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Strategic Plan

Lead Manager: Jackye Russell, Sr. VP for Administration
Jrussell@elcmdm.org
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 Vision

Children First: The Strategic Plan for the Early Learning Coalition of Miami Dade/Monroe

2017-2022

Early Education. Lifelong Success.

Our 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.

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.

Priorities Initiatives

Neediest Children

Improves 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.

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 childhood, 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.

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.

Teacher Education

Increase the number of teachers with child care credentials.

Quality Providers

Drive incentives to higher performing providers.

Technical Business Assistance

Offer business assistance to providers in distressed areas.

Educate Providers

Provide program directors/staff with training and resources to provide high quality care to all children, including children with disabilities.

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.

Capacity Building

Strengthen Board and Staff capacity to carry out strategic goals.

Advocacy

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

Early Child Care 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 benchmark of quality (e.g. Child assessments, accreditation, learning environment, etc.)

Change state policy to allow ELCs to contract only with childcare programs that meet state-wide quality benchmark.

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

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 thriving, 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.
2021 Florida Legislative Session Update
March 2 – April 30, 2021
Budget

• **Governor’s Budget Recommendations** $96.6 billion

• **Senate’s Budget Recommendations** $95 billion (-$1.6 billion)

• **House’s Budget Recommendations** $97.1 billion. (+$1.7 billion)
**Early Learning**

These **identical** bills titled the "Child Safety Alarm Act" require certain vehicles to be equipped with a reliable alarm system to ensure safety of children being transported to child care facilities, require the Department of Children and Families to adopt by rule minimum safety standards for such systems and to maintain a list of approved alarm manufacturers and alarm systems. **SB 252 has been placed on the Senate Special Order Calendar.**

To read staff analysis of HB 1287, click [here](#).
To read staff analysis of SB 252, click [here](#).

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These **similar** bills move the Office of Early Learning to the Department of Education to create a state birth through 20 education system, revises VPK accountability to ensure parents get timely information on their child’s progress, creates a provider profile that families can use when selecting early learning providers, and creates a Pre-k through 3rd grade literacy and math progress monitoring system to look at child progression over time, to ensure timely interventions and promote early grade success.

To read staff analysis of HB 419, click [here](#).
To read staff analysis of SB 1282, click [here](#).
Student Literacy

• These similar bills revise requirements relating to improvement of student literacy skills. They require DOE, in consultation with Office of Early Learning, to implement coordinated screening & progress monitoring system for VPK program through grade 8, establish Reading Achievement Initiative for Scholastic Excellence Program within DOE, and revise requirements relating to specified reading instruction allocation. The bills revise requirements for certain instructional personnel & professional development program.

• To read staff analysis on HB 7011, click here.
• To read staff analysis on SB 1898, click here.
Florida’s Plan for the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) Funds
1. Direct Child Care Services (Subsidies)

• Does the lead agency plan to use CRRSA funds to provide direct child care services, including childcare subsidy assistance to health care sector employees, emergency responders, sanitation workers, farm and other food service workers, and/or other workers deemed essential or frontline during the response to coronavirus? If yes, describe.

• Yes. Florida plans to serve additional CCDF-eligible children and families.
Florida’s Plan for the CRRSA Funds

2. Implementation of Virus Mitigation Policies and Practices

• Does the lead agency plan to use CRRSA funds to provide resources, supplies, and/or technical assistance to child care providers to support implementation of health and safety practices and policies in line with guidance from State and local health departments and the Centers for Disease Control and Prevention (CDC)? If yes, describe.
  ▪ Yes, see below.
Florida’s Plan for the CRRSA Funds

3. Grants or Assistance (Other than Subsidies) to Stabilize Child Care Providers

- Does the lead agency plan to use CRRSA funds to support the stability of the child care sector to help child care providers (program facilities and workforce) pay for increased operating expenses during the COVID-19 public health emergency? If yes, describe.

  - Yes. Florida plans to provide grants to all child care/early learning providers. These grants are intended to be used for costs to support stability in Florida’s child care sector. The grants will require that the providers are open and serving children/families and that a portion of the funds are used to pay for staff salaries/benefits.
Florida’s Plan for the CRRSA Funds

4. Assistance to Providers Not Participating in the Subsidy System Prior to the Pandemic

• As required in CRRSA, how does the lead agency plan to use a portion of funds appropriated in CRRSA to provide assistance to CCDF-eligible child care providers not participating in the subsidy system prior to the COVID-19 public health emergency?
  ▪ As indicated above, Florida plans to provide grants to over 11,600 child care/early learning providers. Approximately 4,700 of these providers are not participating in the subsidy system.
Florida’s Plan for the CRRSA Funds

5. Other Does the lead agency plan to use a portion of CRRSA child care funds for any other activities or assistance not described above? If yes, describe.

- **Waive required parent copayments** – Florida will reimburse CCDF providers for these parent copayments via our current approved CCDF waiver.
- **Reimburse state-funded prekindergarten providers for closures due to COVID** – Florida will reimburse these providers for closures due to COVID.
- **Support for incoming kindergarten students** – Florida remains concerned over the “readiness” of our incoming public school kindergarten students and the need to minimize potential learning loss given the disruption of their preschool program. This program will be delivered by public schools and provide instruction to close/remediate gaps in early literacy.
- **Support low income students participating in the part-time state-funded prekindergarten program** – Florida will support our neediest and youngest students through additional services for a limited number of four-year-olds.
Strategies to Address COVID-Related Crises in Early Learning

From Association of Early Learning Coalitions (AELC)
STRAIGHT TO ADDRESS COVID-RELATED CRISSES IN EARLY LEARNING

TAILORED COMMUNITY SUPPORTS
PROVIDE LOCAL DISCRETIONARY FUNDS TO ENSURE COALITIONS HAVE FLEXIBILITY TO ADJUST THE DOSAGE OF EACH INTERVENTION STRATEGY AND ADDRESS THE UNIQUE NEEDS OF EACH COMMUNITY

FINANCIAL SUPPORTS FOR ESSENTIAL SMALL BUSINESSES
PROVIDE MAINTENANCE GRANTS TO KEEP THE DOORS OF FLORIDA’S EARLY LEARNING SMALL BUSINESSES OPEN AND MITIGATE THE LOSS OF REVENUE
CONTINUED ENROLLMENT PAYMENTS
Reimburse early learning providers based on enrollment rather than actual attendance to mitigate the impact of lost revenue due to low child attendance and ensure programs remain operational to support families who do need care, such as first responders and health care workers.

WORKFORCE SUPPORTS
Allocate funds for strategies such as signing and/or retention bonuses, preservice training fee waivers or other solutions to attract employees to the workforce and address substantial turnover burdening early learning programs.

HEALTH & SAFETY SUPPLIES
Provide funding to providers for purchasing critical supplies such as PPE, thermometers, etc.

MENTAL HEALTH SUPPORTS
Provide funding for mental health supports so providers may assist children who have experienced trauma during the pandemic.
School Readiness
Eligibility Overview

Sandra P. Gonzalez, Sr. Vice President for Programs
Benefits of the School Readiness Program

• Families receive 12 months of services (BG8-Econ)
• All children in a family from birth to age 13 may be eligible for services
• Families can select from more than 1,400 qualifying small business owned child care programs
• Developmentally Appropriate Curriculum used in the programs
School Readiness Program Requirements

Eligibility Criteria:

- Parent must work or attend educational program (college, trade/technical school up to Bachelor’s degree) **minimum 20 hours a week** or two parents **combined 40 hours a week**
- Family income must be **at or below 150%** of Federal Poverty Level for initial eligibility; redetermining families up to 85% State Median Income based on Federal Poverty Level (FPL sliding fee scale)

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<th>Initial School Readiness family application</th>
<th>Recertification parent (renewing services)</th>
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<tbody>
<tr>
<td>Example 1: Single Parent with 1 child, Household of 2</td>
<td>Salary max $25,860</td>
<td>Salary max $42,582</td>
</tr>
<tr>
<td>Example 2: Single Parent with 2 children, Household of 3</td>
<td>Salary max $32,580</td>
<td>Salary max $52,602</td>
</tr>
<tr>
<td>Example 3: Two Parents with 2 children, Household of 4</td>
<td>Salary max $39,300</td>
<td>Salary max $62,621</td>
</tr>
</tbody>
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**Very important:** Parent must apply in the county of residence. If parent applies in Miami-Dade and resides in Broward, they need to apply with ELC of Broward County.
Application Process Via Family Portal

• Visit the Coalition website [www.elcmdm.org](http://www.elcmdm.org) and click on Parents and then click Need Help Paying for Child Care?

• Link will direct applicant to OEL Family Portal [https://familyservices2.floridaearlylearning.com](https://familyservices2.floridaearlylearning.com)
How Do Families Apply?

- Register an account with a valid email address and password.
- Must **verify** email before starting application to activate account
- Create a **New School Readiness Application**
- Answer all pre-qualification questions, includes very basic preliminary information
- Must complete all sections – information on parent, children, other household members and income source, attach documentation, review and lastly certify and submit the application (**Questions with red * are required**)  
- Upload requesting documents to verify employment, a validated school schedule, etc. Parent can view the document after uploading in “**View Attachment**”
- After submission, email acknowledgement will be auto-generated by system
- Applications submitted by families are reviewed daily
  - Selection of families is based on fiscal availability
  - Currently, families are selected from Single Point Entry EFS, every two weeks
- Once selected, families have **30 days** to submit application and supporting documents.
Purpose of Care (POC)

A family’s eligibility for School Readiness services depends on an established purpose of care. Early Learning Coalitions must verify that any parent who request funding has a purpose of care.

- Each parent/guardian living in the same household of any child for whom funding is requested must meet a purpose for care

- POC is used for education activity, employment, disability, Temporary Assistance for Needy Families (TANF), Protection

- If a parent loses purpose of care, they have 90 days to reestablish a purpose of care

- When a family loses its purpose of care, the family has three months from the date of losing purpose of care to reestablish it.
Sliding Fee Scale Effective July 1, 2020 – June 30, 2021

• Initial families are eligible for services with income at or below 150% of the Federal Poverty Level.

• Once determined eligible, families may continue to receive financial assistance with income up to 85% State Median Income (SMI) based on Federal Poverty Level (families redetermining).

• Coalition determines parent fee by calculating your household income, size and eligibility category.

• Any additional fees (non-parent fees) fees such as computer lab fees, uniforms, late pick-up fees, etc. are the responsibility of the parent, not reimbursed by Coalition.
Chapter 1002.87, Florida Statutes
School Readiness Program Eligibility and Enrollment Priorities

(1) Each early learning coalition shall give priority for participation in the school readiness program as follows:

(a) Priority shall be given first to a child younger than 13 years of age from a family that includes a parent who is receiving temporary cash assistance under chapter 414 and subject to the federal work requirements.

(b) Priority shall be given next to an at-risk child younger than 9 years of age.

(c) Subsequent priority shall be given, based on the early learning coalition’s local priorities identified under s. 1002.85(2)(j), to children who meet the following criteria:
Chapter 1002.87, Florida Statutes
School Readiness Program Eligibility and Enrollment Priorities

1. A child from birth to the beginning of the school year for which the child is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a) 2. who is from a working family that is economically disadvantaged, and may include such child’s eligible siblings, beginning with the school year in which the sibling is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2. until the beginning of the school year in which the sibling is eligible to begin 6th grade, provided that the first priority for funding an eligible sibling is local revenues available to the coalition for funding direct services.

2. A child of a parent who transitions from the work program into employment as described in s. 445.032 from birth to the beginning of the school year for which the child is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2.

3. An at-risk child who is at least 9 years of age but younger than 13 years of age. An at-risk child whose sibling is enrolled in the school readiness program within an eligibility priority category listed in paragraphs (a) and (b) and subparagraph 1. shall be given priority over other children who are eligible under this paragraph.
4. A child who is younger than 13 years of age from a working family that is economically disadvantaged.

5. A child of a parent who transitions from the work program into employment as described in s. 445.032 who is younger than 13 years of age.

6. A child who has special needs, has been determined eligible as a student with a disability, has a current individual education plan with a Florida school district, and is not younger than 3 years of age. A special needs child eligible under this paragraph remains eligible until the child is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2.
Chapter 1002.87, Florida Statutes
School Readiness Program Eligibility and Enrollment Priorities

7. A child who otherwise meets one of the eligibility criteria in paragraphs (a) and (b) and subparagraphs 1. and 2. but who is also enrolled concurrently in the federal Head Start Program and the Voluntary Prekindergarten Education Program.

(2) A school readiness program provider may be paid only for authorized hours of care provided for a child in the school readiness program. A child enrolled in the Voluntary Prekindergarten Education Program may receive care from the school readiness program if the child is eligible according to the eligibility priorities and criteria established in subsection (1).

(3) Contingent upon the availability of funds, a coalition shall enroll eligible children, including those from its waiting list, according to the eligibility priorities and criteria established in subsection (1).
(4) The parent of a child enrolled in the school readiness program must notify the coalition or its designee within 10 days after any change in employment status, income, or family size or failure to maintain attendance at a job training or educational program in accordance with program requirements.

(5) A child whose eligibility priority category requires the child to be from a working family ceases to be eligible for the school readiness program if a parent with whom the child resides does not reestablish employment or resume attendance at a job training or educational program within 90 days after becoming unemployed or ceasing to attend a job training or educational program.

(6) Eligibility for each child must be reevaluated annually. Upon reevaluation, a child may not continue to receive school readiness program services if he or she has ceased to be eligible under this section. A child who is ineligible due to a parent’s job loss or cessation of education or job training shall continue to receive school readiness program services for at least 3 months to enable the parent to obtain employment.
Referral Cases from Partner Agencies
Eligibility/Authorization Periods

• BG1, 11, 13, 14R  At-Risk In-Home, Foster Care, Out-of-Home = not to exceed a 6-month period
• BG1-HOME  At-Risk Homeless = up to 180 days/6 months
• BG1-FAM  At-Risk Domestic Violence = up to 90 days/3 months
• BG1-IN, OUT  At-Risk Protective Investigation = up to 60 days/2 months
• BG3R-RCG-  At-Risk Relative Caregiver (must receive Relative Caregiver payment) = 12 months or less, based on the length of the RCG payment authorization
• BG3 TCAN or BG3W TCAW – must be a recipient of Temporary Cash Assistance (TCA) working or not working (TCAN) = up to 180 days/6 months
• BG5 TCC –  Transitional Child Care (TCC) recipient = up to 24 months, however coalition must redetermine eligibility annually
How Parents Choose Child Care Programs

- Parents have the right to choose a provider of their choice (if child is already attending a Coalition contracted provider, parent can select that provider)
- If they do not have a provider choice, parents are informed about Child Care Resource & Referral (CCR&R). Child Care Resource & Referral is a FREE and confidential service that assists families in finding quality and affordable child care and community resources
- Child Care Resource & Referral can customize a list of child care providers based on family’s specific needs and provide a quality checklist to assess programs. Child Care Resource & Referral offers unbiased information about local child care options, make no recommendations.
- Provide information on how to recognize quality early learning programs and understand the development benefits of child/ren
- Quality Checklist
- Department of Children and Families inspection reports
Most Common Challenges With School Readiness Applications

- Paystubs do not reflect date, pay or hours worked
- Supporting documents are not current
- Secondary parent information is missing – age, income, etc.
- Parent applied in the incorrect county – parent must apply in the county they reside in
- Proof of custody of child from legal guardian not provided
- Family is over-income
- After 30 days of the application is in “Rejected” status, the system will inactivate the application for no activity
Assistance and Support for Ineligible Families

• Families that are not eligible, can always re-apply

• If a family is ineligible for School Readiness but perhaps may qualify for others programs they will be referred to Child Care Resource & Referral

• Child Care Resource & Referral will inform families of other financial assistance options such as scholarships or programs such as Early Head Start/Head Start, The Children’s Trust (TCT) scholarship, other cost effective after-school programs with The Children’s Trust or Parks & Recreation for school age children.
Where Do We Promote the School Readiness Program?

- Miami-Dade and Monroe Chambers of Commerce
- Restaurant and Lodging Associations
- Miami-Dade and Monroe County Public Schools
- Referring Agencies (Department of Children and Families, Career Source, Citrus Health, etc.)
- 50+ community partners (Jackson Health System, Baptist, etc.)
- ELC Weekly Provider Meetings
- Metro Bus Wrap
- School Readiness Billboard
Where Do We Promote the School Readiness Program

• Keys Weekly
• Creole Radio
• US1 Radio
• Country Thunder Radio
• Time Out Magazine
• Social Media – Facebook, Instagram and Twitter
• Miami Children’s Museum
• Greater Miami Chamber Meetings
• Coalition Newsletter
• Signature Line on All Coalition Team Member Email
As previously stated, beginning January 1, 2021, OEL reinstated the absence reimbursement provisions of Rule 6M-4.500, FAC, Child Attendance and Provider Reimbursements.

- In accordance with the rule, a total of 10 absences per month are reimbursable (3 unexcused and 7 excused with documentation of extraordinary circumstances). Absences due to any circumstances beyond the total 10 days are not reimbursable.
- Extraordinary circumstances include child absences due to COVID-19 and are included in the total of 10 reimbursable absences allowed each month. Providers should select the appropriate absence reason such as “Child Illness” or “Other.”
- A written parent statement is an example of sufficient documentation for reimbursement purposes.
- In an effort to be family friendly, coalitions should contact families with excessive absences to determine the continued need for care. Documenting excessive absences with a case note and supporting parent or doctor notes is recommended.
- The provisions of Rule 6M-4.501, FAC, Reimbursement During Emergency Closures, apply to temporary closures due to COVID-19. These should be recorded as temporary closure days in EFS Mod.
- Absences should not be counted during the time when a provider is temporarily closed. School readiness providers should be reimbursed in accordance with Rule 6M-4.501, F.A.C.
- If a provider has to close a classroom because of potential COVID-19 exposure and is attempting to follow local health department or CDC guidelines, the provider should select the “Absence due to Disaster” reason code in EFS Mod. This will ensure the absences do not count against the allowable monthly absence reimbursement for those children. Coalitions should review absences in Have Attendance to ensure any absences due to disaster (displayed as “D”) are applied appropriately. If not, staff should override the reimbursement code to “N” (not payable).

If you have any additional questions, please contact OEL.Questions@OEL.MyFlorida.com.
Waiting List
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2003-2004 to 2020-2021 (YTD)
School Readiness Waiting List Monthly Average Trend Line

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<tr>
<th>Coalition</th>
<th>Number of Children</th>
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<tr>
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<tr>
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<tr>
<td>ELC of Escambia County</td>
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<tr>
<td>ELC of Flagler and Volusia Counties</td>
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<td>ELC of Florida’s Heartland</td>
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<tr>
<td>ELC of Hillsborough County</td>
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<tr>
<td>ELC of Indian River, Martin, and Okeechobee Counties</td>
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<td>ELC of Seminole County</td>
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<tr>
<td>ELC of Southwest Florida</td>
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<tr>
<td>RCMA</td>
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<tr>
<td><strong>Grand Total</strong></td>
<td><strong>10,982</strong></td>
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Source of data is EFS Modernization.
Data as of February 28, 2021.
<table>
<thead>
<tr>
<th>County</th>
<th>Child Count</th>
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<td><strong>Grand Total</strong></td>
<td><strong>10,982</strong></td>
</tr>
</tbody>
</table>

Source of data is EFS Modernization.
Data as of February 28, 2021.
Strategic Plan Priority Initiative:

• Neediest Children
• Youngest Children
• Providers

Program Updates
Monroe Updates

Laurie Dunn, Monroe County Supervisor
ldunn@elcmdm.org

Strategic Plan Priority Initiative:

• Neediest Children
• Youngest Children
• Providers
Monroe Key Points

SR Monroe Numbers
• 333 children receiving School Readiness funding

VPK Monroe Numbers
• 363 children with a VPK voucher enrolled

At Risk Referrals
37 children with an At Risk referral
School Readiness Enrollment - Monroe

**SR Enrollments (Monthly)**

- Jul-20: 341.00
- Aug-20: 361.00
- Sep-20 / FY21_Q1: 349.00
- Oct-20: 332.00
- Nov-20: 369.00
- Dec-20 / FY21_Q2: 351.00
- Jan-21: 362.00
- Feb-21: 351.00
- Mar-21 / FY21_Q3: 333.00

**Legend:**
- **Benchmark**
- **Actual**
- **Trendline**
VPK Enrollment- Monroe

VPK Enrollments (Monthly)

- September 2020/FY21-Q1: 139.00
- October 2020: 281.00
- November 2020: 356.00
- December 2020/FY21-Q2: 358.00
- January 2021: 359.00
- February 2021: 363.00
- March 2021/FY21-Q3: 363.00

Benchmark

Actual

Trendline
At Risk Referrals-Monroe

At Risk Referrals (Monthly)

Benchmark □ Actual □ Trendline
Monroe – First Responder Program
Monthly Enrollment (BG1-ESS)

[Bar chart showing enrollment numbers for each month from April 2020 to March 2021. The chart includes a trendline.]

Source: EFS MOD
Miami-Dade Updates

Sandra Gonzalez, SR. VP of SR and VPK
spgonzalez@elcmdm.org

Strategic Plan Priority Initiative:
- Neediest Children
- Youngest Children
- Providers
School Readiness and VPK Key Points

SR Miami-Dade Numbers
- 18,858 children receiving School Readiness funding

VPK Miami-Dade Numbers
- 17,272 children with a VPK voucher enrolled

First Responder Miami-Dade Numbers
- 738 children enrolled
School Readiness Enrollment – Miami-Dade
At Risk Referrals - Miami Dade
Miami-Dade First Responder Program
Monthly Enrollment (BG1-ESS)

Source: EFS MOD
Inclusion, Screening & Child Assessment

Lead Manager: Anabel Espinosa, Ph.D
aespinosa@elcmdm.org

Strategic Plan Priority Initiative:

• Educate All
• Neediest Children
• Capacity Building
Inclusion, Screening and Assessment Key Points

Developmental Screening
• Management of Developmental Screenings (ASQ-3) has moved to the Single Statewide System (EFS MOD). Effective March 31, 2021

BPIECE
• Providers who want more information about the Special Needs Rate or the BPIECE Support Service Program can contact the Warm-Line

Special Needs Rate
• Proposed Implementation of the Special Needs Rate for eligible providers and eligible children
Developmental Screening Program

Ages and Stages Questionnaire, 3rd Edition (ASQ-3)
Rule 6M-4.720: Screening of Children in the School Readiness Program

Initial screening. Each early learning coalition shall coordinate with parents or providers to complete initial screening for each child, aged six weeks to age of kindergarten eligibility. Children shall be screened no later than 45 calendar days after:

1. His or her first enrollment in the School Readiness program; or
2. Subsequent enrollment after being terminated or withdrawn from the School Readiness program.
When are Screenings Administered?

Before
- Initial: Within 45 of child’s enrollment in **School Readiness**
- Annual: Due during the child’s birth month every year

Effective March 31, 2021
- Initial: Within 45 days of signed Payment Certificate for **School Readiness** services
- Annual: Due during the child’s Redetermination every year.
Accessing Your Roster & Submitting Screenings

Before
- Log onto ELCMDM Provider Portal
- Access your screening roster
- Select “Do Screening”
- Enter Data
- Print & share Results Letter with parents
- Obtain parent signature on Parent Receipt Letter

Effective March 31, 2021
- Log on to OEL Provider Services Portal
- Access your screening queue
- Select live link for each child
- Complete ASQ-3 and ASQ:SE2 in Brookes Online
- Submit screenings
Staying On Top of Your ASQs

Before
• Screening Rosters on ELCMDM Provider Portal
  • Color coded names on the ASQ-3 Roster
  • Emails from the ELC notifying you of upcoming screenings due**
  • Emails from ELC notifying you of past due screenings**
  • Calls from the ELC notifying you of a past due status
  • Notice of Non-Compliances when you are past due for 1+ days.

Non-compliance with the ASQ-3 screening requirement will require the submission of a Corrective Action Plan.

Effective March 31, 2021
• Live links in Provider Services Portal
  • Emails from the ELC notifying you of upcoming screenings due**
  • Emails from ELC notifying you of past due screenings**
  • Calls from the ELC notifying you of a past due status
  • Notice of Non-Compliances when you are past due for 1+ days.

Non-compliance with the ASQ-3 screening requirement will require the submission of a Corrective Action Plan.
Past Due Screenings

• On November 1, 2020 we began **daily reviews** of the developmental screening (ASQ-3) requirement (6M-4.720, F.A.C.)
  - Daily Reviews will record non-compliance with the ASQ-3 requirement on the 1\textsuperscript{st} day that a child’s screening is past due
  - Failure to complete developmental screenings (ASQ-3) for eligible children will result in non-compliance to Rule 6M-4.720, F.A.C., (b-d).
  - Non-compliance to the screening requirement will require submission of one (1) Corrective Action Plan per month.
Screenings: How Do I Complete a Corrective Action Plan?

• How to Complete the ASQ-3 Corrective Action Plan (CAP) Process
  ▪ Use the template provided with your Non-Compliance letter to complete your Corrective Action Plan
  ▪ Scan and upload your completed CAP to the Provider Portal Document Library in “ASQ-3 Corrective Action Plan” folder
  ▪ Title your document “ASQ-3 CAP+Month+Year”
Screenings: Submitting a Corrective Action Plan
Inclusion

Warm-Line, VPK-Specialized Support Services (VPK-SIS) & Best Practices in Inclusive Early Childhood Education (BPIECE)
Inclusion/Warm-Line

Do you have concerns about your child?

Contact the Warm-Line if you have questions about a child’s:
- Communication or language development
- Social-emotional skills or behavioral concerns
- Age appropriate developmental milestones
- Health or nutritional concerns
- Disability or if demonstrating developmental concerns

The Warm-Line supports child care providers and families with the following:
- Reviewing results from a child’s developmental screening or assessment
- Strengthening inclusive practices that support children’s educational settings
- Developing individualized accommodations for children with disabilities or demonstrating concerns
- Linking families to additional evaluation and/or support services
- Providing technical assistance for classroom management and curriculum implementation
- Voluntary Pre-Kindergarten Specialized Instructional Services (VPK-SIS)

Contact the Warm-Line
786-433-3095
warmline@elcmdm.org

Early Education. Lifelong Success.
www.elcmdm.org
Inclusion/Warm-Line: Florida VPK: Specialized Instructional Services (VPK-SIS)

Eligibility
- Have a current Individualized Education Plan from local school district
- Age 4 before Sept. 1 of program year
- Florida resident
- Not Gardiner Scholarship recipient

Applying
- Collect proof of residency, child’s proof of age and child’s IEP
- Call Warm-Line
  - Miami-Dade Warm-Line
  - (786) 433-3095
  - Monroe Warm-Line
  - (786) 417-4021

Preapproved Services
- Licensed speech pathologists
- Licensed occupational therapist
- Licensed physical therapists
- Licensed clinical social workers
- Licensed psychologists
- Other services as identified in IEP

Service Provision
- Group therapy
- Individual therapy
  - Face to Face
    - Home Based
    - Clinic Based
    - Center Based
    - Virtual/Telehealth

Time Frame
- School Year
  - No earlier than 14 days before Labor Day until June 30
- Summer
  - No earlier than May 1 ending 15 days before Labor Day

Payments
- Parent certifies that services were received by dating and initialing schedule of services
- The provider pays SIS provider once service invoice is received.
VPK-SIS: What is Teletherapy?

• What is TeleTherapy?
  ▪ Therapy treatment provided through a live, audio-visual connection over the internet.

• What are the benefits of teletherapy?
  ▪ Helps ensure consistent treatment
  ▪ Parent caregiver involvement is promoted
  ▪ Promotes carry over of functional skills in child’s natural environment
  ▪ Delivery model allows for more flexibility
  ▪ Provides greater access to qualified providers*
The Tool: BPIECE

Best Practices in Inclusive Early Childhood Education

Best Practices in Inclusive Early Childhood Education
What is the BPIECE?

- **Adapted** from school-age BPIE (Best Practices in Inclusive Education)
- **Self-Assessment** tool for practitioners
- **Bridge** between research and inclusion practices in early care and education settings
- Builds on foundation of *high quality early childhood education*
- On going **self reflection**
- Self identify areas of **strength**
- Self identify areas of **priority** regarding inclusion
## What Is Being Assessed?

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<thead>
<tr>
<th>BPIECE Practitioner</th>
<th>BPIECE Director</th>
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<tr>
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</tr>
<tr>
<td>• Family</td>
<td>• Environment</td>
</tr>
<tr>
<td>• Collaboration</td>
<td>• Family</td>
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<tr>
<td>• Interaction</td>
<td>• Collaboration &amp; Interaction</td>
</tr>
<tr>
<td>• Instruction</td>
<td>• Professional Development</td>
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<tr>
<td>• Screening &amp; Assessment</td>
<td>• Screening &amp; Assessment</td>
</tr>
<tr>
<td>• Transition</td>
<td>• Transition</td>
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</table>
Who Should Complete the BPIECE?

Directors and classroom teachers use the tool to self assess but, we are providing support.
How Should the BPIECE be Completed?

• Read and rate indicators
  ▪ **Always** - I use this practice all of the time
  ▪ **Usually** - I use this practice most of the time
  ▪ **Occasionally** - I use this practice some of the time, as I need it
  ▪ **Not yet** - I have not used this practice, and/or I don’t know what it is*
Understanding the BPIECE

✓ Available in English and Spanish*
✓ Footnote definitions at the bottom of select pages
✓ Glossary
✓ Multiple examples for each indicator

*Practitioner Only
BPIECE Support Services: What to Expect?

Twelve (12) weeks of ongoing support and learning

6-8 hours of live technical assistance per week *

Weekly Professional Development Opportunities

Hands-on application

Theory to practice

Upon completion: Access to the Special Needs Rate

*virtual supports
Special Needs Rate

School Readiness & Children with Developmental Delays/Disabilities
Rule 6M-4.500 Child Attendance and Provider Reimbursement: Provider Eligibility

• (7)(a) Reimbursement for Children with Special Needs.
• A child care provider may be reimbursed by the coalition at a higher rate if:
  ▪ Caring for any school readiness child with special needs requiring additional care beyond services required by the Americans with Disabilities Act (ADA).
  ▪ To receive a special needs rate, a child care provider must submit a list of the special needs services it is providing for each special needs child, in addition to the routine school readiness services expenditure.
• (7)(b) Reimbursement for Children with Special Needs.
• A special needs rate shall be reimbursed for a school readiness child that has:
  ▪ A documented physical, mental, emotional, or behavioral condition that requires a higher level of care in the child care setting.
  ▪ The special need child’s condition must be validated by a licensed health, mental health, education or social service professional other than the child’s parent or person employed by the child care provider.
BPIECE Support Services

• Eligible
  ▪ What are the services required by section 504 of the American with Disabilities Act?
    • Provider Education
  ▪ How will a provider know that a child is eligible for a special needs rate?
    • Parent Education & Parent Disclosure
      ▪ Individualized Education Plan
      ▪ Diagnosis from a Specialized Service Professional
  ▪ What services fall under the category of “additional care” for “special needs services”? 
    • Matrix of Services
    • Special Needs Rate Application
Who is Eligible?

**Eligible Providers**
- Complete BPIECE Support Services
  - Director/Owner
  - At least one (1) teacher
- Submit four (4) CEU Certificates for Coalition Inclusion Trainings
  - Including You In
  - Discovering the Spectrum
  - The Journey Starts with You
  - Where the Wild Things Aren't
- Complete and submit Special Needs Rate Application for each eligible child

**Eligible Children**
- Children who are eligible for the Special Needs Rate are:
  - Enrolled and attending eligible provider
  - Recipients of School Readiness funding
  - Ages birth – kindergarten eligibility
  - Individualized Educational Plan (IEP) or Individualized Family Support Plan (IFSP)

*Contact the Warm-Line, 786-433-3095 for more details!
Child Assessment Differential
Rule 6M-4.500: Child Attendance and Provider Reimbursements

• (a) An eligible child care provider, as defined in subsection (b) below, shall receive a child assessment differential reimbursement rate of five (5) percent higher than the coalition’s approved base reimbursement rate for each care level and unit of care.

• (b) To be eligible to receive the child assessment differential rate, a provider shall complete child assessments with an OEL approved assessment tool conducted by teachers determined reliable as defined by the child assessment tool at least three times per year and submit valid and reliable data to the statewide information system.

• (c) To receive the differential, all eligible school readiness children ages birth to kindergarten entry, who have been enrolled at the provider for at least 60 days, shall be assessed during the eligible assessment periods on all domains as defined by the OEL – approved tool chosen by the provider.

• (d) A roster of all birth to five classrooms must be submitted to the office through the OEL-defined system as required in Form OEL-SR 740 (November 2018), incorporated by reference in rule 6M-4.740, F.A.C., and must indicate all teachers assigned to each classroom. A provider shall maintain at least 75% of teachers reported on the providers birth to five classrooms roster meeting the reliability requirements as defined by the OEL-approved assessment tool to receive the child assessment differential rate.
Child Assessment Differential FY 2021-2022: What Tools are Approved?

- Approved Tools
  - Teaching Strategies Gold (TSG)
  - COR: High Scope Educational Research Foundation
  - Galileo: Assessment Technology Incorporated
  - Coalition’s Professional Development Institute
    - TSG Accounts (includes access to training and Interrater Reliability)
    - Subscriptions/Child Profiles
Child Assessment Differential:
When are Children Assessed?

AP 1
- August 1-October 31
- SR Child Enrollment Cutoff: September 2

AP 2
- November 1- January 31
- SR Child Enrollment Cutoff: December 3

AP 3
- February 1- April 30
- SR Child Enrollment Cutoff: April 2
Child Assessment Differential: Who is Eligible?

<table>
<thead>
<tr>
<th>Eligible Providers</th>
<th>Eligible Children</th>
</tr>
</thead>
</table>
| • Active School Readiness Contract  
• CLASS score of 4.0 or above or Exempt  
• 75% of staff have Interrater Reliability in approved tool by July 2, 2021 | • Receiving School Readiness funding  
• Enrolled with eligible provider 60 days before end of assessment period (AP)  
• Positive consent from parent/guardian  
• Age, birth- kindergarten eligibility |
Questions/Concerns

• Research, Screening & Assessment - Miami-Dade/Monroe
  ▪ Anabel Espinosa, Ph.D, Director
    • aespinosa@elcmdm.org
    • 786-385-3555
  • Warm-Line:
    ▪ Jeanette Lejeune, Warm-Line Specialist (Miami-Dade)
      • jlejeune@elcmdm.org
      • 786-433-3095
    ▪ Dessiree Aguilera, Quality and Inclusion Specialist (Monroe)
      • daguilera@elcmdm.org
      • (786) 417-4021
  • VPK SIS – Miami-Dade/Monroe
    ▪ Maria “Lucy” Schrack, M.Ed., Inclusion Manager
      • mschrack@elcmdm.org
      • 305-807-3609
  • Developmental Screenings (ASQ-3) – Miami-Dade/Monroe
    ▪ Aileen Suazo, Research Coordinator
      • asuazo@elcmdm.org
      • 305-646-7220, ext. 2276

asq@elcmdm.org
warmline@elcmdm.org
Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers

Lead Manager: Pam Hollingsworth, M.Ed., Sr. VP for Strategic Initiatives and Program Development

phollingsworth@elcmdm.org
Professional Development Institute Key Points

March Online Training Sessions/Attendees*:
- March Sessions: 53
- Number of Attendees: Miami-Dade: 716  Monroe: 14
- YTD Sessions: 588
- Number of Attendees: Miami-Dade: 6757  Monroe: 133

*Report as of 3/29/2021

Past/Upcoming Events:
- Child Development Associate Graduation
- April 23/24, 2021 - Monroe County Early Childhood Conference “It Takes a Virtual Village”
- Equity Institute Launch
- Children First Equity and Inclusion Training Series

National Credentialing Upcoming Training

Starting May 2021
- National CDA® Credential for Preschool (Ages 3yrs. – 5 yrs.)  English/Spanish
- National CDA® Credential for Family Child Care (Ages Birth-5yrs.)  English
Number of Training Sessions Offered FYTD
Number of Participants Monroe County FYTD ↑

- Jul-20: 9.00
- Aug-20: 13.00
- Sep-20 / FY21-Q1: 17.00
- Oct-20: 17.00
- Nov-20: 17.00
- Dec-20 / FY21-Q2: 19.00
- Jan-21: 17.00
- Feb-21: 21.00

Legend:
- FYTD
- Actual
- Benchmark
CDA GRADUATION

National Child Development Associate Graduation

The Professional Development Institute is proud to present the first group of graduates for the following courses:

• CDA for Family Child Care (Spanish)
• CDA for Infant & Toddler (English)

A total of 46 Students completed 60 sessions totaling 120 hours of classes along with practice sessions and portfolio.
Early Childhood Conference

It Takes a ‘Virtual’ Village
Early Childhood Conference
April 23rd and 24th
2021.

Register:
Early Learning Coalition Miami-Dade/Monroe - Training (elcmdm.org

Simultaneous Translation in Spanish Available
It Takes a Virtual Village
Early Childhood Conference
April 23rd and April 24th 2021

Featured Speakers:

Ron Shuali, MS Ed
(Yogarate)

Katja von Elbe, MS Ed and Jonathan Eastman, MS
(Brainheart Guidance)

Lucy Recio, MPA
Senior Analyst, Public Policy and Advocacy NAEYC

Andrew Roszak
Executive Director, Institute for Childhood Preparedness

The Hon. Jim Mooney
Monroe County State Rep.

Maryann Harman
Music with Mar

Judy Hull
President to the Federation of Keys Chambers of Commerce

Registration Now Open:
Early Learning Coalition Miami-Dade/Monroe - Training (elcmdm.org)
UPCOMING CDA COURSES

Starting Week of May 17th 2021
• Child Development Associate Credential (CDA) for Infant and Toddlers (Ages Birth- 3yrs.) Spanish

• Child Development Associate (CDA) Credential for Preschool English

Register today at: http://trainings.elcmdm.org/
Specialized Trainings

Creative Curriculum
All Age Levels Training

GOLD ASSESSMENT
Training

CLASS & MMCI
All Age Levels Training
For more details on how to obtain access please contact the Professional Development Institute email at: professionaldevelopment@elcmdm.org
Coalition Professional Development Grant (PDG-R) Initiatives

Professional Development
• HighScope Training to build internal capacity in both age levels (Infant/Toddler and Preschool)
• Creative Curriculum Cloud Subscriptions for Early Childhood Providers (Infant Toddlers and Preschool in English and Spanish)

Mental Health and Social Support
• Trauma and Resilience Certification for Early Childhood Educators
• Social and Emotional Learning Curriculum
• Children first Diversity and Inclusion Training Series
• Mindfulness and Restorative Practices Training

PDG-R 2021 Budget: $927,171.50 PD ($300,900.00) MH ($626,271.50)
Preschool Development Birth through Five Renewal Grant (PDG-R)

The Preschool Development Birth to Five Renewal Grant (PDG-R). Through the initial Preschool Development Birth to Five grant, Florida has been working to implement measures that build on existing framework and infrastructure to increase the quality, alignment and efficiency of Florida's early childhood care and education mixed-delivery system of programs and services.

Expected outcomes of the grant include:

- Improving data-driven system coordination and policy decisions
- Increasing family access and engagement
- Creating a high-quality comprehensive system of early childhood care and education
- Providing equitable access to quality
- Quality improvement and professional development
Becoming a Mindful Educator with the Professional Development Institute is a fun and experiential training for educators that will help them teach age-appropriate mindfulness practices, games, activities, and skills based on social-emotional learning.

Sessions available in English and Spanish

Dates:
- April 9th English
- April 23rd Spanish
- May 1st English

Join us in one of our “Becoming a Mindful Educator” sessions to earn one of the mindfulness kits we have crafted for you and earn In-Service Hours.
The Social and Emotional Learning Curriculum includes five core competencies: Self-Awareness, Responsible Decision-Making, Self-Management, Social Awareness, and Relationship Skills as defined by the framework from the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Participants attending these series will have the opportunity to obtain an Instill SEL Curriculum for their classroom and 1.0 CEUs.
The Professional Development Institute has curated an Equity and Inclusion training series starting with an interactive panel and five sessions diverse sessions with a select group of experts for each area.

**Speakers:**
- Higher Ground for Us All
- The Developing Mother
- YES Institute

**Training Sessions:**
- Who? Me? Biased? But I'm Kind to all kids!: Intro to Implicit Bias
- Gender Continuum: Reducing Bias & Forwarding Inclusion
- Unconscious Bias in Learning Environments
- Introduction to Restorative Practices in the Early Childhood Classroom
- Becoming a Mindful Educator

Each session will be followed by a 2 hour Learning Lab. Participants who complete the series receive 2.8 CEU’s and a DEI kit for their classroom.
The Equity Institute

Strategic Plan Priority Initiative:
• Educate All
• Neediest Children
• Providers

Lead Manager:
Pamela Hollingsworth, M.Ed.
Lead with Equity/Children First

Coalition Staff (Internal)

- Anti-Bias and Leadership Training/YES Institute
- 21 Day Racial Equity and Social Justice Challenge
- OEL/Equity Mentor
- Outreach to Early Learning Coalitions
- Coalition Board Directives
Lead with Equity/Children First

Miami-Dade/Monroe Community (External)

- Children First Equity and Inclusion Series
- Gender Stereotyping and Anti-Bullying
- Anti-Bias Classroom Certificate
- Kellogg Racial Equity 2030 Partnership
Paradise Found Network

https://www.youtube.com/watch?v=TKN99WzRciY
PDI Contact Information

Visit our website: trainings.elcmdm.org

Email us: professionaldevelopment@elcmdm.org

Call us: 305 646-7220 ext.2350, 2320 or 2511
Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers
February ended with a slightly higher enrollment of 96.5%.

Two (2) cooking activities were offered to parents. Participants were eligible to receive food incentives (Publix gift card or box of groceries).

Professional Development Day was held March 26, 2021. A total of 165 teachers participated in English or Spanish live sessions and online courses.
Enrollment

Percent of Monthly Enrollment (Upward Trend is Good)

- Increase from the Previous Month
- Decrease from the Previous Month
- No change from the Previous Month

<table>
<thead>
<tr>
<th>Month</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct-20</td>
<td>94.50%</td>
</tr>
<tr>
<td>Nov-20</td>
<td>93.86%</td>
</tr>
<tr>
<td>Dec-20/FY21-Q2</td>
<td>96.18%</td>
</tr>
<tr>
<td>Jan-21</td>
<td>95.73%</td>
</tr>
<tr>
<td>Feb-21</td>
<td>95.50%</td>
</tr>
</tbody>
</table>
Attendance

Percent of Average Monthly Attendance (Upward Trend is Good)

<table>
<thead>
<tr>
<th>Month</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct-20</td>
<td>91.00%</td>
</tr>
<tr>
<td>Nov-20</td>
<td>93.00%</td>
</tr>
<tr>
<td>Dec-20 / FY21-Q2</td>
<td>92.00%</td>
</tr>
<tr>
<td>Jan-21</td>
<td>95.00%</td>
</tr>
<tr>
<td>Feb-21</td>
<td>94.00%</td>
</tr>
</tbody>
</table>

Increase from the Previous Month
Decrease from the Previous Month
No change from the Previous Month
Monthly Breakfast

Percent of Monthly Breakfasts (Upward Trend is Good)

- Increase from the Previous Month
- Decrease from the Previous Month
- No change from the Previous Month

<table>
<thead>
<tr>
<th>Month</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct-20</td>
<td>99.70%</td>
</tr>
<tr>
<td>Nov-20</td>
<td>99.80%</td>
</tr>
<tr>
<td>Dec-20 / FY21-Q2</td>
<td>99.60%</td>
</tr>
<tr>
<td>Jan-21</td>
<td>99.60%</td>
</tr>
<tr>
<td>Feb-21</td>
<td>99.30%</td>
</tr>
</tbody>
</table>
Monthly Lunches

Percent of Monthly Lunches (Upward Trend is Good)

- Increase from the Previous Month
- Decrease from the Previous Month
- No change from the Previous Month
Monthly Snacks

Percent of Monthly Snacks (Upward Trend is Good)

- Increase from the Previous Month
- Decrease from the Previous Month
- No change from the Previous Month
Percentage of Children Enrolled with Special Needs

Percentage of children enrolled with a diagnosed disability (Upward Trend is Good)

Increase from the Previous Month
Decrease from the Previous Month
No change from the Previous Month
Staff Wellness

- The Active April Action Calendar was shared with staff and families to encourage them to get active, get outdoors, and take care of their bodies.
- EHS staff started the first Wellness Challenge which is 10,000 steps a day to encourage movement especially since staff are working from home.
Li’l Foodies Virtual Cooking Demo

Li’l Foodies Cook-Along Virtual cooking Demo for the Entire Family took place on March 12th at 4:00 pm.

- 20 participants - 16 parents and 4 staff.
- The class featured:
  - roasted sweet potatoes;
  - a crepe with turkey;
  - spinach and cheese; and
  - a crepe with strawberries and sweet cheese.
- Five (5) participants won a $50 Publix gift card each.
- The next class will take place on April 16th.
Common Threads conducted a two-part parent workshop on March 16th and 17th.

- There were 8 parent participants.

- The first part of the workshop was dedicated to the topics of healthy eating and smart grocery shopping.

- The second part featured a cooking demo demonstrating knife skills and strategies on introducing children to cooking. Featured recipe was Sweet Potato, Black Bean & Corn Tacos.

- Participants received complimentary boxes of groceries, featured in cooking demo.
On March 26th, the Neighborhood Place for Early Head Start hosted its 3rd virtual Professional Development (PD) Day for the program year. A total of 165 teachers were in attendance. All sessions and courses were held in English and Spanish.

Opening Session:
• Mindfulness practice and meditation for relaxation & confidence

Live sessions:
• Review of the new home visit procedures and how to incorporate the Development and Learning report from Teaching Strategies Gold.
• School Readiness Goals progress, including data analysis and emphasis on the dimension with the least growth (language comprehension).

Independent online course:
• Child Assessment: The Essentials of Individualizing.

Marlin Castro, EHS Teacher at Rainbow Intergenerational participating in mindfulness practice.
Communications
Updates

Lead Manager: Jackye Russell, Senior VP for Administration
jrussell@elcmdm.org
Communications Key Points

Provider Financial Needs Survey Conducted

Provider/Community Outreach
- Continue to support Early Care and Education Partners with weekly online meetings
- 63 News Alerts sent out (36 in Miami-Dade and 27 in Monroe)

More than 500 children and families participated in April 1, 2021 Children’s Week Literacy event at Miami Children’s Museum.
Children’s Week Drive-Thru Event (4/1/21)

Children’s Week Literacy Drive-Thru & Food Distribution

Thursday, April 1
9AM – 12PM
at Miami Children’s Museum

We are giving away FREE grocery packages
donated by Farm Share and Children’s Week
family kits including resources, books,
goodies, and an art activity to promote
literacy to families in need!

The event is set up to be a contactless drive-thru system. There will be food packages for up to 500 families on a first-come, first-served basis. No walk-ups will be allowed. Rain or shine. Guests must enter through the A1A exit and stay in their cars at all times. Please pull up to the distribution point with your windows up and your trunk open.

IN PARTNERSHIP WITH

Farm Share, Inc. – (305) 681-6000

Miami Children’s Museum

For more information, please visit www.miamichildrensmuseum.org
Twitter

likes

impressions

Source: Twitter analytics
Source: Instagram analytics
Email Open Rate

Miami-Dade - Open Rate Percentage (Monthly) of all email blasts (^)

Monroe - Open Rate Percentage (Monthly) of all email blasts (^)

Source: Constant Contact analytics
Notes: Attendees include Coalition team members. Meetings began on 8/19/20 (2 meetings in August-20) Only 2 meetings held in November-20 and December-20.

Source: Zoom analytics and Communications Scorecard
Provider Financial Needs Survey

• The survey was sent out to providers in Miami-Dade and Monroe Counties 3 times
• The survey was filled by 328 respondents but not all questions were answered
1. Is your early learning program experiencing financial hardship?

- Yes: 270 (83%)
- No: 47 (14%)
- Other: 10 (3%)
1. Is your early learning program experiencing financial hardship?

• Responses from the “other” category
  ▪ As we have lower enrollment than normal years, we have our normal costs, with lower income.
  ▪ I closed one center this month.
  ▪ If we were not part of a larger school, we could not open with the enrollment as it is and I would not be able to keep the staff.
  ▪ In this moment we are working with 9 kids, soon some of them will be going to kindergarten public school, but everything will be better.
  ▪ It has been quite the challenge!!
  ▪ It's been really hard financially for the center to keep up with added costs. Gloves have tripled in price for example. We've had to limit enrollment but have had to add teachers to ensure smaller groups. It would be a huge help to have assistance.
  ▪ Less enrollment of VPK students and school readiness.
  ▪ Our program has experienced financial hardship due to Covid-19 since our enrollment dropped 50% last year. We have slowly recovered back, and the ELC made a definite impact by offering SR dollars to First Responders. I wish it would continue.
  ▪ The fact we are in phase II, we have less children enrolled.
  ▪ We have taken on many added expenses not calculated in our scheduled budget. The extra staff needed. Purchasing additional supplies, chemicals for cleaning & sanitizing and materials.
2. Is your early learning program in danger of closing due to financial hardship?

Yes
156
48%

No
149
45%

Other
22
7%
2. Is your early learning program in danger of closing due to financial hardship?

• Responses from the “other” category
  ▪ At this moment we are making ends meet. We are working hard and monitoring our budget closely to ensure our Center strives through this community wide hardship.
  ▪ center is currently operating thanks to the ppp programs and support from the early learning coalition center is not at capacity
  ▪ I have explore the possibility of closing however; I am exploring other financial option.
  ▪ If we can not return to regular ratios.
  ▪ Low attendance. Reduction in income
  ▪ May be how the business move forward
  ▪ May be. Depend of how the business move forward
  ▪ My center has been with a low enrollment for quite long I have been able to stay open thanks to the ppp programs and the support from the early learning coalition
  ▪ Not currently, but if this continues then possibly.
  ▪ Not in danger of closing but definitely going through hardship
  ▪ Only have three kids in the ELC need more to stay afloat.
  ▪ Summer months will be very difficult to get through.
  ▪ The budget is too tight, the school is operating with the minimum necessary to delivery care to the community.
  ▪ We are a small Center. And because of the ratio we can have now. We are struggling on payroll cost on Employees.
  ▪ We are barely covering our expenses.
  ▪ We are breaking even at this time so we will stay open and hope better days are ahead.
  ▪ We are doing the best we can but its extremely difficult.
  ▪ yes, if pay per child day rate does not go up, to keep up with minimum wage increase
  ▪ Yes, if the daily rate does not go up as fast as the minimum wage is.
3. How long do you estimate that you can continue to operate under your current monthly income before closing your program?

- 1 to 3 months: 55
- 4 to 7 months: 86
- 8 to 10 months: 37
- A year or longer: 101
- Other: 43
3. How long do you estimate that you can continue to operate under your current monthly income before closing your program?

- Responses from the “other” category
  - As long as the bills are getting paid, we will remain open.
  - As long as we are breaking even we will operate
  - Center is not a capacity but is starting to pick up little by little on enrollment
  - Do not anticipate closing.
  - Don’t know I am really operating month by month due to the pandemic my capacity has drop very low.
  - Esperando que no surja otra pandemia o algo similar a la misma. (I’m hoping that there isn’t an other pandemic or something similar)
  - I am not planning to close my school.
  - I am not planning to close my center but this is a very hard time, with the ratios the children being absent the difficulties with finding staff, etc
  - I do not anticipate to have to close at this time.
  - I don't foresee this being a problem for me
  - I don't how much longer before the school administration will say they can no longer subsidize the daycare.
  - I will not planning to close my program.
  - I'm positive everything will be better
  - If these added expenses continue, we would be forced to raise our tuition fees, thus making us not affordable to some families. We are located in a very hard working community and the majority of our families are already on subsidized programs.
  - It depends on enrollment/capacity limits for the 2021-2022 school year.
  - It is hard to give an estimate because there are so many other fees, utilities, etc. that have to be paid still no matter what and through the year, some policies renew and need a bigger payment sent for the new year & so many other factors.
  - My center is currently starting to pick up on enrollment so hopefully will be able to stay up and running
  - My program is good for right now.
3. How long do you estimate that you can continue to operate under your current monthly income before closing your program?

- Responses from the “other” category
  - Need good qualified teachers
  - No idea
  - Not planning to close.
  - Not sure
  - Reply on grants through the federal government - Head Start. VPK helps extend hours and financially support the children and families.
  - The rent for the space is the biggest burden due to low enrollment.
  - The second PPP is helping us meet payroll.
  - until know we can keep working
  - We are looking at this situation regularly and choose not to predict a negative outcome at this time.
  - We are lucky to be connected to a synagogue that was willing to help us through these challenging times. I’m not a business expert but I know it’s not good a run when every classroom is operating at a deficit.
  - We are not planning on closing
  - We are not planning to close. Things are getting better, hopefully there won't be a need for it.
  - We are working towards all possible to stay open!!
  - We closed 26 days ago
  - We closed on January 29, 2021
  - We go month by month and continue to do the best we can. We have had to cut back on so many things to make ends meet.
  - We hope to be able to stay in business as long as possible.
  - We monitor our income and expenditures several times a month. At this time we are making ends meet, but there is no room for forward progress or growth. I choose to believe this shall pass and we will eventually return to profitable operations.
  - We will not be closing at all
  - Working with the financial situation.
4. Do you have a School Readiness or Voluntary Prekindergarten Contract with the Coalition?

- Yes: 321 (98%)
- No: 6 (2%)
5. In what areas would financial supports be most beneficial?

<table>
<thead>
<tr>
<th>Area</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>55</td>
</tr>
<tr>
<td>Classroom Supplies</td>
<td>167</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>119</td>
</tr>
<tr>
<td>Personal Protective Equipment</td>
<td>118</td>
</tr>
<tr>
<td>Staff Recruitment</td>
<td>167</td>
</tr>
<tr>
<td>Staff Retention</td>
<td>240</td>
</tr>
</tbody>
</table>

Note: Respondents can select more than one answer.
5. In what areas would financial supports be most beneficial?

- Responses from the “other” category
  - All of the above.
  - can barely make ends meet with low enrollment.
  - Children
  - Covering staff salaries
  - Day to day business expenses
  - Employee payroll costs
  - enrollment
  - Everything
  - Exterior remodelation
  - Hardships to pay my monthly bills
  - Help paying bills which are past due
  - Help to pay rent for loss of students and income.
  - Higher rate of rent (price has doubled)/Financial/ Salaries
  - I lost two children off my roll, I have to pay early learning coalition three hundred dollars a month for twelve months. with paying all the taxes and classes for the business. plus paying bills.

- Responses from the “other” category
  - Matricula Baja lo que repercute en pocos ingresos (Low enrollment leads to low income)
  - Maybe this is staff retention, but since we are under enrolled, our income isn’t enough to pay our downsized staff.
  - More salary for my teachers, but we don't have enough children at this moment, most of the parents are not working or feel scare about the Covid19 situation.
  - Mortgage overhead
  - Need more children
  - Next time maybe offer help with playground set up not toys the play grass remodeling it will help with the cost of much and dcf to much to keep up now.be more understanding
  - Non Operational Costs
  - Other financial - rent and salaries.
  - Our biggest financial demand we have is to pay employees and the Lease, the shopping center do not work to help reduce the monthly payments which are very high.
  - Outdoor playground equipment, and a paint job on the outsider.
5. In what areas would financial supports be most beneficial?

- **Responses from the “other” category**
  - Outdoor toys (bikes, toddler riding toys, etc.)
  - Bathroom items (toilet paper, hand towels, garbage bags, etc.)
  - Pay rent, utility bills
  - Paying all different license fees, insurance and all necessary bills e.g. electric, phone, water etc. and other general living expenses.
  - Paying bills, with all the yearly taxes we have to pay to stay open, especially when you have to pay a very large amount of money back to ELC every month when your children drop off from your enrollment.
  - Paying staff minimum wages and giving raises to the staff because they are asking for. Everything is very expensive, cost of living is very high.
  - Payroll and rent payments
  - Payroll payment
  - Playground equipment
  - Playground Toys & Equipment (Tricycles, picnic tables, sandboxes & watertables, Easels)
  - Presently the ELC is deducting from the already small revenue paid to our school for services provided to SR children. With the low enrollment due to COVID-19 this is indeed presenting great financial hardship.
  - Rent
  - Rent
  - Rent
  - Rent
  - Rent and utilities surpass the income of children attending.

- **Responses from the “other” category**
  - Rent is too high to cover with the amount of teachers needing to have with the covid rules.
  - Renta payment
  - Repaying the coalition at the worst moment for economy for most centers. This could really make a difference in making a daycare close depending on the amount they have to pay back.
  - Stable income. Enrollment based payments create stability
  - Staff salary.
  - Teachers demand higher pay and are not willing to work for $11 or $12 an hour. It is very challenging to find quality staff for quality service being underpaid while unemployment pays more to stay at home.
  - Technology
  - There is not enough money in the budget for repairs and maintenance on what we do have.
  - To help pay bills.
  - We also need students.
  - We have been open since last year in June. At the moment we only have 24 children enrolled in our learning center. We are licensed for 110. Also due to COVID expulse we have had to close our classes 3 times now.
  - We need more enrollment. We are licensed for 220 children and only have 53 attending. Our building is 11,000 sq ft. It is not sustainable to maintain our rent and other financial obligations without more children attending. Marketing help is needed.
  - We need support to pay the rent and our utilities.
  - We need to do more advertising, some parents said that they are waiting for SR.
6. What other information would you like to share about your early learning program's financial situation?

- A lot of my students didn't return or parents lost the program because lost their jobs. So the income that I had before the pandemic was better than now. And it hasn't been the same. And then early EHS decides to lower the payment for each child from $48 to $35. I am a small center and my biggest overhead is my staff salary so I just recently started cutting hours so my center can make it with fund that coming in and still that not enough.
- All of the grants and loans that have been made available have been amazing and have helped my business be able to stay open, get the correct PPEs for my teachers, be able to pay my teachers a full check so they are not affected and so many other ways. My fear is not knowing how long I can go after those funds run out, especially with losing children and not knowing when another family will decide to keep their child home also.
- Although our numbers are down by 40 or so children, we continue to try all recruitment efforts as possible. We are having a high turnover since the pandemic. PPE material and equipment is used all through the day and we are going through the items in a rapid manner. It is the hope that staff retention can be a part of building the program back up to where it was in the winter of 2020 as well. Part of an incentive program would be ideal.
- Although we are a for profit school, we too are in need of funding in an effort to keep our fees to our families affordable. We give families an opportunity for a quality School Choice at an affordable rate. Please help us with supplies, and funding for teachers. Thank you.
- As a result of the current COVID pandemic enrollment is down approximately 40%
- As long as we take precautions, we can maintain a sustainable child care business.
- Aside from financial preoccupation, current regulations require increased staffing to cover classroom hours and not move teachers and students around. However, more so than before, we are experiencing difficulties finding qualified teachers and aides who are willing to work. While this might not directly answer your question - in my opinion, our financial stability is dependent on our ability to secure qualified, professional staff who are willing to work during this time of worldwide crisis.
- At the moment with low enrollment, CDC guideline, retaining teacher is hard most teachers are leaving the field and minimum wages is going up it is very difficult. Despite all we still have to pay the money owed to office of early learning.
- Attendance is not consistent and some parents feel that this is a pandemic and they don't have to come to the preschool everyday. We are still at 50 Percent capacity with half of those children with school readiness. When we have to close a class for contact tracing, most parents who pay out of pocket may decide to keep them home longer.
- Be more understanding with help in the ins renewal
6. What other information would you like to share about your early learning program's financial situation?

- "Before the pandemic our census was 80 children, in April 11 when we open again only 15 children showed up. The highest number until we closed was 20 children"
- Being paid based on enrollment not attendance last year really helped. The restriction of 11 children per classroom needs to be lifted by the Mayor. We were told it would be lifted by her staff on a call on March 4th. I am really concerned about attendance during the summer months.
- Blessed for the CARES grants that assisted us!!
- County regulations of child ratio per classroom (social distance) has been affecting our program. Due to this limitation, we are not able to maximize our capacity/income.
- Due to COVID restrictions, it has limited the amount of children allowed per classroom and that has made an impact on our financial status. We have families who have not come back due to COVID and that has caused a great loss in funds.
- Due to Covid-19 Pandemic, we have experienced a great decrease in attendance even some School Readiness Families had moved out of Miami to look for a better job offer and housing as well. We are unable to go back to a full time schedule to offer to our dear & patient Staff, so we need a financial assistance to resolve this urgent issue. Also, we have spent more than budget projected to purchase cleaning, disinfecting and PPP supplies.
- DUE TO MANY STAY AT Home jobs paying $18.00 to $25.00 hourly many centers are loosing staffs and many parents do not have a job but can not look because they have no childcare services. Centers are low in numbers and staffs are looking for jobs.
- Due to minimum salary increase is going to be very difficult to maintain operations with what OEL pay providers, very sad situation.
- due to the amount of money that the government is giving out has made it difficult to retain and recruit employees.
- Due to the limitations of Miami-Dade County and having only 12 children per classroom, it has been very difficult to cover our budget in rent, utilities, payroll, etc. It would be great if they can lift these regulations so our childcare can continue with max capacity, or help us financially to keep operating in our center.
- ELC to return to make payments based on enrollment and not on attendance.
- enrollment
- Enrollment has suffered as a result of Covid-19 and the decision of many parents to keep their children home. Funds for marketing and recruitment of children would be helpful.
- Financial help to pay the lease is the biggest priority.
- funding for small business has been a problem for non profit program.
6. What other information would you like to share about your early learning program's financial situation?

- hiring and increasing child payments
- Hiring staff has become more challenging as the feedback most people in child care rather stay home due to collecting unemployment or they have children that participate in virtual school and they are unable to leave the children home. I would like to share that in order to retain qualify staff I have to increase pay rate and hours for employee which majority of the funds that were received went to provide incentive/sign on bonus and/or increase in hours and salary.
- Home Repairs
- I believe this is the worst economic impact for all daycare. The pandemic affected us tremendously. Even now whenever some get sick with Covid we have to close. Unable to charge parents as it’s not their fault.
- I believe this situation will linger for a while because of all the parents who have lost their jobs and how most businesses have been affected economically with some not even being able to pay but one or two employees. The daycare can’t chose to have one or two employees we must go by the ratios. With this said I believe al centers would benefit of any help we can receive. Giving quality and proper care for children is the priority.
- I feel that if the family is granted the program and they are enrolled in a center, the school should receive payment for that child whether the child attends or not. It is taking a spot in the classroom there for it should be paid.
- I has been a struggle to get teachers and maintain the expenses with children and co-payments from parents and low parent fees
- I hope each and every day that there are grants or monies to help programs like mine, so parents can get back to work while children are actively engaged in learning. Without money coming in or a limit to class size, it is impossible. My expenses such as rent, insurance, power don’t change.
- I know we don’t have it as bed as done smaller schools but it’s been a very difficult year. We were fully enrolled before Covid with 146 children. We actually have 75 here now. I’ve had to furlough 12 educators. It’s very sad.
- I need to do so much upgrades. I had to fix The roof and bid $6000 which I had to get a loan. I always am living with tomorrow things should get better
- I would like a new playground.
- I would like to give my teachers a bonus because they deserve it ,although I havenâ€™t been able to Pay myself since the pandemic just making sure I am running a quality child care for my children. I have been for 30 years and I love giving the best quality care for my kids, so therefore help would be appreciated. Thank you kindly.
6. What other information would you like to share about your early learning program's financial situation?

- If Covid-19 requires business to close and our enrollment would drop 50% again we would close our doors in about 3 months. I would not want to sustain the school longer than that. My savings are part of my retirement plan. We have been blessed because of our parents trust in our program. Also the ELC and PPP loan helped us get through the most difficult times. Our school pivoted during this time and now offers Kindergarten due to Covid. This provides our families a wonderful choice.
- In need of classroom resources and intervention materials.
- In order to ensure stable income, it makes the most sense to transition EC classrooms to kindergarten or 1st grade and enroll scholarship students. This would be a change in business model, but would provide the financial stability we need to stay open long term.
- In our school we have less than 5 school readiness children school is runned by private pay. The impact that COVID has had in our community have impacted most of our parent causing them to have to cut expenses. Since for obvious reason there rent utilities and creditors payments are more important. They have had to not place there children in school. And they don't qualify for government help.
- Increase rates
- Incremento en los gastos salariales debido a tener mas maestras para prever que los ninos y las maestras de otros salones no se mezclen entre si, Is really hard to keep up with bill payments and budgets due to the current ratios established by Miami Dade County
- "It has been very though, low enrollment, difficulties to recruit staff. Some kids have left because of their parents are struggling financially."
- It is a difficult time to pay the expenses in general
- It is unjustifiable that the rate increases in Miami Dade county always lag behind those of Broward county. Our rates should be equal to, at a minimum, to those of Broward county.
- It is very hard for me to keep my business going due to financial hardships
- It was impossible to continue operating with a low attendance of children and very high rental expense
- It will take approximately 1-2 years before our enrollment is back up to where it was pre-pandemic. This is causing us to freeze salaries and not replace staff who leave.
- It's been a year since we've had to make drastic changes to the operation of the center. It would be a huge help to receive any type of assistance, whether financial or even with supplies.
- Laid off seven staff. Doing our best to survive.
6. What other information would you like to share about your early learning program's financial situation?

- los mas importantes es que nos sigan apoyando para seguir garantizando al staff sus 40 hrs ya que tememos perder el personal. (It is important that you continue to support us so we can guarantee our staff their 40 hours, we are afraid we may lose staff)
- Low enrollment due to Covid... hard to keep the teachers working... people are struggling
- Need more ELC kids
- No body is coming in. Inquiries are little to non. It has been a drastic change in enrollment prior to Covid. Additionally, it is extremely hard to get personal because of the benefits to stay home with the additional unemployment/pandemic assistance. Low enrollment and lease still remains the same.
- No children no money
- Offer more financial assistance to parents to help pay for childcare
- Our Center has been able to survive due to a PPP loan and small business administration loan. Our school only has in enrollment half of the amount of students than it had prior to COVID-19.
- Our center is facing a difficult situation with retention and recruitment, enrollment is 40% capacity and 80% enrollment is needed to break even with financial needs. We are now having financial support of a school age program that will end by June. Expectations to continue to the next school year is very low. Staff are looking for better salary rate and we can afford increase. We keep doing our best to keep our business up and running but extra help is needed. Playground needs to be repair.
- Our center is mainly comprised of ELC children. The amount paid by the coalition compared to DCF class size regulation and space sizing makes it impossible for a center to even break even, much less show a profit to invest in the centers infrastructure.
- Our facility has nine employees and they are all needed due to the low group size we must maintain. Our school pays monthly rent in excess of $6000. Having to pay biweekly salaries, monthly rent, the daily PPE supplies and other supplies to keep the facility operating in a sanitized and safe manner is very challenging. We are not sure how much longer we will be able to provide this service that is of great need in the community if our present financial situation continues.
- Our school is surveying on a SBA loan, in which we are going to have to start paying back soon.
- Parents can’t pay tuition and need to find Jobs but they can’t look for Jobs without childcare!
6. What other information would you like to share about your early learning program's financial situation?

- Parents still seem afraid to enroll or are afraid to invest in child care expenses. If there was a way to give parents more financial assistance or to give centers more financial assistance, that would be beneficial. Licensed facilities in some states received $50k-$100k in SBA Cares Grants. Why did centers in Florida receive so little funds? Florida centers need more financial assistance to give them more time to hold on through this recovery period.
- Please continue to support the school to help the kids and the families.
- Providers in Miami Dade are underpaid. We should afford to pay teachers at least $15/hr for caring for our children (the future).
- Providers need the groups of 12 lifted in Miami Dade. With the increase of staff hours to avoid mixing groups, walking children in and out of center, staff expecting higher wages, increased costs of ppe's and cleaning supplies, the current group size will put us out of business. There is no data to support smaller group size in daycare settings reduces the spread of covid.
- Ratios increase, increase all funding from all funding sources for Miami Dade county.
- Rent.
- Rent and Payroll are my biggest challenges. Specially with the county ratios, yet I have parents sharing videos of parties at clubs, bar, restaurants where the venues are completely packed/standing room only. We needs financial help for rent. utilities and payroll, and also we need to go back to regular DCF ratios, like other parts of the state.
- Rent Assistance Needed.
- Rent is very high. No help with the rent from the owner. Difficulty to recruit staff because they are getting money from unemployment and they do not want to work for the payment daycares can afford.
- Retaining staff is very difficult and recruiting staff is equally difficult.
- Sheyes of Miami, please increase ratios, increase monthly ELC, school Readiness EHS, and VPK funding for All Early Learning centers in Miami Dade county.
- Since Covid, we have had very low enrollment. We have a quarter of the students we used to have enrolled. Also it has been difficult hiring qualifies staff.
- Since COVID-19 started my school enrollment was affected. I lost more than the 50% of my students and in consequence I lost more than the half of my staff. For this reason, my income also has been affected and all my investments in the school maintenance was affected too. I thank you for any support you could provide to small business like me.
- Staff recruitment has been awful.
- Staff retention.
6. What other information would you like to share about your early learning program's financial situation?

- "Staff retention due to salaries is a huge problem. Especially since staff are turning to becoming certified as an RBT. It is a 40 hour course with no experience working with children and making $30-35 an hour. Why would they work in child care. It is almost impossible to find a new staff."
- Staff salaries has gone up 30% and insurances 20% with the new SR rates and getting paid by attendance not by enrollment is going to be very hard for us to keep our doors open. That is SAD!!!!!!
- Subsidy reimbursement is not sufficient to cover our cost in comparison to all the regulations and requirements demanded of all providers. There is a lot of pressure to perform but not a lot of compensation. Minimum wage will be increased in several months. Unemployment compensation is keeping the workforce home for many of our staff members. The number of students per classroom needs to increase. No one can survive with a minimum of 12 children! Its all about numbers for survival.
- Summer is approaching and many kids are leaving the school, specially the ones in VPK so that presents a financial hardship and rent goes up every year and salaries are increasing as well. Itâ€™s becoming a struggle to remain open, unless we get more students
- Teachers are leaving because their pay is associated with the amount of students enrolled and coming.
- The big problem is staff.
- The COVID-19 restrictions that impose a reduce enrollment and limitations of the number of hours of services has a tremendous impact in the reimbursement. We are maintaining the same staff with a reduced number of children. Many parents do not want or could accept virtual services because they are working.
- The current ratio and restriction makes it very difficult to keep up. Less children per classroom not being able to group them together in the early morning and late afternoon makes us incurred Overtime for one child in each class. These separation of the children is very difficult.
- "The Enrichment center is slowly picking up. We hope this will continue. Summer is around the corner and Im afraid things will slow down again. We are also in need of Staff but no one seems to want to work."
- The greatest impact for us has been enrollment. Many parents are afraid to send their children out if they don't have to.
- The hardship that the OEL has put us in by this reconciliation at a time when they know with the pandemic and not giving providers a choice of being paid by actual attendance is a huge part of the problem.
6. What other information would you like to share about your early learning program's financial situation?

• The hourly hour its increasing constantly, I get worry if a can retain all the staff. We don't get enough per child to cover all those expenses.
• The main thing is keeping my enrollment up.
• The most difficult is the registration for new children. we are working hard trying to do marketing, flyers, offering free registration in some cases. We have plans to do some arrangement principally in our kitchen and playground, but at this moment is impossible.
• The need for safety protocols with PPE continues to take a toll on our budget, but not as much as maintaining the infrastructure of a quality program. We were on a razor thin budget before Covid and now we are on a month to month vigil.
• The rent is heavy
• The rent is so expensive
• Trying to remain open @ 1/2 capacity with full rent and bills has been hard enough but once OEL decided to both stop helping us with absent kids and charging us back for 2018 it has been WORSE.
• Unable to access PPE Grants due to belonging to a large organization although only 6 of us are working at the center. Do not have the documentation to apply as we do not do our own payroll. If financial assistance is not given the center will have to close by the end of April.
• Very hard to make payroll. Very difficult to pay the overhead. maintaining the business open very very difficult.
• Wages are low and retaining staff has been a hardship.
• We are already seeing an uptick in applications for next year. Finding qualified staff in Key West is going to be difficult.
• We are currently 2 month behind in our rent with very low enrollment. New enrollments are part time and for three months to help parents find work.
• We are grateful to be able to provide services to the children and parents in our community that need WALC and trust us enough to choose us. We continue forward and are hopeful for better days to come. I know this response is not specific to "financial situation" but the need for our services, the global crisis and WALC's continued hardship are correlated.
6. What other information would you like to share about your early learning program's financial situation?

• We are grateful to God for the blessing to be open at this time, we are hoping the ratios can change. The infection rate in our program is very low, but unfortunately the small sizes of classes do not help us meet our budget, and has hurt the school financially. We have suffered financial loss every month.
• We are in the Keys. Very hard to find staff. We have two positions open. No one interested. Part I think because of low salaries
• We are not able to apply for any PPE loans as we are a part of a larger organization that has over 500 employees (mostly pastors). They do our payroll and because of that we can't apply for financial help. Our income is limited so we probably may close after April.
• We are open only because we have an elementary school that is covering our lack. If the situation doesn't change we will have to do only elementary kids and use our preschool classes for that.
• We are trying to keep our staff, but our enrollment for children is very low. we did not received the first PPP loan. Trying to pay bill and staff. Because of the grants and funds from ELC it was helping financially. Thank you for asking.
• We continue to struggle with the challenges of capacity, and providing top education to our program. Funds are urgently need it otherwise our center will be affected as many others that have faced closures for not been able to keep up with all of the state requirements and restrictions.
• We do not have enough students to pay our teachers. They plan to seek employment elsewhere where they will be paid a meaningful salary. The facility need to be upgraded to meet CDC guidelines eg plexiglass, wash basins outside and water fountain.
• We have a total revenue loss of $325,000 since July last year.
• We have financial hardship in paying back monies to the OEL for over payment in the year of 2018 - 2019. We also have financial hardship in paying our bills, mortgage, lights, water, gas.
• We have low attendance and lack of personnel. We need to make major repairs and don’t have enough funds.
• We need the Mayor to lift classroom capacity restrictions so that we can enroll the maximum number of students per classroom to create additional income to protect the life of our business
• We need to bring up the classroom capacity to DCF capacity and not cap it at 12 students
• We need to increase all our staff salaries to make sure we meet or at least exceed the minimum wage that will be changing on 9/1/21.
• We need urgent help with the daily help!
• We supported our 2019-2020 staff during our closing back from March 16-June 10, 2020, even though we were not receiving income from our programs. Our enrollment is much lower this school-year than ever before, in both of our Day School and After-Care programs, yet we continue to pay our staff their regular salary. It has been a difficult year.
• We want to said thank you to your agency for all your support during this process (covid 19) and your services
• We would like the current ratios due to Covid be re-evaluated.
• When the pandemic is over I can receive more kids. I sometimes need help in paying a staff to help with the kids and keeping
• With 12 children COVID county restriction we can’t sustain costs of operations. Schools with K-12 are being allowed all back with masks and PPE and precautions. Why can’t we be treated equally? Children are low risk and younger children even more so. Help us by letting us go back to normal ratios-parents are calling to bring the children back.
• With the reduction in classroom size we still need more employees for a small amount of students this is not allowing us grow in order to maintain our business. Most importantly, summer months are approaching and we are slow. We will need to close our facility due to the amount of students that do not attend during the summer.
• With the refund of the money in which it was a program error.
• Wondering is a campaign can be dont by the coalition to serve as a tool to reach parents and reassure them that it is well and ok for them to come back...
• Work better with the providers, because if we have to closed for COVID-19 we would need financially help.
Strategic Plan Priority Initiative:

- Educate All
- Capacity Building
- Funding
- Providers

IT and EFS MOD Updates

Dr. Fred Hicks, CIO
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IT Key Points

- Version 4.9
- ASQ module in Beta
- Tableau data dictionary still pending for EFS MOD
- Coalition to conduct internal Pen-Test
EFS MOD

Version 4.9 release notes focus on ASQ

Tableau data dictionary still pending

Bluejean provider portal to provide a referral module to streamline processes
Takeaway

Internal Pen-Testing this Quarter for all ELC locations and Remote Users

Source: Malwarebytes enterprise shield reports.

Benchmark Source

Every organization should set the goal of zero successful cybersecurity threats.

The benchmark source derives from

1. NIST (The National Institute of Standards and Technology (NIST) was founded in 1901 and is now part of the U.S. Department of Commerce. NIST is one of the nation’s oldest physical science laboratories.) Informational video located here regarding the cybersecurity framework: https://www.nist.gov/video/cybersecurity-framework. The office of Early Learning follows NIST.