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<td>72</td>
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</table>
Strategic Plan
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.
# Children First: The Strategic Plan for the Early Learning Coalition of Miami Dade/Monroe
## 2022-2027

## PRIORITY INITIATIVES

### TARGET HIGH NEED AREAS

**Advocacy Committee**

**Opportunity**

Current reimbursement rates are inequitable and negatively impact child care partners in high need areas.

**Outcome Measure**

- Every provider receives the same rate regardless of their private rate or area they serve.

### INCREASE ENROLLMENT IN EARLY LEARNING COALITION PROGRAMS

**Advocacy Committee**

**Opportunity**

Increased wages offered by employers has resulted in a benefits cliff with fewer families qualifying for the School Readiness program, leading to decreased enrollment.

**Outcome Measure**

- School Readiness enrollment increases by 5% within 12 months of state policy change.

### INCREASE AWARENESS IN EARLY LEARNING COALITION PROGRAMS

**Executive Committee**

**Opportunity**

Increase awareness of Early Learning Coalition programs so families who may qualify and do not currently have their children enrolled in the program become aware, apply for the programs, and enroll their children.

**Outcome Measures**

- Dashboard reflects increased inquiries.
- Families confirm via survey that outreach efforts led them to apply for services.
- Voluntary Prekindergarten enrollment increases by 5% within 12 months of outreach campaign launch.
- Early Head Start enrollment increases to 750 children with a waitlist.

### PROVIDE ENHANCED RESOURCES TO CHILDREN WITH SPECIAL NEEDS

**Program Committee**

**Opportunity**

Historically, a low percentage of families with children identified as having concerns accept additional services and connect to the first level of intervention.

**Outcome Measures**

- At least 90% of families with children identified as having concerns respond to communication attempts.
- After baseline is established, pre and post questionnaires reflect increased insight by parents of developmental milestones, screening process and available services.
- A 5% increase in the number of families that accept additional services.

**Opportunity**

There are children with special needs who are not receiving the services they need.

**Outcome Measures**

- More than 10% of partners participate in and complete the BPIECE program.
- More than 10% of partners who have completed the BPIECE are accessing the Special Needs Rate.
- A % of partners that receive the rate are implementing enhanced services.

### ENHANCE SERVICES FOR INFANTS AND TODDLERS

**Provider Services Committee**

**Opportunity**

Enhance services for infant and toddlers.

**Outcome Measures**

- To be determined after needs assessment is conducted and action plan is formulated and approved by Program Committee.

### SUPPORT EARLY CARE AND EDUCATION PARTNERS

**Provider Services Committee**

**Opportunity**

Early learning programs have historically faced workforce challenges. To deliver high-quality early education services, programs must be able to recruit and retain highly qualified and committed staff and provide ongoing professional development.

**Outcome Measures**

- Increased % of participants registering for training courses.
- Increased % of participants completing training courses.
- 85% participant satisfaction with courses (IACET Standard).
- Board approved reimbursement rate remains above state average.

### PARENT ENGAGEMENT

**Program Committee**

**Opportunity**

Promote parent engagement as essential for a child’s development because parents serve as a child’s first teacher.

**Outcome Measures**

- 85% participant satisfaction with parent engagement activities.
- 85% participants gain knowledge/insight.

*requires State policy change
Areas of Focus

• Apprenticeship and Internship Programs

• American Rescue Plan Act Grants

• Classroom Assessment Scoring System® (CLASS®) State Data
Apprenticeship and Internship Programs

Pamela Hollingsworth, M.Ed.,
Senior Vice President for Strategic Initiatives & Program Development
phollingsworth@elcmdm.org
Supporting the workforce behind the workforce

Two Pathways to Early Educator Excellence!

Internship Pathway

Registered Apprenticeship Pathway
Internship Program

• 240 hours of paid work experience in a host early learning program (CareerSource South Florida)
• Completion of the Department of Children and Families 45 hour childcare course
• Leads to Foundation Level in the Florida Early Learning Career Pathway
It is my pleasure to inform you that your request to add the occupation Teacher Assistant (Rapids Code 90819) to the Miami Dade College Apprenticeship Program, GNJ (2018-FL-71114) has been approved.
Registered Apprenticeship

• 3000 hours of paid work experience (CareerSource South Florida and early learning program)
• Completion of the National Child Development Associate (CDA®)
• Leads to ECE 1 Certification on the Florida Early Learning Career Pathway
American Rescue Plan Act Grant

Fiorella A. Christie,
Vice President of Quality Initiatives
faltare@elcmdm.org
American Rescue Plan Act

• Child Care Stabilization Grant Program is funded through the American Rescue Plan Act.

• Grant Priorities
  • Stabilize and support Florida’s entire network of early learning providers.
  • Expand access to high-quality providers for families where cost is the primary barrier
  • Invest in quality
  • Invest in the early learning workforce and take steps to transition Florida’s early learning workforce into the early learning profession
  • Strengthen Providers

• Applications are open until June 30, 2022.
Eligibility

• Early learning/child care providers must meet the following eligibility criteria:

• They were licensed, registered or regulated under the appropriate state or local law on **or before March 11, 2021.**
  **OR**

• They meet Child Care and Development Fund health and safety requirements including completion of comprehensive background checks.

• **AND**

• Early learning/child care provider agrees to complete a current fiscal year Child Care Resource and Referral profile in the Florida Early Learning Provider Services Portal, if not previously completed; and

• Early learning/child care provider did not have a contract terminated for cause within the past five years and provider is in good standing with the early learning coalition; and

• Early learning/child care provider is not under investigation or has been convicted of child care fraud; and

• Early learning/child care provider is not included on the Florida Child Care Food Program U.S. Department of Agriculture Disqualified List; and

• Early learning/child care provider submits an Internal Revenue Service Form W-9 for payment and direct deposit forms (as required by coalition), if not previously submitted; and

• Early learning/child care provider completes the *American Rescue Plan Act Stabilization Subgrant – Round I Application*, which includes child counts, monthly operating expenses, and budget for funds use.
Grant Amount

- Early learning/child care providers will receive base subgrants based on their enrollment at time of application, with a minimum of $12,000 per provider. Base subgrants will be calculated depending on the age of enrollments as indicated below:
  - Infants and Toddlers: $867 per child
  - Children 2 – Kindergarten Entry: $702 per child
  - School-Age: $540 per child

<table>
<thead>
<tr>
<th>Bonus Category</th>
<th>Criteria</th>
<th>Bonus Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Services</td>
<td>Gold Seal or CLASS Score of 5.00 and higher in an area with a child care infrastructure deficit (desert)</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>CLASS Score of 4.00 – 4.99 – SR Contracted ONLY</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>CLASS Score of 5.00 and higher – SR Contracted ONLY</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Gold Seal</td>
<td>20%</td>
</tr>
<tr>
<td>Non-Traditional Hours</td>
<td>Includes Nights and/or Weekend Care</td>
<td>5%</td>
</tr>
<tr>
<td>Workforce Investment</td>
<td>Provider agrees to use at least 25% of total grant amount on staff above and beyond normal payroll and benefits at time of application (bonuses, wage increases, health care, retirement, educational advancements, or tuition reimbursement)</td>
<td>10%</td>
</tr>
</tbody>
</table>

Providers will receive an additional award of $70.20 per School Readiness child enrolled at the time of application. In addition, providers will receive supplemental bonuses calculated as percentages of their base subgrant according to the rates below:
Allowable Expenses

• Payroll/Benefits, Other Personnel Costs
• Rent or Mortgage, Business Operating Costs and Facility Expenses
• Personal Protective Equipment, Cleaning Supplies and Services
• Professional Development related to Health and Safety Practices
• Mental Health Supports for Children and Child Care Employees
• Equipment and Supplies in Response to COVID-19
• Goods and Services to Maintain/Resume Child Care Services
• Workforce Investment
• Copayments or Tuition Waivers
How Are We Doing in Miami-Dade?

<table>
<thead>
<tr>
<th>Approved Amount</th>
<th>Highest Paid</th>
<th>Lowest Paid</th>
<th>Early Care Edu. Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>$27,871,978.62</td>
<td>$298,128.60</td>
<td>$12,000.00</td>
<td>403</td>
</tr>
</tbody>
</table>

**Top 10 Paid**

<table>
<thead>
<tr>
<th>Provider Name</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 2ND HOUSE ACADEMY CORP</td>
<td>$298,128.60</td>
</tr>
<tr>
<td>Angels Love &amp; Care</td>
<td>$271,314.90</td>
</tr>
<tr>
<td>MINI ME DAY CARE LEARNING CENTER II INC</td>
<td>$252,232.74</td>
</tr>
<tr>
<td>LITTLE COLLEGE AT LUDLAM CENTER CORP</td>
<td>$241,370.28</td>
</tr>
<tr>
<td>THE 2ND HOUSE DAYCARE &amp; LEARNING CENT.</td>
<td>$221,379.30</td>
</tr>
<tr>
<td>SNOW WHITE AND THE SEVEN DWARFS SCHOOL</td>
<td>$216,234.90</td>
</tr>
<tr>
<td>THE CREATIVE LEARNING CENTER of Kendall I.</td>
<td>$210,810.60</td>
</tr>
<tr>
<td>THE SECOND HOUSE CORP</td>
<td>$208,892.70</td>
</tr>
<tr>
<td>KINGDOM ACADEMY</td>
<td>$208,192.14</td>
</tr>
<tr>
<td>Little Tigers of Miami Gardens Inc</td>
<td>$203,520.60</td>
</tr>
</tbody>
</table>
How Are We Doing in Monroe?

<table>
<thead>
<tr>
<th>Approved Amount</th>
<th>Highest Paid</th>
<th>Lowest Paid</th>
<th>Early Care Edu. Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>$377,356.17</td>
<td>$59,677.20</td>
<td>$12,000.00</td>
<td>14</td>
</tr>
</tbody>
</table>

### Top 10 Paid

<table>
<thead>
<tr>
<th>Provider Name</th>
<th>Grant Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONTESSORI CHILDREN'S SCHOOL OF KEY W..</td>
<td>$59,677.20</td>
</tr>
<tr>
<td>Community Cooperative Preschool Inc.</td>
<td>$55,855.80</td>
</tr>
<tr>
<td>TEMPLE CHRISTIAN PRESCHOOL INC</td>
<td>$38,491.65</td>
</tr>
<tr>
<td>Montessori Academy of the Upper Keys</td>
<td>$36,230.04</td>
</tr>
<tr>
<td>Islamorada Child Care LLC</td>
<td>$33,328.48</td>
</tr>
<tr>
<td>WEE CARE LEARNING ACADEMY</td>
<td>$32,994.00</td>
</tr>
<tr>
<td>May Sands Montessori School, Inc.</td>
<td>$23,403.60</td>
</tr>
<tr>
<td>KEY WEST PRESCHOOL COOPERATIVE INC</td>
<td>$21,575.40</td>
</tr>
<tr>
<td>MORENO FAMILY DAY CARE HOME</td>
<td>$13,200.00</td>
</tr>
<tr>
<td>MARIA LAMADRID FAMILY DAY CARE HOME</td>
<td>$13,200.00</td>
</tr>
</tbody>
</table>
Classroom Assessment Scoring System® (CLASS®) State Data

Fiorella A. Christie,
Vice President of Quality Initiatives
faltare@elcmdm.org
The state looked at the Pre-k CLASS® 3 Domains

The Early Learning Coalition of Miami-Dade/Monroe had the highest average of Emotional Support 6.29

Studies found that emotional support and classroom organization were linked to stronger student performance

- Students in classrooms that lacked these supportive relationships tended to have lower receptive language skills
What is Classroom Assessment Scoring System (CLASS®)

- CLASS® is a quality improvement system for teaching. CLASS® not only defines teaching quality through the lens of interactions, but it also provides the ability to measure and improve the interactions that matter most for student outcomes. It provides opportunity for continuous improvement that is data-driven and focused on what matters most for student outcomes, interactions. (Teachstone, 2022)

- CLASS® uses research-driven insights to improve how teachers interact with children every day to cultivate supportive, structured, and engaging classroom experiences. The observations and measurement of these interactions result in a composite score for early learning partners that have a School Readiness contract.
## How Does This Relate to How the Teachers are Doing?

### Emotional Support

- **Positive climate** – the warmth and connections shared by teachers and children. Teachers and children enjoy being together in the classroom.
- **Negative climate** – refers to the level of expressed negativity, such as anger, hostility, or aggression shown by teachers and/or children (NOT INCLUDED IN COMPOSITE SCORE)
- **Teachers sensitivity** – refers to how teachers consistently, quickly and effectively respond to individual children’s needs. Teachers pay attention to clues in children’s words and behaviors so they can meet children’s academic and social needs
- **Regard for student perspective** – when teachers intentionally and consistently place an emphasis on children’s interests, motivations, and point of view.

### Classroom Organization

- **Behavior management** – how teachers manage behaviors to prevent misbehavior and reinforce positive behaviors
- **Productivity** – how teachers manage children’s time do that they’re consistently involved in learning activities
- **Instructional Learning formats** – ways in which teachers make the most of children’s interest, engagement, and ability to learn from lessons and activities.

### Instructional Support

- **Concept Development** – refers to how teachers facilitate children’s broader understanding of concepts and ideas, rather than concentrating on rote instructions and recall of facts
- **Quality of Feedback** – how teachers respond to children’s efforts in ways that expand their knowledge or encourage their participation.
- **Language Modeling** – supporting children’s language development through teacher talk and getting children to talk.
### Where Are We Compared to the Rest of the State?

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<thead>
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</thead>
<tbody>
<tr>
<td>ELCMDM</td>
<td>5.74</td>
<td>6.29</td>
<td>9.6%</td>
<td>5.43</td>
<td>5.68</td>
<td>4.6%</td>
<td>2.91</td>
<td>3.21</td>
<td>10.3%</td>
</tr>
<tr>
<td>Statewide</td>
<td>5.40</td>
<td>5.71</td>
<td>5.7%</td>
<td>5.14</td>
<td>5.47</td>
<td>6.5%</td>
<td>2.89</td>
<td>3.20</td>
<td>10.7%</td>
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<tr>
<td>Average</td>
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</tr>
<tr>
<td>Placement</td>
<td></td>
<td>1st</td>
<td></td>
<td></td>
<td>9th</td>
<td></td>
<td></td>
<td>16th</td>
<td></td>
</tr>
</tbody>
</table>

- Emotional Support (ES)
- Classroom Organization (CO)
- Instructional Support (IS)
### CLASS Composite Scores by Domain

#### Top Ten: Emotional Support Scores

<table>
<thead>
<tr>
<th>Early Learning Coalition</th>
<th>Emotional Support 7/1/2021 through 3/31/2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC of Miami-Dade/Monroe</td>
<td>6.29</td>
</tr>
<tr>
<td>ELC of Lake</td>
<td>6.16</td>
</tr>
<tr>
<td>ELC of Florida’s Heartland</td>
<td>6.14</td>
</tr>
<tr>
<td>ELC of Sarasota</td>
<td>6.09</td>
</tr>
<tr>
<td>ELC of Escambia</td>
<td>6.02</td>
</tr>
<tr>
<td>ELC of Big Bend</td>
<td>6.00</td>
</tr>
<tr>
<td>ELC of IRMO</td>
<td>5.95</td>
</tr>
<tr>
<td>ELC of Florida’s Gateway</td>
<td>5.94</td>
</tr>
<tr>
<td>ELC of Nature Coast</td>
<td>5.89</td>
</tr>
<tr>
<td>ELC of Manatee</td>
<td>5.86</td>
</tr>
<tr>
<td>Statewide Average</td>
<td>5.71</td>
</tr>
</tbody>
</table>

#### Top Ten: Improvement in Emotional Support Scores

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<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC of Escambia</td>
<td>4.41</td>
<td>6.02</td>
<td>36.5%</td>
</tr>
<tr>
<td>ELC of Orange</td>
<td>4.91</td>
<td>5.73</td>
<td>16.7%</td>
</tr>
<tr>
<td>ELC of Florida’s Gateway</td>
<td>5.14</td>
<td>5.94</td>
<td>15.6%</td>
</tr>
<tr>
<td>ELC of Hillsborough</td>
<td>4.83</td>
<td>5.58</td>
<td>15.5%</td>
</tr>
<tr>
<td>ELC of Pasco/Hernando</td>
<td>4.84</td>
<td>5.51</td>
<td>13.8%</td>
</tr>
<tr>
<td>ELC of Broward</td>
<td>5.14</td>
<td>5.85</td>
<td>13.8%</td>
</tr>
<tr>
<td>ELC of Sarasota</td>
<td>5.38</td>
<td>6.09</td>
<td>13.2%</td>
</tr>
<tr>
<td>ELC of Seminole</td>
<td>4.88</td>
<td>5.45</td>
<td>11.7%</td>
</tr>
<tr>
<td>ELC of Polk</td>
<td>5.04</td>
<td>5.62</td>
<td>11.5%</td>
</tr>
<tr>
<td>ELC of Miami-Dade/Monroe</td>
<td>5.74</td>
<td>6.29</td>
<td>9.6%</td>
</tr>
<tr>
<td>Statewide Average</td>
<td>5.40</td>
<td>5.71</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

#### Top Ten: Classroom Organization Scores

<table>
<thead>
<tr>
<th>Early Learning Coalition</th>
<th>Classroom Organization 7/1/2021 through 3/31/2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC of Big Bend</td>
<td>6.01</td>
</tr>
<tr>
<td>ELC of Escambia</td>
<td>5.90</td>
</tr>
<tr>
<td>ELC of Lake</td>
<td>5.84</td>
</tr>
<tr>
<td>ELC of Palm Beach</td>
<td>5.83</td>
</tr>
<tr>
<td>ELC of Florida’s Heartland</td>
<td>5.77</td>
</tr>
<tr>
<td>ELC of Sarasota</td>
<td>5.72</td>
</tr>
<tr>
<td>ELC of Manatee</td>
<td>5.69</td>
</tr>
<tr>
<td>ELC of Florida’s Gateway</td>
<td>5.68</td>
</tr>
<tr>
<td>ELC of IRMO</td>
<td>5.65</td>
</tr>
<tr>
<td>Statewide Average</td>
<td>5.47</td>
</tr>
</tbody>
</table>

#### Top Ten: Improvement in Classroom Organization Scores

<table>
<thead>
<tr>
<th>Early Learning Coalition</th>
<th>Classroom Organization 2019-2020</th>
<th>Classroom Organization 7/1/2021 through 3/31/2022</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC of Escambia</td>
<td>4.48</td>
<td>5.90</td>
<td>31.7%</td>
</tr>
<tr>
<td>ELC of Orange</td>
<td>4.56</td>
<td>5.42</td>
<td>18.9%</td>
</tr>
<tr>
<td>ELC of Broward</td>
<td>4.75</td>
<td>5.61</td>
<td>18.1%</td>
</tr>
<tr>
<td>ELC of Florida’s Gateway</td>
<td>4.81</td>
<td>5.68</td>
<td>18.1%</td>
</tr>
<tr>
<td>ELC of Polk</td>
<td>4.77</td>
<td>5.46</td>
<td>14.5%</td>
</tr>
<tr>
<td>ELC of the Emerald Coast</td>
<td>4.48</td>
<td>5.11</td>
<td>14.1%</td>
</tr>
<tr>
<td>ELC of Hillsborough</td>
<td>4.69</td>
<td>5.26</td>
<td>12.2%</td>
</tr>
<tr>
<td>ELC of Pasco/Hernando</td>
<td>4.63</td>
<td>5.17</td>
<td>11.7%</td>
</tr>
<tr>
<td>ELC of Sarasota</td>
<td>5.15</td>
<td>5.72</td>
<td>11.1%</td>
</tr>
<tr>
<td>ELC of Seminole</td>
<td>4.68</td>
<td>5.17</td>
<td>10.5%</td>
</tr>
<tr>
<td>Statewide Average</td>
<td>5.14</td>
<td>5.47</td>
<td>6.5%</td>
</tr>
</tbody>
</table>
### Top Ten: Instructional Support Scores

<table>
<thead>
<tr>
<th>Early Learning Coalition</th>
<th>Instructional Support 7/1/2021 through 3/31/2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC of Florida's Gateway</td>
<td>3.99</td>
</tr>
<tr>
<td>ELC of Manatee</td>
<td>3.90</td>
</tr>
<tr>
<td>ELC of Alachua</td>
<td>3.77</td>
</tr>
<tr>
<td>ELC of Nature Coast</td>
<td>3.69</td>
</tr>
<tr>
<td>ELC of Pinellas</td>
<td>3.64</td>
</tr>
<tr>
<td>ELC of Big Bend</td>
<td>3.61</td>
</tr>
<tr>
<td>ELC of Sarasota</td>
<td>3.59</td>
</tr>
<tr>
<td>ELC of Northwest Florida</td>
<td>3.55</td>
</tr>
<tr>
<td>ELC of Polk</td>
<td>3.47</td>
</tr>
<tr>
<td>ELC of Osceola</td>
<td>3.41</td>
</tr>
<tr>
<td><strong>Statewide Average</strong></td>
<td><strong>3.20</strong></td>
</tr>
</tbody>
</table>

### Top Ten: Improvement in Instructional Support Scores

<table>
<thead>
<tr>
<th>Early Learning Coalition</th>
<th>Instructional Support 2019-20</th>
<th>Instructional Support 7/1/2021 through 3/31/2022</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELC of Hillsborough</td>
<td>2.26</td>
<td>3.24</td>
<td>43.4%</td>
</tr>
<tr>
<td>ELC of Osceola</td>
<td>2.56</td>
<td>3.41</td>
<td>33.2%</td>
</tr>
<tr>
<td>ELC of Alachua</td>
<td>2.93</td>
<td>3.77</td>
<td>28.7%</td>
</tr>
<tr>
<td>ELC of Escambia</td>
<td>2.32</td>
<td>2.94</td>
<td>26.7%</td>
</tr>
<tr>
<td>ELC of Southwest Florida</td>
<td>2.36</td>
<td>2.99</td>
<td>26.7%</td>
</tr>
<tr>
<td>ELC of Pasco/Hernando</td>
<td>2.44</td>
<td>3.07</td>
<td>25.8%</td>
</tr>
<tr>
<td>ELC of Polk</td>
<td>2.78</td>
<td>3.47</td>
<td>24.8%</td>
</tr>
<tr>
<td>ELC of Flagler/Volusia</td>
<td>2.61</td>
<td>3.24</td>
<td>24.1%</td>
</tr>
<tr>
<td>ELC of Florida's Gateway</td>
<td>3.26</td>
<td>3.99</td>
<td>22.4%</td>
</tr>
<tr>
<td>ELC of Manatee</td>
<td>3.19</td>
<td>3.90</td>
<td>22.3%</td>
</tr>
<tr>
<td><strong>Statewide Average</strong></td>
<td><strong>2.89</strong></td>
<td><strong>3.20</strong></td>
<td><strong>10.7%</strong></td>
</tr>
</tbody>
</table>

*Emotional Support includes Infant, Toddler, and Preschool dimensions.

**Classroom Organization includes Toddler and Preschool dimensions.

***Instructional Support includes Preschool dimensions.

Data source: WELS, 3-31-22 Assessment Averages by Provider Type, County or ELC, conducted 7-1-2021 through 3-31-22
Supplemental Slides
Chancellor Mears Visits Monroe County

• Chancellor Mears visits Monroe County on May 10, 2022

• Monroe partners visited
  ▪ Kreative Kids Christian Academy
  ▪ St. James Children’s Center
  ▪ Inez Martin Childcare
State Board of Education Meets in Key West

- Evelio Torres sharing workforce wage challenges with the State Board of Education.
State Board of Education Recognizes SueEllen Bennett

• The State Board of Education recognizes Director SueEllen Bennett of St. James Children’s Center for her many years of service.
2022 Florida Legislature’s Historic VPK Funding Sets New Course for Early Learning
The 2022 Florida Legislature set a new trajectory for Florida’s Voluntary Prekindergarten (VPK) Education Program, infusing an $52 million in recurring state funds raise the base student allocation (BSA) by $317 per child. In addition, the Legislature appropriated an additional $100 million for VPK programs that agree to raise VPK teacher pay to a minimum $15 an hour, lifting the BSA an additional $618 per child. Thus, VPK programs that agree to the $15 an hour pay will receive a BSA increase of $935 per child!

Source: Division of Early Learning
Strategic Plan Priority Initiative:

• Target High Need Areas
• Increase Enrollment In Early Learning Coalition Programs
• Increase Awareness In Early Learning Coalition Programs
• Parent Engagement

Monroe Updates
Laurie Dunn, Monroe County Manager
ldunn@elcmdm.org
Monroe Key Points

School Readiness Monroe Numbers:
- 295 children receiving School Readiness funding

Voluntary Prekindergarten Monroe Numbers:
- 445 children enrolled in Voluntary Prekindergarten

At Risk Referrals:
31 children with an at risk referral
School Readiness (SR) Enrollment - Monroe

Sources: Ad-Hoc Tableau Visualizations from Division of Early Learning’s, EFS-MOD On-line System
Voluntary Prekindergarten (VPK) Enrollment - Monroe

Sources: Ad-Hoc Tableau Visualizations from Division of Early Learning's, EFS-MOD On-line System
At Risk Referrals-Monroe

At Risk Referrals (Monthly)

Sources: Ad-Hoc Tableau Visualizations from Division of Early Learning’s, EFS-MOD On-line System
Strategic Plan Priority Initiative:

• Target High Need Areas
• Increase Enrollment In Early Learning Coalition Programs
• Increase Awareness In Early Learning Coalition Programs
• Parent Engagement

Miami-Dade Updates

Sandra Gonzalez
Senior Vice President of School Readiness and Voluntary Prekindergarten
spgonzalez@elcmdm.org
Miami-Dade Key Points

School Readiness
Miami-Dade Numbers:
• 18,770 children receiving School Readiness funding

Voluntary Prekindergarten
Miami-Dade Numbers:
• 18,616 children enrolled in Voluntary Prekindergarten

At Risk Referrals:
1,254 children with an at risk referral
School Readiness (SR) Enrollment – Miami-Dade

SR Enrollments (Monthly)

Sources: Ad-Hoc Tableau Visualizations from Division of Early Learning’s, EFS-MOD On-line System
Voluntary Prekindergarten (VPK) Enrollment - Miami-Dade

Sources: Ad-Hoc Tableau Visualizations from Division of Early Learning’s, EFS-MOD On-line System
At Risk Referrals-Miami Dade

At Risk Referrals (Monthly)

Sources: Ad-Hoc Tableau Visualizations from Division of Early Learning’s, EFS-MOD On-line System
Strategic Plan Priority Initiative:

• Target High Need Areas
• Support Early Care and Education Partners

The Professional Development Institute

Pamela Hollingsworth, M.Ed.,
Senior Vice President for Strategic Initiatives & Program Development
phollingsworth@elcmdm.org

Ana Sejeck, Director
Workforce & Professional Development
ASEjeck@elcmdm.org
### Professional Development Institute (PDI) Key Points

<table>
<thead>
<tr>
<th>Training Sessions/Attendees*</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYTD Sessions: 484</td>
</tr>
<tr>
<td>Number of Attendees:</td>
</tr>
<tr>
<td>Miami-Dade: 9,021</td>
</tr>
<tr>
<td>Monroe: 267</td>
</tr>
<tr>
<td>May Training Sessions: 20</td>
</tr>
<tr>
<td>May Attendees: 401</td>
</tr>
<tr>
<td>Miami-Dade: 390</td>
</tr>
<tr>
<td>Monroe: 11</td>
</tr>
<tr>
<td>*Data as of May 31, 2022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training Response to Florida Mandates</th>
</tr>
</thead>
<tbody>
<tr>
<td>HB 419: Child Development Associate (CDA®) Training – Fall 2022 Classes Enrolling now</td>
</tr>
<tr>
<td>HB 419 &amp; HB 7011: Early Learning Coalition becomes a Department of Children and Families (DCF) Mandated Early Literacy Provider</td>
</tr>
<tr>
<td>HB 1091, HB 419 &amp; HB 7011: Intro to CLASS® and CLASS® Group Coaching - supporting CLASS® Assessments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upcoming PDI Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Child Development Associate (CDA®) Completion Ceremonies</td>
</tr>
<tr>
<td>English – June 9, 2022</td>
</tr>
<tr>
<td>Spanish – June 15, 2022</td>
</tr>
<tr>
<td>Super Saturday Training Series kicks-off June 18, 2022</td>
</tr>
<tr>
<td>Monroe Conference – September 24, 2022 – “Be the Star of Your Own Life”</td>
</tr>
</tbody>
</table>
Number of Training Sessions Offered FYTD

Source: ClearPoint Strategy
Number of Participants Miami-Dade County FYTD

Source: ClearPoint Strategy
Number of Participants Monroe County FYTD

Source: ClearPoint Strategy
Child Development Associate (CDA®)
Completion Ceremonies: June 9th & 15th

Please join us for the Completion Ceremony
For the Spring/Summer 2022 National Child Development Associate (CDA®) Instruction and Portfolio Development Class

Speakers
Evelio Torres
President and Chief Executive Officer
Early Learning Coalition of Miami-Dade/Monroe

Iris Strachan
Chair, Early Education, School of Education, Miami Dade College

Daisyly Cruz
Director, Early Learning Career Center Children’s Forum

Where: Thursday, June 9, 2022
Time: 6:30 p.m.
Zoom Link: https://us02web.zoom.us/j/80478661260?pwd=fkK3LjhtI17PP-BOZ2NHyvK3hV5XQMH.1

We look forward to sharing this great celebration with you.

Por Favor Únase a Nosotros para la Ceremonia de Finalización
Del la Sesión de Primavera/Verano 2022
Del Programa de Certificación Nacional de Asociado en Desarrollo Infantil

Invitados Especiales
Evelio Torres
President and Chief Executive Officer
Early Learning Coalition of Miami-Dade/Monroe

Iris Strachan
Chair, Early Education, School of Education, Miami Dade College

Daisyly Cruz
Director, Early Learning Career Center Children’s Forum

Cuando: jueves, 9 de junio de 2022
Hora: 6:30 p.m.
Enlace Zoom: https://us02web.zoom.us/j/80478661260?pwd=fkK3LjhtI17PP-BOZ2NHyvK3hV5XQMH.1

Esperamos contar con ustedes en esta celebración!
Super Safety Saturday – June 18, 2022
Monroe Early Childhood Conference – September 24, 2022

Be the Star of Your Own Life

IN PERSON

Monroe Early Childhood Conference
September 24, 2022 · 8:00 a.m. to 1:00 p.m.
Marathon High School · 350 Sombrero Beach Rd, Marathon, FL 33050
Questions?

• Ana Sejeck, Director, Workforce and Professional Development
  ▪ asejeck@elcmdm.org
  ▪ 305-646-7220, ext. 2511

• Pamela Malval, Deputy Director, Professional Development Institute
  ▪ pmalval@elcmdm.org
  ▪ 305-646-7220, ext. 2320

• Dr. Carmen Medrano, Early Education Chair
  ▪ cmedrano@elcmdm.org
  ▪ 305-978-9237
Strategic Plan Priority Initiative:

- Target High Need Areas
- Enhance Services For Infants And Toddlers
- Support Early Care And Education Partners
- Parent Engagement

Early Head Start

Belkis Torres
Vice President for Early Head Start
## Early Head Start Summary

### Actual Enrollment
- For the month of May, enrollment was at 80%.
- The program attained 11% enrollment of children with special needs. This is based on the 750 funded enrollment and exceeds the minimum requirement of 10%.

### Enrollment Timeline

**Partner Timeline:**
The program is targeting July 31 to have agreements with new partners for all 750 slots.

**Children Enrollment Timeline:**
The program is targeting August 31 to have full enrollment of 750 children.

### Enrollment Snapshot
To obtain full enrollment, the program is simultaneously recruiting and selecting children and partners. The program needs to award 146 slots to new childcare partners and enroll 149 children to meet full enrollment.
Monthly Average Enrollment

% of Monthly Enrollment (Upward Trend is Good)

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

Source: ChildPlus
Early Head Start Enrollment
06/01/22 Snapshot

**Early Head Start Families**
- Children Enrolled*: 601
- Vacant Slots: 149
- Children on Waitlist (Eligible Children)**: 473

**Early Head Start Partners**
- Slots Allocated to Contracted Facilities: 604
- Remaining Slots to be Awarded: 146
- Partners Under Review: 10

*163 children enrolled are projected to age out by 07/31/22. These children will be replaced by children on the waitlist that have already been selected for enrollment.

**82 children on the waitlist are Supplemental Nutrition Assistance Program (SNAP) recipients who were ineligible due to over-income households, will now be eligible as per Information Memorandum from the Office of Head Start.

* Partners are pending fulfillment of program requirements.
Special Needs Enrollment

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

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

Source: ChildPlus
Wellness

The Joyful June Calendar was shared with staff, partners, and families to encourage them to find the joy in life, even when things are difficult. Research has shown that experiencing positive emotions in a 3-to-1 ratio with negative ones leads to a tipping point beyond which we naturally become more resilient to adversity.
Health/Nutrition

- **Pediatric Cardiopulmonary Resuscitation (CPR) and First Aid** classes and certification are being offered to Early Head Start teachers and parents, in English and Spanish:
  - May 14, June 11, June 18, July 16

- **Breastfeeding Accommodation** items were purchased for Early Head Start partner sites:
  - mini fridges for each classroom
  - portable room partitions
  - gliders/rocking chairs
**Professional Development Day**

On April 29, 2022, Early Head Start (EHS) hosted a virtual Professional Development Day. A total of 155 EHS teachers and staff participated.

<table>
<thead>
<tr>
<th>Session Topics</th>
<th>Presenters</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHS Program Goals</td>
<td>Belkis Torres</td>
</tr>
<tr>
<td>EHS School Readiness Goals</td>
<td>EHS Education Team</td>
</tr>
<tr>
<td>Toddlers and their World: Autism training</td>
<td>Dr. Lisbet Montero</td>
</tr>
<tr>
<td>Early Brain Development (Spanish)</td>
<td>Dr. Johayra Bouza</td>
</tr>
<tr>
<td>Early Brain Development</td>
<td>Dr. Amy Hood, Western Kentucky University</td>
</tr>
<tr>
<td>Appropriate Indoor and Outdoor Learning Environments</td>
<td>Dr. Amy Hood, Western Kentucky University</td>
</tr>
<tr>
<td>Trauma and its Impact on Early Childhood Development and Behavior</td>
<td>Aymee Prieto, Family Central</td>
</tr>
</tbody>
</table>

How some teachers reported they will use the information gained in the trainings to enhance quality in their classrooms:

- "Handle the kids with more care when it comes to their brain development. All kids brain development is different."
- "I will share with parents and pass down information so they can also be aware."
- "I will provide my students with different techniques/materials to help them learn how to self-regulate."
- "I will like to work on being more intentional with the lessons so that all the children no matter the age or skill level can participate. You can still do the same projects or activities but it looks different for different age groups. Allow the kids to explore, play, and learn, and make the environment inviting."
- "I will use it to help children build self confidence."
- "I plan on helping children develop successfully with the understanding that all children development differently."
- "I will begin to use different breathing techniques for the children and give them breaks as needed."
Enrollment Activities

**Child Enrollment**

**Tasks**

- Bi-weekly email blasts sent to the community.
- Text messages sent to the parents in English, Spanish and Creole.
- Family Advocates assigned to partner with 60 agencies/business throughout the County to inform of the program and leave flyers.
- Parents have complete an interest survey.
- Families who completed the interest survey are contacted on an ongoing basis to complete application.
- Childcare partners are participating in the recruitment process.
  - Their level of participation is one of the criteria for the 4th quarter bonus.
  - During the partner individual meetings, recruitment is one of the topics of conversation.

Source: ChildPlus and Google Docs
# Enrollment Activities

## Childcare Partnerships

### Tasks

- Sent email blast every two (2) weeks to partners in the targeted zip codes informing of partnership opportunities.
- Obtained a list of partners in high need target areas (Liberty City, North Miami, Perrine).
- Reviewed Department of Children and Families inspections.
- Identified 13 potential partners and staff personally visited to explain program.
- Review application database weekly for new partners and Department of Children and Families inspections.
- Send invitations for interview.
- Conduct health and safety monitoring, classroom observation, and partner interview.

Source: Google Docs and Department of Children and Families Inspections
Inclusion, Screening and Child Assessment

Lead Manager: Anabel Espinosa, Ph.D
daespinosa@elcmdm.org
Key Points

Early Care and Education Partners in Miami-Dade and Monroe who have completed the BPIECE (Best Practices in Inclusive Early Childhood Education) Support Services Program are submitting applications on the Partner Hub.

The Inclusion Team began Child Observations in January of 2022. To date sixty-five (65) observations have resulted in approved Special Needs Rate Applications.

The Screening Team faced three (3) challenges as a result EFS Mod downtime. One of three challenges was successfully addressed and resolved.
Key Point #1

• Early Care and Education Partners in Miami-Dade and Monroe who have completed the BPIECE (Best Practices in Inclusive Early Childhood Education) Support Services Program are submitting applications on the Partner Hub.
  ▪ Nineteen (19) partners in Miami-Dade have submitted Special Needs Rate Applications via the Partner Hub.
  ▪ One (1) partner in Monroe has submitted Special Needs Rate Applications via the Partner Hub.
Key Point #2

**Sixty-five (65) Special Needs Rate Applications were approved and paid in the month of May 2022.**

Payments and Eligibility teams continue to assist in the assignment of the Special Needs Care level.
Key Point #3

**RESOLVED**
1. Enhanced Field System (EFMOSD) outage from **Apr. 22, 2022 – Apr. 29, 2022**
   - EFMOD Outage resulted in 65 Past Due Screenings
   - After 7 days the team brought the Past Due screenings from 65 to 1!

**UNRESOLVED**
2. Enhanced Filed System (EFMOSD) feature/function is interfering with entry of screenings for children who are referred to Domestic Violence or Homeless Shelters
   - The Division of Early Learning is aware of these issues and working on a fix.
   - Screening Team has implemented work around to get screenings submitted.
   - Referrals to Citrus Health Network are being done manually, as needed.
3. Communications between ASQ Online and EFMOSD are down as of **Wed., May 25th**
   - An Eblast is in the Communications Queue for release to Early Care and Education Partners
   - The Division of Early Learning is aware of the issues
   - Both the Policy Team and programmers at the Division of Early Learning are working on guidance
Questions

• Anabel Espinosa, Ph.D., Director of Research and Evaluation
  ▪ asq@elcmdm.org
  ▪ 305-646-7220, ext. 2321

• Aileen Suazo, M.S., Screening and Evaluation Manager
  ▪ asuazo@elcmdm.org
  ▪ 305-646-7220, ext. 2276

• Maria “Lucy” Schrack, M.Ed., Inclusion Manager
  ▪ 305-646-7220, ext. 2305
Enhanced Field System Modernization Project and Cybersecurity Update

Dr. Frederick Hicks, Senior Vice President of Technology and Cybersecurity

fhicks@elcmdm.org
Enhanced Field System Modernization Update

May 26, 2022

Release of Version 5.7

American Rescue Plan Act Early Care Education Partner Survey to measure utilization of the first of three payment.
Multi-Factor Authentication and Annual Pen-Test

1. Annual Pen-Test will occur before June 30, 2022
2. Multi-factor authentication rollout is in Phase II with 24 team members
Communications Updates

Michelle Meilan M.Ed.
Quality Assurance and Communications Director
mmeilan@elcmdm.org

Strategic Plan Priority Initiative:

• Target High Need Areas
• Increase Enrollment In Early Learning Coalition Programs
• Increase Awareness In Early Learning Coalition Programs
• Support Early Care And Education Partners
• Parent Engagement
Communications Key Points

Out and About
• Community Events

Outreach Efforts
• Banners
• Ads in Local Publications
• Social Media Campaigns
• Parent Survey

Monroe Centered Social Media Campaign Continues
• Keys Weekly Ads
• Timeout Magazine
• Chamber Events
Miami Kids Magazine

Need help paying for childcare/early learning?
School Readiness | Voluntary Prekindergarten | Child Care Resource and Referral

305-646-7220
www.elcmdm.org
@ f ELCMDM

Early Education. Lifelong Success.

Sponsored by the Early Learning Coalition of Miami-Dade/Monroe and the State of Florida.
Scan the code and fill out our parent survey
Escanee el código y complete nuestra encuesta para padres
Eskane kòd la epi ranpli sondaj paran nou an

Miami Kids Magazine Easter and Summer Camp Expo (4/9/2022)
Health is Wealth Fair (4/23/2022)
Steam Fest At the Tacolcy Center (4/30/2022)
Little Havana Fair at the Hispanic Branch Library (4/30/2022)
Henderson Baby Closet (5/7/2022)

SAVE THE DATE
GRAND OPENING
HENDERSON BABY CLOSET

WHERE
Belafonte TACOLCY Center
6161 NW 9th Avenue,
Miami, FL 33127

WHEN
Saturday, May 7, 2022
10:00 AM to 2:00 PM

Raffles/Prizes
Bra Palooza
Hygiene kits
Community resources and more!

Must register to attend at:
http://tiny.cc/HBC_grand_opening

Surprise Gift for the first 10 expectant or new moms to register!
For more info contact Andrea at amoore@tacolcy.org or (305)751-1295 Ext. 106

Florida Health
Healthy Start Coalition
Women
TACOLCY Center
Early Learning Coalition
MAM
Miami Music