>Dolphin Montessori</td>
<td>2</td>
</tr>
<tr>
<td>Burton Memorial CDC</td>
<td>1</td>
</tr>
<tr>
<td>Grace Lutheran</td>
<td>1</td>
</tr>
<tr>
<td>Motor skill development</td>
<td>1</td>
</tr>
<tr>
<td>Social emotional development</td>
<td>1</td>
</tr>
<tr>
<td>St. James Children Center</td>
<td>1</td>
</tr>
<tr>
<td>St. Justin's</td>
<td>1</td>
</tr>
</tbody>
</table>

Q8. Please select the zip code in which your child’s school is located

<table>
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</tr>
<tr>
<td>33001, 33044, 33045, 33051, 33052</td>
<td>0</td>
</tr>
</tbody>
</table>
Focus Groups (Parents)
Based on our collection of data study methods, the quantitative information collected during the study was not the only legitimate and acceptable way to represent families' perceptions. The parent survey results gave us additional insight into some of the parent's motivations. Additionally, two parents' focus groups helped to unravel parents' thought processes and learn the reasons for their answers. In some cases, parents' participation uncovered feelings relevant to the program and helped researchers consider other issues and additional insights.

Middle Keys: Community Co-Op (September 21, 2021)
During the focus group session, several themes and questions focused on the effect of the pandemic, the quality of the program, parent engagement, cost of child care, and the status of child care in Monroe County. In addition, the following items provide a summary of the perceptions and insight received from parents and the program administrator:

- The "virtual experience" was limited or non-existent for parents in the program. The program was closed for a minimal period, and administrators decided to continue the program in person with smaller class sizes.

- The program and parents found that "institutional confusion" or a clear plan, was not better than a steady and continual approach to school education during the worst of the pandemic. An alternative to deal with COVID without losing educational benefits was doing small groups of eight to keep the school safe, rather than back and forth like the public-school approach. Administrators in the program did not think online instruction was the answer for our children.

- In small classes, children were able to stay six feet apart.

- "Virtual or online education is very challenging with a 4-year-old. The attention span of the children is limited, and the program/education design will have to redirect children often."

- In addition to the small class size, in-person learning, the consistency of a learning environment offers better results in terms of children's school readiness. Other PreK program models in the county are competing with smaller-size programs. The size of the classroom and the changes that children make in going from one center to another may have fewer positive results in the children's readiness.

- Parents support the children's ability to socialize as an added benefit to in-person learning.

- "Children stressed due to school closing for over two months," due to uncertainty and lack of consistency. Some of the stress is associated with parents’ work situations, limited hours of work during the pandemic for parents, and many parents are not comfortable going out in public. According to the program administrator, the program lost about 30 percent of the children that usually attend the school.

- Regarding the perception of parents about early childhood programs, "some parents see the advantage of having children in early childhood programs, others see it as a babysitting service."
Parent participation is fostered; however, Florida laws and requirements have changed regarding volunteer hours per month, screening requirements, and other restrictions. Parent participation became limited to just a few. Many parents want to participate, but the open-door policies of the past are no longer accepted. There are other reasons why many parents cannot participate – work responsibilities, schedules, and transportation.

Parents shared interest in after-school care due to working schedules, some having to work late hours. Some favor additional time in school for children to get more learning, participate in recreational activities, and complete lessons that parents cannot do with less time at home with the children.

Parents spoke about the "personal nature" of the programs on the small island (Monroe County). Coming from Indianapolis, a single mom found "our village, my village," which offered something different from larger communities, and she mentioned people who helped her and her child's journey.

Some of the parents see the benefit of a smaller community during the Pandemic. In bigger cities where the program is too large, the potential for shutdown is higher; not interested in the "chaos at a bigger city."

After Hurricane George, the loss of housing and the difficulty of finding affordable housing forced many people to depend on traveling or considering moving to other locations because it is cheaper. However, many appreciate the community closeness and how people pull together to help one another. Some spoke about not trading that for another place.

Regarding the cost of child care, according to parents, the average middle-class working parent "down here" cannot afford one or two kids in child care. "I've seen people not qualify by $100, $150, and the reality is that the subsidy is a joke, you know, and I don't know how to ever get that across to the bureaucrats up in Tallahassee or whoever writes the rules to fund. Child care should be an infrastructure issue; parents want to work, but 30 percent of their income pays for child care. You got a problem?"

"I would have to agree because I'm one of those moms that happened to work, and I made just enough money to keep us afloat, but I never qualified for anything. I would have to agree that it's not very middle class or you know, working single family-friendly for even two-person households down here and in Monroe if you don't have a really nice, great job."
Upper Keys: St. James Children’s Center (September 27, 2021)

The St. James parents' focus group session themes included reactions about the pandemic, virtual learning, the program's quality as it relates to school readiness, after-school options, and the status of child care in the county. In addition, the following items provide a summary of the comments and insights received from parents:

- Comment regarding virtual learning and dependable in-person education: "Last year they (kids) left school on Spring break and then they didn't go back until like September. So that was a tough year. And I felt so lucky that my kids were young enough not to be required to do any virtual learning. Because as working parents, you know, we can't. I couldn't wrap my mind around how we would find the time to make sure our kids were getting the education they needed and be able to provide a living. I'm not sure how much a 4- or 5-year-old can get out of virtual learning."

- Like other programs, parents from St. James felt lucky that their children's programs stayed open or with minimal closures through the pandemic.

- Statement about the need for in-person school and the teacher's role "I don't know if I would be able to sit there and teach them the way they would need to be taught before going into school. I was homeschooled my whole way through. And so I know that it's possible, but with me having two little ones, right now, I don't think I would have it in me to teach what needed to be taught before going into kindergarten. So, I think it was a wonderful thing that my 4- and now 5-year-olds were able to learn. It was a big advantage for him."

- Comment about the quality of the VPK program: "The VPK program, in general, is wonderful. If my child needs that structure for sure, he's probably going to learn this stuff anyway, but the structure itself, standing in line to go somewhere, is good for him. And he needs that before he goes to school. I have spoken to several friends who live in other states that don't have any program like this VPK program over the past six months, and they're blown away by it and jealous of it. So, it's been great for us."

- Additional comments about Early Childhood quality from one of the parents who grew up in the county. "I'm just thinking back to my education, you know, I went through Key Largo school from kindergarten through middle school, and I went through high school here, I even went to college at Florida Keys Community College. But I can't believe the things that my 4-year-old is learning, you know. Early learning is important because I feel like he's learning early math, early reading, letters, putting words together, spelling, and writing. And I don't remember any of that from my kindergarten. And I feel like they're just learning so much more at such a younger age now. Which is really, I feel like puts them on the right track for success throughout their educational career."

- "I really can't personally speak on the quality of any of the other schools. I, you know, in dealing and working with, and it's a tiny community. You know, you talk to parents all the time, and you have playdates and birthday parties. And you know, everybody seems to know people that have worked at St. James; I have my high school best friend, her daughter went to St. James."

- One parent spoke about the need for after-school programs: "From my perspective, because I watch small 1-year-olds and 2-year-olds in my house to help out other moms who have to go to
Early Learning Coalition of Miami Dade/Monroe (ELCMDM)

Primary Data Findings

Focus Groups (Parents)

work and that’s a huge issue down here is after school for parents who need work; either single parents or both parents are working. I don’t know how many times I get called every week. They need so much more than what’s provided right now as far as after school, and I know since COVID-19, I think they’ve done away, I mean even at the public school. I think aftercare is like after hours, so I know that’s a huge need down here. And for me, I put my daughter in just from 8:30 a.m. to 11:30 a.m. the free VPK. Still, I think if she stayed longer, she would do a lot more academically like you know, because usually when I pick her up, they’re in the middle of doing whatever you know letter paper, they’re on, or whatever.”
CONSULTANT OBSERVATIONS AND CONCLUSIONS

Issue: Teacher Recruitment and Retention

Most of the research conducted by mano-Y-ola’s team and feedback received from providers about the recruitment and retention of teachers indicate that any child care proposal that does not start with remarkable increase of child care teacher wages and benefits is not credible. It is like the analogy of trying to drive a car without an engine. The shortage of teachers and the exodus of those in the profession are the most significant challenges facing the Monroe County program. The goal must be able to reach credible, family-sustaining wages with benefits for all lead teachers, regardless of the type of program they work for or the age of the children they serve. Based on teacher salaries and compensations, child care is a low-wage industry. However, given the lasting impacts on child development, family stability, and the overall economy, it should not be that way. There is no high-quality child care system without a sustainable workforce. However, sustainability comes with higher wages and benefits. There are some short-term solutions, but the continuity of care is significant for infants and toddlers, and multiple caregiver changes can lead to adverse child outcomes.

Several indicators helped us access that competitive disadvantage of the county in attracting and retaining early childhood practitioners. In addition to evaluating the child care professional salaries, the study examined and compared housing costs and annual living-wage income required to meet the basic needs; residents who are not living in poverty but experience financial hardships, unbanked and underbanked. In all these categories, Monroe County experiences a competitive disadvantage over other counties and cities in Florida. For example, the average base salary of a pre-K teacher is $32,338. That amount is less than half of the living wage for a single-parent family with two children in Monroe County, which is $85,245. In addition, more than 40 percent of Keys residents can't afford basic living expenses, according to the 2018 United Way ALICE (Asset Limited, Income Constrained, Employed) Report.

Issue: School Readiness

Kindergarten readiness in Florida has been an issue for some time. The Children's Movement of Florida is a non-profit organization to get Florida students to 100 percent kindergarten readiness by 2030. Recently, regardless of COVID, 43 percent of kindergarteners were "not ready" to start kindergarten this year, according to the 2020-21 Florida Kindergarten Readiness Screener results. Some Florida lawmakers think the problem comes from the state's system for early education and Voluntary Pre-Kindergarten programs. This year, a new bill at the State Legislature, HB 419, is designed to restructure Florida's early learning education system. Florida tracks "kindergarten readiness" through the Florida Kindergarten Readiness Screener. A "ready for kindergarten" student has the appropriate skills to help them succeed in their academic career. However, this test is given 30 days after the student starts in kindergarten, which is too late for parents and early childhood programs to make necessary adjustments and improvements.
Issue: After-school care

In our study, we did not find parents with high specialty after-school needs. That does not mean that parents of children with high specialty needs would not benefit from after-school programs. However, parents in our survey and focus groups would take advantage of after-school care in the county, if available. Parents shared interest in after-school care due to working schedules, some having to work late hours. Some favor additional time in school for children to get more learning, participate in recreational activities, and complete lessons that parents cannot do when they have less time at home with the children.

Issue: Disability Services

There is no one as interested in and motivated to see a child succeed and thrive as their parents. Yet, even when a team of caregivers and professionals surrounds you, it can feel isolating to be a parent of a child with disabilities or special health care needs. Sometimes it feels like no one understands your journey. However, other parents of children with disabilities and special health care needs are armed with the experience to answer your questions and help each other navigate a difficult situation.

Good examples of programs led by parents of children with disabilities present an ideal model to support parents in Monroe County. One is Parent to Parent of Miami, the only non-profit community parent resource center for families of children and adults with disabilities in Miami-Dade County, Florida. Parent to Parent of Miami, Inc. began in 1986 with one heartfelt wish, may families have an easier time than we did obtain the services and support needed to raise their children. But, unfortunately, with just a few providers in Monroe County, limited data, and few after-school programs to support parents of children with disabilities based on our research. The future could seem complicated and uncertain for parents without a support system. However, tips from other parents can help with essential coping skills and give parents a way forward. ELCMDM Advisory Board actions would be ideal for activating and promoting this type of parent advocacy and partnership.
APPENDICES
Appendix A: Board Feedback Shared January 19, 2021 (ELCMDM Strategic Planning)
Appendix B: Pre-Needs Assessment Scope of Work, January 28, 2021
Appendix C: Pre-Needs Assessment Inquiry
Appendix D: ELCMDM Board Interview Questions
Appendix E: Pre-Needs Assessment Survey Responses (Question #1)
Appendix F: Topic Specific Needs Assessment Scope of Work, March 31, 2021
Appendix A: Board Feedback Shared January 19, 2021 (ELCMDM Strategic Planning)

1. Support pathways through local high school programs continuing to College of the Florida Keys to enhance skill development in areas of plumbers, electrician HVAC technicians, MOS certifications, etc. These pathways should be offered in multiple languages with an English support class if needed. The availability of these programs needs to be advertised in high traffic common community areas in several languages so interested people know about the programs. Department of Motor Vehicles, grocery stores, Unemployment offices, etc.

2. Increase mental health resources and Guidance Care Center availability.

3. Increase the availability of free hot spots to support virtual instruction and pathways of advancement for families.

4. Premise: The ELC Centers in the Keys have a lot of "successes"
Survey idea: Are we doing enough to publicize the successes of our ELC Centers to attract additional families/students to utilize them? Are we getting the word out? What can we do to get the word out more?

5. Premise: The ELC Centers are vital to the success of a child’s early learning development, but some reports seem to indicate that only 45% of our youngest learners in Monroe are "ready for Kindergarten".
Survey idea: What is lacking or what can be done in addition to present efforts and initiatives to increase the numbers of children enrolled in ELC Centers so then they can learn and be cared for at optimal levels, and how can we promote these successes more to the public?

6. Premise: The ELC Centers need qualified employees and "consistent staff"
Survey idea: What can be done to put more qualified longer-term employees into the System here in Monroe? What do they need to be supported and be retained? Is it more in-service, more coaching, internship programs, shadowing, career ladder, assurances of continued online learning for licensing, more monetary incentives, what would help support this effort to recruit and retain employees who work with our youngest learners?

7. Premise: Parents with young children can benefit from more utilization of the Centers
Survey: What can be done to entice more parents to utilize the Centers? More advertising? More anecdotal success stories of families who use the centers? Transportation assistance? Social Media utilization to keep in closer touch with parents? Parent Education (though I know much of this is certainly already available through ELC - not faulting ELC, just asking about ways to continue to reach parents.

8. Premise: There are many organizations in the Keys advocating for children.
Survey: What can be done to increase collaboration across agencies and partnerships to bolster ELC and perhaps entice more families to utilize ELC services and "get the word out"? Is it a health care connection? Personal contacts?
9. Key West and Lower Keys areas need more full-time closure programs for school age children available to families funded by ELC. Boys & Girls club currently serves only 40-50 children. Before COVID, they were the “go to” program for families in summer. Working families cannot afford camps at the cost of 200-300 dollars a week for a 10–12-week period.

10. Monroe County schools need to provide aftercare for children with IEP’s (Individual Education Plan). Parents of pre-school children (3-5yr) often have to choose if their child begins services at the school district at an early age or do, they wait until they begin kindergarten because there is not aftercare available to these families at 1:00pm when schools dismiss. It is unfortunate that parents are put in this position- but it is a reality.

11. Availability of training/testing to increase the employment pool for child care teachers. Our employment pool is shrinking, but if there could be a way to work with the school district or college to create a training program for child care teachers in our county that may help. If child care programs cannot find staff, they are forced to close and families loose even more ability to remain in our community.

12. Mental health support for children and families separate and apart from traditional therapy.

13. Parent education and support.

14. The decreasing number of health care providers and solution options to this challenge.

15. Child care for children with disabilities after school program hours. Many of the children cannot attend regular afterschool programs due to the level of care needed/not being toilet trained. Parents have to pay private babysitters or not work it seems.

16. Availability of pediatric specialists without going to Miami, such as neurologists.

17. Alcohol abuse and cultural norms of excessive drinking.

18. Resources to catch up students who fell behind because of home schooling. Said another way, what do we need to do to make sure kids are up to speed for school readiness?

19. Cost of living in Monroe County impacts salaries to the level many parents who need ELC services but may not qualify based on statewide income standards. What can be done to overcome this disconnect that may not exist in other Counties?

20. Develop a strong tie to the Hotel and Restaurant Association membership group to help promote the use of ELC services to assist them with re-employment needs and to help provide economic recovery to Monroe County.
Appendix B: Pre-Needs Assessment Scope of Work, January 28, 2021

A needs assessment is an organized process that provides information about socio-economic needs or issues in a location or population group and determines which issues should be prioritized for action. To satisfy the advisory board’s main priorities and align those findings to the member’s strengths and areas of interest, we propose conducting a pre-needs assessment and idea-generating process.

The preliminary/initial work will satisfy the following objectives:

- Identify and verify topic specific priorities or key research indicators to study
- Assist ELCMDM’s Advisory Board in categorizing and ranking research priorities
- Confirm the board members most pressing matters of concern and level of commitment

Before presenting the needs assessment draft strategy to the advisory board at the February 9th, 2020, meeting, we are proposing to interview the following experienced/long-term members of the Monroe County Advisory Board: Ms. Sue Ellen Bennet, Ms. Heather Carruthers, and Ms. Sandy Bisceglia (those are the names mentioned by ELCMDM team during our brainstorming meeting this week). If you have other members, in addition to those, please suggest and provide contact information. All other members of the Advisory Board, new and “seasoned,” will be interviewed during the implementation of the Needs Assessment to include all members insights and commitments to this research study and reaffirm involvement from everyone.

The February 9th presentation will require preparation to engage and align members’ strengths to the needs assessment goals. Our February 9th pre-work and presentation will cover the following agenda items:

- A brief presentation of the most recent Monroe County Community Assessment covering main highlights and current issues,
- A summary of the Advisory Board’s 20-point reactions on important topics to research,
- Feedback report from conversations with experienced advisory committee members listed above
- A description of the methods mano-y-ola’s team plans to implement to conduct the needs assessment.

After the presentation, mano-Y-ola will develop and send a post-meeting survey to collect additional feedback from the advisory board members about need assessment priorities. ELCMDM members will receive a comprehensive needs assessment plan two weeks after the February 9th meeting.
Appendix C: Pre-Needs Assessment Inquiry

1. The following survey includes a list of topics/issues generated by ELC Monroe Advisory Board members. In your opinion, as an ELCMDM Advisory Board Member or Staff, how critically important are the following issues/theme?

| Access and availability of pediatric specialists, increase access without going to Miami | Extremely important | Very important | Moderately important | Slightly important | Not at all important |
| Attract more parents to ELC Centers |
| Child care for children with disabilities after school program hours |
| Develop a strong tie to the Hotel and Restaurant Association membership groups to help promote the use of ELC services |
| Find solutions to the reduction of health care providers in the county |
| High incidence of alcohol abuse |
| Increase access of mental health support for children and families |
| Increase collaboration across agencies and partnerships |
| Increase mental health resources |
| Increase parent education and support |
| Increase the employment and retention of child care teachers |
| Make sure kids are up to speed for school readiness |
| Need more full-time afterschool programs for school age children |
| Need to address aftercare for children with IEP’s |
| Publicize the successes of our ELC Centers |
| Study impact of cost of living in Monroe County as compare to other counties |
| Support free hot spots to support virtual instruction and pathways of advancement for families. |
| Support Pathways to enhance skill development |

2. As we continue to identify key informants (within the context of survey research, a key informant refers to the person with whom an interview about a particular organization, social program, problem, or interest group is conducted) to include in the Needs Assessment study, we want to ask you to share names of a few people that can be valuable sources of information in the early stages of this project. If possible, please include their work titles and contact information.

3. Please share any information you think can help us identify local data sources you rely on for Monroe County statistics.

4. Please indicate if you are an Advisory Board member or ELCMDM Staff member.
   - Advisory Board member
   - ELCMDM Staff
   - Other (please specify)
Appendix D: ELCMDM Board Interview Questions

I am a researcher supporting Early Learning Coalition’s work to complete a comprehensive needs assessment in Monroe County to strengthen the advisory committee's work priorities.

You were identified as one of the most knowledgeable and influential. I want to ask you general questions about the committee’s work, opportunities, and expectations.

1. Tell me about your background and advisory board experience.
2. What is the biggest / most proud accomplishment of the board during your tenure?
3. What would you said are the most significant areas of concerns and/or issues that have become the most important to the board?
4. What are the advisory members' strengths and areas of interest?
5. What one issue, if given the most attention, would receive the most support from Board members (level of commitment) and unite the efforts?
6. Who are the key members of the community that you see need to be asked about needs and services?
Appendix E: Pre-Needs Assessment Survey Responses (Question #1)
The following survey includes a list of topics/issues generated by ELC Monroe Advisory Board members. In your opinion, as an ELCMDM Advisory Board Member or Staff, how critically important are the following issues/theme?

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<th>Rating</th>
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Board Members (n=7)

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Analysis

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Appendix F: Topic Specific Needs Assessment Scope of Work, March 31, 2021

Background
A needs assessment is an organized process that provides information about socio-economic needs or issues in a location or population group and determines which issues should be prioritized for action. This Scope of Work outlines our proposal to conduct a specialized and purposeful Community Needs Assessment for the Early Learning Coalition of Miami-Dade / Monroe (ELCMDM).

On February 9, 2021, mano-Y-ola conducted a presentation to engage and align board members’ strengths and identify their interests regarding the Topic Specific Needs Assessment focus. mano-Y-ola’s pre-work and presentation covered the following agenda items:

- A brief presentation of the most recent Monroe County Community Assessment covering main highlights and current issues,
- A summary of the Advisory Board’s 20-point reactions on important topics to research,
- Feedback report from conversations with experienced Advisory Board members
- A description of the methods mano-y-ola’s team plans to implement to conduct the needs assessment.

The preliminary/initial work satisfied the following objectives:

- Identify and verify topic specific priorities or key research indicators to study
- Assist ELCMDM’s Advisory Board in categorizing and ranking research priorities
- Confirm the board members most pressing matters of concern and level of commitment

Using the 20-point list of important research topics provided by the ELCMDM Advisory Board, mano-Y-ola developed and distributed a post-meeting survey to collect additional feedback about the Needs Assessment priorities. In total, 13 respondents completed the survey, 6 of whom are Advisory Board members and 7 of whom are ELCMDM staff or community partners.

Monroe County Topic Specific Needs Assessment Proposal
ELC Board members major responsibility is to provide governance by creating and directing the strategic initiatives that ensure high–quality programming. Based on key Monroe's board members' interviews and the priority survey results, these fundamentally important priorities may have a long-term impact. mano-y-ola’s final selection of topics to research identified those important and urgent selected by the majority of board members.

We are proposing to conduct exploratory research on broad and comprehensive categories and indicators (for additional detail regarding research indicators, please see the table on the following page):

- Employment and retention of teachers,
- School readiness,
- Access to after school programs, and
- Access to health care providers.

What We Will Need from Your Agency
1. Designated ELCMDM point-of-contact to coordinate the administration of surveys to the following groups:

www.mano-y-ola.com
With team members in North Carolina, Louisiana, California, Texas, Puerto Rico and The Netherlands
ELCMDM

- All Staff (including teachers)
- Parents/Clients of direct service programs (if applicable)

Child Care Partners

- Teaching Staff
- HS/EHS Parents
- VPK Parents
- School Readiness Parents

*Mano-Y-ola will develop the surveys and send the survey links to ELCDM. Someone on the ELCMDM team will be in charge of sending out the surveys to the appropriate parties (listed above) and getting back an agreed upon number of responses (a minimum of 55 to 60 percent of responses).

2. Designated ELCMDM point-of-contact to coordinate interviews with:
   - ELCMDM HR Director or Representative
   - All ELCMDM Board Members

3. Access to the following documents within the first 2 weeks of the contract:
   - ELCMDM’s School Readiness Data from the past 7 years, broken down by Domain*
   - List of partnerships, broken down by category (community partner spreadsheet)

END NOTES

5. Ibid
6. What you should know if you are unbanked right now, https://time.com/nextadvisor/banking/what-to-know-if-you-are-unbanked/
11. New Evidence on Teacher Turnover in Early Childhood, https://journals.sagepub.com/doi/abs/10.3102/0162373720985340?journalCode=epaa#articleCitationDownloadContainer
19. More than 40 percent of FL kindergarteners are not ready for kindergarten. ‘that’s a failure on us,’ https://floridaphoenix.com/2021/03/10/more-than-40-percent-of-fl-kindergarteners-are-not-ready-for-kindergarten-thats-a-failure-on-us/
Provider Email Alerts
### Overview
A look at some of your top emailing stats during this time.

#### 121,725 Sends
- **Open rate:** 18%
- **Unopen rate:** 2%
- **Click rate:** 4%
- **Bounce rate:** 2%

#### 20,829 Opens
- **Open rate:** 7%
- **Click rate:** 3%
- **Bounce rate:** 1%

#### 2,002 Clicks
- **Open rate:** 12%
- **Click rate:** 7%
- **Bounce rate:** 9%

### Trends
Check out how your numbers compare over time.

#### Your open rates:
- **vs. previous 24 days:** 18% (↓ 4%)  vs. **Industry average:** 4%
- **vs. previous 24 days:** -4% (↓ 4%)  vs. **Industry average:** -4%

#### Improve open rates
Open rates are most impacted by your subject lines. Learn how to craft engaging subject lines that get more opens.

#### Improve click rates
Make sure you always deliver on the promised content when a customer clicks through. Be careful not to mislead with empty promises.

### Campaigns Sent from Sep 27, 2021 - Oct 21, 2021
See how all your campaigns performed during the selected time range.

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<td>5,762</td>
<td>33%</td>
<td>1,743</td>
<td>203</td>
<td>557</td>
</tr>
<tr>
<td>Thu, Oct 7, 2021, 7:33 AM</td>
<td>PDI Classes 10/4/2021</td>
<td>6,896</td>
<td>28%</td>
<td>1,642</td>
<td>173</td>
<td>681</td>
</tr>
<tr>
<td>Thu, Oct 7, 2021, 7:37 AM</td>
<td>mon - PDI Classes 10/4/2021</td>
<td>298</td>
<td>25%</td>
<td>72</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Fri, Oct 8, 2021, 8:16 AM</td>
<td>EHS Partnership Opportunities</td>
<td>2,329</td>
<td>33%</td>
<td>770</td>
<td>78</td>
<td>154</td>
</tr>
<tr>
<td>Thu, Oct 14, 2021, 7:01 AM</td>
<td>mon - Provider Services 10-21</td>
<td>300</td>
<td>35%</td>
<td>85</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Thu, Oct 14, 2021, 7:02 AM</td>
<td>Provider Services 10-21</td>
<td>2,339</td>
<td>32%</td>
<td>719</td>
<td>20</td>
<td>157</td>
</tr>
<tr>
<td>Fri, Oct 15, 2021, 7:03 AM</td>
<td>ELC Talks - 10/21</td>
<td>5,760</td>
<td>30%</td>
<td>1,593</td>
<td>102</td>
<td>566</td>
</tr>
<tr>
<td>Fri, Oct 15, 2021, 7:01 PM</td>
<td>mon - ELC Talks - 10/21</td>
<td>300</td>
<td>32%</td>
<td>94</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Mon, Oct 18, 2021, 7:00 AM</td>
<td>mon - PDI Classes 10/18/2021</td>
<td>300</td>
<td>20%</td>
<td>69</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Mon, Oct 18, 2021, 7:02 AM</td>
<td>PDI Classes 10/18/2021</td>
<td>5,769</td>
<td>25%</td>
<td>1,295</td>
<td>109</td>
<td>533</td>
</tr>
<tr>
<td>Tue, Oct 19, 2021, 7:00 AM</td>
<td>Mon - Partner Orientation 2021</td>
<td>621</td>
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<td>137</td>
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<td>Tue, Oct 19, 2021, 7:00 AM</td>
<td>EHS Partnership Opportunities 10/19/21</td>
<td>2,000</td>
<td>37%</td>
<td>695</td>
<td>50</td>
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<tr>
<td>Wed, Oct 20, 2021, 7:05 AM</td>
<td>mon - DCF Abuse Reporting</td>
<td>299</td>
<td>36%</td>
<td>86</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Wed, Oct 20, 2021, 7:05 AM</td>
<td>DCF Abuse Reporting</td>
<td>2,340</td>
<td>32%</td>
<td>724</td>
<td>109</td>
<td>143</td>
</tr>
<tr>
<td>Wed, Oct 20, 2021, 7:15 AM</td>
<td>FLA Emergent Literacy Grant Award</td>
<td>2,318</td>
<td>92%</td>
<td>688</td>
<td>206</td>
<td>140</td>
</tr>
<tr>
<td>Wed, Oct 20, 2021, 7:15 AM</td>
<td>mon - FLA Emergent Literacy Grant Award</td>
<td>299</td>
<td>26%</td>
<td>75</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Thu, Oct 21, 2021, 7:02 AM</td>
<td>The Children's Trust Books Free Shelves Are Filled With Books!</td>
<td>2,319</td>
<td>21%</td>
<td>456</td>
<td>86</td>
<td>139</td>
</tr>
<tr>
<td>Thu, Oct 21, 2021, 7:03 AM</td>
<td>par MD - Trust Books For Free Shelves Are Filled With Books!</td>
<td>75,099</td>
<td>8%</td>
<td>8,806</td>
<td>763</td>
<td>689</td>
</tr>
<tr>
<td>Time Sent</td>
<td>Campaign Name</td>
<td>Sends</td>
<td>Opens</td>
<td>Clicks</td>
<td>Bounces</td>
<td>Unsubscribes</td>
</tr>
<tr>
<td>---------------</td>
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<td>--------</td>
<td>---------</td>
<td>--------------</td>
</tr>
<tr>
<td>Thu, Oct 21, 2021, 7:15 AM</td>
<td>mon - reminder - ELC Talks - 10/21</td>
<td>289</td>
<td>56</td>
<td>4</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Thu, Oct 21, 2021, 7:15 AM</td>
<td>reminder - ELC Talks - 10/21</td>
<td>5,750</td>
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<td>528</td>
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</tr>
</tbody>
</table>
Message from
The Professional Development Institute
of the Early Learning Coalition of
Miami-Dade/Monroe

Online Trainings
Capacitaciones En Línea

Expand your Professional Development
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https://trainings.elcmdm.org/T
trainings.aspx?Type=real

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Earn your National CDA® with the Professional Development Institute

Pre-Register Now!
Registrarse!

Preschool CDA will start November 6, 2021 in English
CDA en español para Preescolar empezará el 9 de Noviembre del 2021

Log in to/Ingresa a: https://trainings.elcmdm.org/

Join the Waitlist/Unete a la Lista de Espera
Early Learning Coalition Miami-Dade/Monroe - Training [elcmdm.org]

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Horas de oficina con las Especialistas de Entrenamiento y Desarrollo de PDI

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- Answers to all your questions

Contact us at: pdithelpdesk@elcmdm.org

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**CEU Guidelines**

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Scan me for more classes or follow the link for more trainings

![QR Code](https://example.com/qr-code)

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![Webinar Registration Link](https://example.com/webinar-registration)

**September 2021**

**HistoryMiami Corner**

It’s time to learn together as a family! Play and Connect with the kids in your household or classroom. Find story recommendations, activities, and resources that will fill your home with learning and fun.

**Museum Story Time with HistoryMiami**

For Childcare Centers and Family Homes Only

The Early Learning Coalition and HistoryMiami have joined forces to bring the joy of reading into YOUR early learning classroom! These special sessions are available by reservation only. https://forms.gle/C6d4q2MB6eHd7n49

**Just Ask**

Author Sonia Sotomayor, Illustrator Rafael López

September 29, 2021

When Daisy Ramona zooms around her neighborhood with her papi on his motorcycle, she sees the people and places she’s always known. She also sees a community that is rapidly changing around her. But as the sun sets purple-blue-gold behind Daisy Ramona and her papi, she knows that the love she feels will always be there

**Resources and Professional Development Opportunities from the Division of Early Learning**

We All Win When We Play in the Sandbox Together
Transition to Kindergarten

Transition refers to the totality of experiences and opportunities a child encounters in moving from one program or setting to another. Opportunities and experiences that familiarize children and families with new settings, expectations, and relationships can help make connections that ease adjustments.

When transitions are effective they provide the supports children need to make these adjustments. When children make successful transitions they:

- Enjoy school and look forward to going
- Show steady growth in academic and social skills
- Have families who are more actively engaged in their learning (Howard, 2010)

Find more Resources at Transition to Kindergarten | OEL Floridaearlylearning.com

1. All About Starting Kindergarten
2. Transition to Kindergarten Resources
3. Kindergarten Screening
4. About the Kindergarten Readiness Screener (FLRKS)

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2. Individual Development and Identity
3. Individuals and Groups
4. Spaces, Places, and Environments
5. Time, Continuity, and Changes
6. Governance, Civic Ideas, and Practices
7. Economics and Resources
8. Technology in Our World

For more information visit:

Additional Resources
- Professional Learning Community on Emergent Literacy resource shared: Professional Learning Community
- Emergent Literacy (FLC)
- Florida enter for REading Research (FCRR) Student Center Activities focus on Emergent Literacy and T2K FCRR Student Center Activities | Florida Center for Reading Research
- We’re adding new training sessions and resources all the time, so check back often for the latest updates!

We look forward to connecting with you!

Agregamos nuevos recursos y sesiones de capacitación todo el tiempo. ¡Vuelve a menudo para conocer las últimas actualizaciones! ¡Esperamos conectarnos contigo!
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Just In Case: A Trickster Tale and Spanish Alphabet Book
Author – Illustrator Yuyi Morales

October 6, 2021

Yuyi Morales takes us on a new journey with Señor Calavera. Señor Calavera is worried. He can’t figure out what to give Grandma Beetle for her birthday. Misunderstanding the advice of Zalmira the Ghost, Señor Calavera decides not to get her one gift, but instead one gift for every letter of the alphabet, just in case.

Resources and Professional Development
Opportunities from the Division of Early Learning

We All Win When We Play in the Sandbox Together
Save the Date!
PRE K Virtual Collaborative Inclusion Conference
December 8-9, 2021, from 9:00 a.m. - 12:00 p.m. EST

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Find more resources at Transition to Kindergarten 1 OER https://floridaearlylearning.com/

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7. Economics and Resources
8. Technology in Our World

For more information visit: https://floridaearlylearning.com/Content/Uploads/FloridaEarlyLearning/files/Attachment%20120%20September%20Social%20Studies%20Learning%20Circles%20Calendar.pdf

Additional Resources/Recursos Adicionales
- Professional Learning Community on Emergent Literacy resource Professional Learning Community, Emergent Literacy (22:48)
- Florida Center for Reading Research (FCRR) Student Center Activities focus on Emergent Literacy and TJR FCRR Student Center Activities 1 Student Center for Reading Research

We’re adding new training sessions and resources all the time, so check back often for the latest updates! We look forward to connecting with you!

Agregamos nuevos recursos y sesiones de capacitación todo el tiempo. ¡Vuelve a menudo para conocer las últimas actualizaciones! ¡Esperamos conectarnos contigo!

Join our mailing list!
Message from the Early Learning Coalition

Early Head Start Partnership Opportunities

Dear Early Care and Education Partners,

Our Early Head Start program has partnership opportunities in the following zip codes:

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>Zip Code</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>33012</td>
<td>33128</td>
<td>33147</td>
</tr>
<tr>
<td>33030</td>
<td>33130</td>
<td>33150</td>
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<tr>
<td>33034</td>
<td>33135</td>
<td>33157</td>
</tr>
<tr>
<td>33054</td>
<td>33142</td>
<td>33161</td>
</tr>
</tbody>
</table>

This is a great opportunity for more families, children, and partners to access the many valuable services available through the Early Head Start Program.

By becoming an Early Head Start Partner, you will have access to:
- Individualized teacher coaching;
- Professional development opportunities for teachers and center administration;
- A family advocate who will leverage resources for parents;
- A mental health professional who will provide consultations to teachers and parents;
- Support with attaining Early Head Start full enrollment;
- A nutritionist who will conduct a nutritional assessment on all children; and
- Much more

To become an Early Head Start partner, please click here to access the Early Head Start Partnership Application.

For more information or if you have questions, email NeighborhoodPlaceEHS@elcmde.org.

Thank you.
Message from the Early Learning Coalition

Invitation to Provider Services Committee Meeting

Dear Early Care and Education Partners:

We invite you to our upcoming Provider Services Committee meeting on October 28, 2021, at 2:00 p.m.

The Provider Services Committee is responsible for provider relations and concerns. Members of the committee include all three provider representatives who serve on the Coalition’s Board of Directors and the meetings are held monthly.

October Provider Services Committee Agenda:
- Early Education Partners Roundtable

During the Early Education Partners Roundtable portion of the meeting, you will have the opportunity to interact with the provider representatives and the Coalition team.

If you have any questions prior to the meeting please send them to myproviderrep@elcmdm.org

Provider Services Committee Meeting
Thursday, October 28, 2021
2:00 - 3:00 p.m.
Zoom Meeting ID: 949 1894 8109
Passcode: 61C3028

Spanish translation available.
Traducción en español disponible.
Message from
The Professional Development Institute
of the Early Learning Coalition of
Miami-Dade/Monroe

Online Trainings
Capacitaciones En Línea

<table>
<thead>
<tr>
<th>Important Deadline</th>
<th>Compliance with State Requirement</th>
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</thead>
<tbody>
<tr>
<td>(C) Form Available</td>
<td>(C) Professional Development Opportunity</td>
</tr>
<tr>
<td>Compliance</td>
<td>Informational</td>
</tr>
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</table>

Expand your Professional Development

Contact the Professional Development Institute to access Teaching Strategies GOLD® and MyTeachstone® for FREE and expand your knowledge through concrete examples and videos of these assessment tools.

Send us an email to: professionaldevelopment@elcmdm.org

ELC Talks: Join the Virtual Conversation

There’s More to Childhood Trauma Than Meets the Eye

Join ELC Talks and a panel of experts for a discussion about the unseen dangers associated with adverse childhood experiences and ways in which we can create neighborhoods, communities, and a world where every child can thrive.

Friday, October 22, 2021 from 12 noon -1:00pm on Zoom

Register Today!

Join our Upcoming Meetings
Online
Live Spanish translation is available! Interpretación en español en vivo!

Provider Services Committee Meeting
Thursday, October 28, 2021
2:00 PM - 3:00 PM
Zoom Meeting ID: 949 1894 8109; Passcode: ELC1028

Scan the QR Code or follow the link for more trainings

https://trainings.elcmdm.org/T rainings.aspx?Type=cal

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- Answers to all your questions

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Assistance Available in English and Spanish

Register here / Regístrate aquí:
https://tinyurl.com/yakndth

*For HelpDesk sessions no Certificates or In-Service Hours will be provided.
*Para las sesiones del InfoCentro no se emitirán Certificados ni Horas de Servicio.

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October 2021
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For Childcare Centers and Family Homes Only

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My Name Is Celia: The Life Of Celia Cruz / Me Llamo Celia: La Vida de Celia Cruz
Monica Brown, Rafael Lopez (Illustrator)
October 21, 2021

This bilingual book allows young readers to enter Celia Cruz’s life as she becomes a well-known singer in her homeland of Cuba, then moves to New York City and Miami where she and others create a new type of music called salsa. School Library Journal has named My Name is Celia “Exhilarating picture-book biography . . . a brilliant introduction to a significant woman and her music.”

Resources and Professional Development
Opportunities from the Division of Early Learning

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We’re adding new training sessions and resources all the time, so check back often for the latest updates! We look forward to connecting with you!

¡Vuelve a menudo para conocer las últimas actualizaciones! ¡Esperamos conectarnos contigo!

¡Gracias!
Dear Early Care and Education Partners:

The Early Learning Coalition of Miami-Dade/Monroe invites our Monroe partners to join our annual orientation for the 2021-2022 Statewide Voluntary Prekindergarten (VPK) and School Readiness programs.

Information on the following topics will be presented:
- Contracts Department
- VPK Monitoring
- Inclusion, Screening, and Assessment
- Early Childhood Professional Development
- Provider Payments
- Quality Initiatives

Join us to receive the most current information on rules and requirements that govern your early education program.

**Annual Monroe Partner Contract Orientation 2021-2022**

Tuesday, November 2, 2021
6:30 p.m to 8:30 p.m

Please see the registration link below:


Spanish translation available.
Traducción en español disponible.
Message from the Early Learning Coalition

Florida Department of Children and Families Announces
New Online Abuse Reporting Feature

Dear Early Care and Education Partners,

The Florida Department of Children and Families’ new online abuse reporting feature makes it even easier to report suspected abuse.

Child care providers are required to report suspected abuse, abandonment, or neglect pursuant to Section 39.20111(a), Florida Statutes. Individuals who file a report will receive a confirmation email saying if their report was accepted for investigation or not, as well as the I.D. of the abuse counselor that reviewed the report. To file a report online, click here.

To report an allegation in Spanish or Creole, please call 1-800-962-2873, for TTY use 711 or 1-800-955-8771. This toll-free number is available 24 hours a day, 7 days a week with counselors waiting to assist you.

[Sign up for the newsletter]
Message from the Early Learning Coalition

2021 Florida Literacy Association Emergent Literacy Grant Award

Dear Early Care and Education Partners,

The Florida Literacy Association (FLA) is currently accepting submissions for the 2021 FLA Early Learning Literacy Grant. Early learning childcare/preschool providers may submit a completed proposal demonstrating the need for supplemental literature and how the resources will be utilized in the support of literacy instruction in the classroom.

Application Deadline is October 30, 2021

For more information on the FLA and this award, please visit http://flanedi.org/

2021 FLA Early Learning Literacy Grant

Grant Proposal
Grant Application

Application Deadline is October 30, 2021

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Message from the Early Learning Coalition

The Children's Trust Books for Free Shelves Are Filled With Books!

Dear Parents, Guardians and Early Care and Education Partners,

FREE CHILDREN'S BOOKS!

Visit a Children's Trust Books for Free bookshelf around town...

take a book, OR TWO, home!

Locate a shelf near you: bit.ly/BFFGrabaBook

Join our mailing list

Sharon Gauld - 2015 Peace Street Blvd., Suite 302, Tallahassee, FL 32305. 850.681.7120

Email: D.E.C.E. Secret, Suite 100, Tallahassee, FL 32304. 850.245.0427