Community Presentation
Evelio Torres, President and CEO

April 2023
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</table>
Strategic Plan
Children First

Parents / Families

Providers

Partners
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.
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
• An increase in School Readiness 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
Program 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.

FAMILY ENGAGEMENT
Program Committee
Opportunity
Promote family engagement as essential for a child’s development because parents serve as a child’s first teacher.

Outcome Measures
• An increase in Early Learning Coalition sponsored family engagement activities.
• An increase in Early Education Partner sponsored family engagement activities.

* requires State policy change
Areas of Focus

• Legislative Session Update

• American Rescue Plan Act
  • Build a World Class Workforce
  • Early Learning Partner Grants

• Classroom Assessment Scoring System (CLASS®)

• Communications Update
Areas of Focus:

- Priority Bills
- 2023-2024 Early Learning Budget Comparison (Proposed)
- Federal Poverty Level vs. State Median Income

2023 Legislative Session Update

Victor Caballero, Deputy Director of Payments & Special Projects
vcaballero@elcmdm.org
2023 Legislative Session Update

Session Dates: March 7 – May 5, 2023

Bills Filed:

1,805 bills filed this session
198 bills related to Education
29 bills identified for monitoring
11 priority bills identified for monitoring

Important Dates – Week of April 3rd
(Week 5)

House

Monday, 4/3:
- House in Session
  1:00p – 6:00p

Tuesday, 4/4:
- House in Session
  10:30a – 4:00p

Senate

Monday, 4/3:
- Senate in Session
  10:00a – 6:00p

Tuesday, 4/4:
- Children, Families, & Elders Committee
  11:00a – 1:00p
- Education Pre-K -12 Committee
  11:00a – 1:00p
- Senate in Session
  4:30p – 6:00p

Wednesday, 4/5:
- Rules Committee
  11:00a – 1:00p

All committee meetings can be viewed live on the Florida Channel
<table>
<thead>
<tr>
<th>Bill</th>
<th>Title</th>
<th>House</th>
<th>Senate</th>
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</thead>
<tbody>
<tr>
<td>HB 0029</td>
<td>Tax Exemption for Diapers and Incontinence Products</td>
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<td>HB 0045</td>
<td>Risk Protection Orders</td>
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<td>HB 0435</td>
<td>Newborn Hearing Screenings</td>
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<td>HB 0447</td>
<td>Child Care Facilities Exempt from Licensing</td>
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<td>HB 1021</td>
<td>Child Care and Early Learning Providers</td>
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<td>HB 1069</td>
<td>Education</td>
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<td>HB 1223</td>
<td>Public PreK-12 Educational Institution and Instruction Requirements</td>
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<td>HB 0121</td>
<td>Florida Kidcare Program Eligibility</td>
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<td>HB 0193</td>
<td>Instructional Hours for the Voluntary Prekindergarten Education Program</td>
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<td>HB 0217</td>
<td>Rights of Children</td>
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<td>HB 0249</td>
<td>Level 2 Background Screenings</td>
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<td>HB 5001</td>
<td>General Appropriations Act</td>
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<td>HB 5101</td>
<td>Education</td>
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<td>SB 0426</td>
<td>Instructional Hours for the Voluntary Prekindergarten Education Program</td>
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<td>SB 0538</td>
<td>Provisional Child Care Licensing</td>
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<td>SB 0676</td>
<td>Background Screenings</td>
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<td>SB 0758</td>
<td>Reading Strategies</td>
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<td>SB 0884</td>
<td>Child Care Services</td>
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<td>SB 0990</td>
<td>Child Care and Early Learning Providers</td>
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<td>SB 1424</td>
<td>Student Outcomes</td>
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<td>SB 1620</td>
<td>Childhood Mental Health, Safety, and Welfare</td>
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<td>Summer Boost Kindergarten Readiness Camp</td>
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<td>SB 0066</td>
<td>Risk Protection Orders</td>
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<td>SB 0074</td>
<td>Child Water Safety Requirements</td>
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<td>SB 0088</td>
<td>Task Force on Workforce Housing for Teachers and Expansion of Schools</td>
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<td>SB 0114</td>
<td>Tax Exemption for Diapers and Incontinence Products</td>
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<td>SB 0246</td>
<td>Florida Kidcare Program Eligibility</td>
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<td>SB 2500</td>
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<td>SB 0394</td>
<td>Newborn Hearing Screenings</td>
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<tr>
<td>Bill</td>
<td>Title</td>
<td>Summary</td>
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<tr>
<td>HB 0447</td>
<td>Child Care Facilities Exempt from Licensing by Rep. Altman</td>
<td>Exempts child care facility licensed by branch of United States Department of Defense or United States Coast Guard from certain state licensing requirements. <strong>Effective: July 1, 2023</strong></td>
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<tr>
<td>HB 1021</td>
<td>Child Care and Early Learning Providers by Rep. McFarland</td>
<td>Revises provisions relating to taxes for preschools &amp; child care providers, licensing, training requirements, screenings, timeframes, insurance, &amp; regulation. <strong>Effective: July 1, 2023</strong></td>
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<tr>
<td>HB 0249</td>
<td>Level 2 Background Screenings by Rep. Trabulsy; Co-Sponsors: Rep. Hawkins, Rep. Killebrew, &amp; Rep. Rizo</td>
<td>Revising provisions related to level 2 background screenings for certain persons who have access to children &amp; participation in the Care Provider Screening Clearing House; requires independent sanctioning authorities to participate in specified system; expands agencies &amp; entities which may utilize Criminal Justice Information Program; requires program to develop, for federal approval, specified method for identifying or verifying individual; requires specified entities to initiate criminal history checks through FDLE or clearinghouse by specified date &amp; provides requirements for clearinghouse. <strong>Effective: July 1, 2024</strong></td>
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<tr>
<td>Bill</td>
<td>Title</td>
<td>Summary</td>
<td>Effective Date</td>
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<td>SB 0538</td>
<td><strong>Provisional Child Care Licensing</strong> by Sen. Trumbull</td>
<td>Requiring a local licensing agency or the Department of Children and Families to issue a provisional license or registration for a family day care home under certain circumstances, etc. <strong>Effective: Upon becoming a law</strong></td>
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</tr>
<tr>
<td>SB 0676</td>
<td><strong>Background Screenings</strong> by Sen. Grall</td>
<td>Revising level 2 screening requirements; requiring the Care Provider Background Screening Clearinghouse to allow the results of certain screenings after a date certain to be shared among specified agencies and qualified entities; revising requirements relating to background screenings for independent sanctioning authorities; revising requirements for the Criminal Justice Information Program relating to fingerprint searches; revising screening standard requirements for educator certification or employment in positions that require direct contact with certain students, etc. <strong>Effective: July 1, 2024</strong></td>
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<tr>
<td>SB 0884</td>
<td><strong>Child Care Services</strong> by Sen. Stewart</td>
<td>Requiring the Department of Education, subject to legislative appropriation, to establish a program to provide vouchers for child care services to parents who meet a specified income requirement, etc. <strong>Effective: July 1, 2023</strong></td>
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<tr>
<td>SB 0990</td>
<td><strong>Child Care and Early Learning Providers</strong> by Sen. Grall</td>
<td>Providing an exemption for public and private preschools from specified special assessments levied by a municipality; providing for a tax credit for certain contributions made to a child care facility; authorizing specified tax credits for corporations establishing and operating, or making payments to, child care facilities for their employees under certain conditions; requiring the Department of Children and Families to conduct specified screening of child care personnel within a specified timeframe and issue provisional approval of such personnel; providing that an insurer may not deny, cancel, or refuse to renew a policy on the basis that the policyholder operates a large family child care home, etc. <strong>Effective: July 1, 2023</strong></td>
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</table>
**Priority Bills: Funding Bills**

**HB 5101 (PKA1) – Education**
by PreK-12 Appropriations Subcommittee

- **Filed 03/20/23 – Summary:** Revises provisions relating to Just Read, Florida! Office, K-12 funding & FEFP, developmental research schools, FLVS, charter schools, & Family Empowerment Scholarship Program; & creates heroes in classroom sign-on bonus.
  
  - This bill modifies the following early learning (or related) statutes:
    - § 1002.84 Early learning coalitions; school readiness powers and duties.
    - § 1002.89 School readiness program; funding.
    - § 1003.485 The New Worlds Reading Initiative.
    - § 1003.03 Maximum class size.
    - § 1002.59 Emergent literacy and performance standards training courses.
    - § 1002.71 Funding; financial and attendance reporting.
    - § 1008.25 Public school student progression; student support; coordinated screening and progress monitoring; reporting requirements.

  Effective Date: 07/01/23
  Last Action: 03/29/23 - Placed on Special Order Calendar for 04/03/23

**SB 2500 – Appropriations**
by Senate Appropriations Committee

- **Filed 03/23/23 – Summary:** Providing moneys for the annual period beginning July 1, 2023, and ending June 30, 2024, and supplemental appropriations for the period ending June 30, 2023, to pay salaries, and other expenses, capital outlay - buildings, and other improvements, and for other specified purposes of the various agencies of state government, etc. **APPROPRIATION: $113,665,523,805**
  
  - **SECTION 55.** The nonrecurring sum of $315,000,000 from the American Rescue Plan Child Care and Development Block Grant Trust Fund are provided to the Department of Education to implement the Discretionary Grant Program. Grantees include Early Learning Coalitions and School Readiness Providers. The Department of Education shall develop an application process.

  Grant funds may be used for the following purposes:
  - Increasing/Building the Supply of Child Care,
  - Training and Professional Development Activities,
  - Workforce Initiatives,
  - Local Initiatives/Pilot Projects to Improve Kindergarten Readiness,
  - Community Outreach and Family Engagement,
  - Mental Health Supports, and Equipment,
  - Supplies,
  - Classroom/Child Care Materials,
  - Curriculum,
  - Business Administration Computer Software, and
  - School Readiness Learning Computer Software.

  Effective Date: 07/01/23, or upon becoming law, whichever occurs later; however, if this act becomes law after 07/01/23, then it shall operate retroactively to 07/01/23.
  Last Action: 03/30/23 - Placed on Special Order Calendar for 04/03/23

**HB 5001 – General Appropriations Act**
by House Appropriations Committee

- **Filed 03/28/23 – Summary:** Provides moneys for annual period beginning July 1, 2023, & ending June 30, 2024, & supplemental appropriations for period ending June 30, 2023, to pay salaries & other expenses, capital outlay—buildings & other improvements, & for other specified purposes of various agencies of state government.

  Effective Date: 07/01/23, or upon becoming law, whichever occurs later; however, if this act becomes law after 07/01/23, then it shall operate retroactively to 07/01/23.
  Last Action: 03/29/23 - Placed on Special Order Calendar for 04/03/23
## 2023-2024 Early Learning Budget Comparison (Proposed)

<table>
<thead>
<tr>
<th>PreK-12 Education Appropriations</th>
<th>2022-23</th>
<th>Governor's Proposed 2023-24</th>
<th>Senate Proposed 2023-24</th>
<th>Difference from Final Budget Last Year</th>
<th>House Proposed 2023-24</th>
<th>Difference from Final Budget Last Year</th>
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<tbody>
<tr>
<td><strong>School Readiness Services</strong></td>
<td>$789,927,228</td>
<td>$789,927,228</td>
<td>$789,927,228</td>
<td>$0</td>
<td>$889,927,228</td>
<td>$100,000,000</td>
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<tr>
<td><strong>School Readiness Hold Harmless</strong></td>
<td>$71,157,770</td>
<td>$71,157,770</td>
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<tr>
<td><strong>Waiver Funding “Expand School Readiness Service to Families”</strong></td>
<td>$72,000,000</td>
<td>$72,000,000</td>
<td>$72,000,000</td>
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<tr>
<td><strong>Gold Seal Quality Care Program Allocation</strong></td>
<td>$70,000,000</td>
<td>$70,000,000</td>
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<td><strong>Special Needs Differential Allocation</strong></td>
<td>$5,000,000</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
<td>$0</td>
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<td><strong>1991 Pay Differentials</strong></td>
<td>$40,000,000</td>
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<td>$40,000,000</td>
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<td><strong>SR Match Program</strong></td>
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<tr>
<td><strong>School Readiness Fraud Restitution Payments</strong></td>
<td>$950,000</td>
<td>$950,000</td>
<td>$950,000</td>
<td>$0</td>
<td>$950,000</td>
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<td><strong>Early Learning Standards and Accountability (Regional Facilitators and Program Assessments)</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td><strong>VPK Regional Facilitators</strong></td>
<td>$900,000</td>
<td>$900,000</td>
<td>$900,000</td>
<td>$0</td>
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<td><strong>Risk Management Insurance</strong></td>
<td>$23,324</td>
<td>$24,866</td>
<td>$23,324</td>
<td>$2,542</td>
<td>$24,699</td>
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<td><strong>Voluntary Prekindergarten Program - 2023 School year BSA $2393 summer BSA</strong></td>
<td>$453,417,542</td>
<td>$451,278,836</td>
<td>$406,988,997</td>
<td>$(46,450,545)</td>
<td>$427,003,731</td>
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<td><strong>VPK Supplemental BSA Payments - New</strong></td>
<td>$100,000,000</td>
<td>$99,408,647</td>
<td>$0</td>
<td>$(100,000,000)</td>
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<td><strong>Implementation of VPK CLASS Assessment</strong></td>
<td>$4,042,600</td>
<td>$4,042,600</td>
<td>$4,042,600</td>
<td>$0</td>
<td>$0</td>
<td>$(4,042,600)</td>
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<td><strong>Transfer to DMS - HRS Purchased per Statewide Contract</strong></td>
<td>$29,895</td>
<td>$30,790</td>
<td>$0</td>
<td>$(29,895)</td>
<td>$30,790</td>
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<td><strong>Education Technology And Information Services</strong></td>
<td>$3,097,332</td>
<td>$3,157,840</td>
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<td><strong>Enhance Cloud Migration of Mission Critical IT Infrastructure</strong></td>
<td>$252,000</td>
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<td><strong>Northwest Regional Data Center (NWRDC)</strong></td>
<td>$493,901</td>
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<td>$(493,901)</td>
<td>$447,291</td>
<td>$(46,610)</td>
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<td><strong>Total</strong></td>
<td>$1,723,751,340</td>
<td>$1,692,785,835</td>
<td>$1,547,487,595</td>
<td>$(177,463,745)</td>
<td>$1,518,470,557</td>
<td>$(205,280,783)</td>
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Areas of Focus: School Readiness and Voluntary Prekindergarten programs. Entire budget is not displayed.
### Federal Poverty Level vs. State Median Income

#### Family Size vs. Federal Poverty Level (FPL)

<table>
<thead>
<tr>
<th>Family Size</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<td>FPL Range</td>
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<td>150% FPL</td>
<td>$14,580</td>
<td>$19,720</td>
<td>$24,860</td>
<td>$30,000</td>
<td>$35,140</td>
<td>$40,280</td>
<td>$45,420</td>
<td>$50,560</td>
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<td>185% FPL</td>
<td>$21,870</td>
<td>$29,580</td>
<td>$37,290</td>
<td>$45,000</td>
<td>$52,710</td>
<td>$60,420</td>
<td>$68,130</td>
<td>$75,840</td>
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<td>200% FPL</td>
<td>$26,973</td>
<td>$36,482</td>
<td>$45,991</td>
<td>$55,500</td>
<td>$65,009</td>
<td>$74,180</td>
<td>$84,027</td>
<td>$93,536</td>
</tr>
</tbody>
</table>

#### Family Size vs. FL State Median Income 100% (SMI)

<table>
<thead>
<tr>
<th>Family Size</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% SMI</td>
<td>$21,697</td>
<td>$28,373</td>
<td>$35,049</td>
<td>$41,726</td>
<td>$48,402</td>
<td>$55,078</td>
<td>$54,330</td>
<td>$57,582</td>
</tr>
<tr>
<td>STEP 1: 53% SMI*</td>
<td>$22,998</td>
<td>$30,076</td>
<td>$37,152</td>
<td>$44,230</td>
<td>$51,306</td>
<td>$58,382</td>
<td>$59,710</td>
<td>$61,037</td>
</tr>
<tr>
<td>STEP 1: 55% SMI*</td>
<td>$23,866</td>
<td>$31,211</td>
<td>$38,554</td>
<td>$45,899</td>
<td>$53,242</td>
<td>$60,585</td>
<td>$61,963</td>
<td>$63,340</td>
</tr>
<tr>
<td>60% SMI</td>
<td>$26,036</td>
<td>$34,048</td>
<td>$42,059</td>
<td>$50,071</td>
<td>$58,082</td>
<td>$66,093</td>
<td>$67,596</td>
<td>$69,098</td>
</tr>
<tr>
<td>65% SMI</td>
<td>$28,206</td>
<td>$36,885</td>
<td>$45,564</td>
<td>$54,244</td>
<td>$62,922</td>
<td>$71,601</td>
<td>$73,229</td>
<td>$74,856</td>
</tr>
<tr>
<td>70% SMI*</td>
<td>$30,375</td>
<td>$39,723</td>
<td>$49,069</td>
<td>$58,416</td>
<td>$67,762</td>
<td>$77,109</td>
<td>$78,862</td>
<td>$80,615</td>
</tr>
<tr>
<td>75% SMI</td>
<td>$32,545</td>
<td>$42,560</td>
<td>$52,574</td>
<td>$62,589</td>
<td>$72,602</td>
<td>$82,616</td>
<td>$84,495</td>
<td>$86,373</td>
</tr>
<tr>
<td>80% SMI</td>
<td>$34,715</td>
<td>$45,397</td>
<td>$56,079</td>
<td>$66,762</td>
<td>$77,443</td>
<td>$88,124</td>
<td>$90,128</td>
<td>$92,131</td>
</tr>
<tr>
<td>85% SMI</td>
<td>$36,166</td>
<td>$44,678</td>
<td>$55,191</td>
<td>$65,703</td>
<td>$76,216</td>
<td>$87,228</td>
<td>$88,699</td>
<td>$90,671</td>
</tr>
</tbody>
</table>

*The average household income of the 270 Families = $43,795.26*

### Snapshot of Families Who Did Not Qualify for School Readiness from 01/01/23 – 02/03/23:

- **321 Children** (270 Families) were rejected due to being **Over-Income.**
- Out of 321 children (270 Families), the household incomes fell into the following ranges:

<table>
<thead>
<tr>
<th>FPL Range 150-180%</th>
<th>FPL Range 185% to 195%</th>
<th>FPL Range 200% to 299%</th>
</tr>
</thead>
<tbody>
<tr>
<td>162</td>
<td>33</td>
<td>126</td>
</tr>
</tbody>
</table>
American Rescue Plan Act (ARPA) Build a World Class Workforce Grants

Victor Caballero, Deputy Director of Payments & Special Projects
vcaballero@elcmdm.org
American Rescue Plan Act (ARPA)
Build a World CLASS® Workforce

- The Division of Early Learning (DEL) prioritized investments that will build the knowledge and skills that drive high-quality adult-child interactions. These investments extend from the newest teacher to the most experienced teachers and program directors.
- Over 640 early care and education partners have applied as of 03/23/23.

Information Sessions

<table>
<thead>
<tr>
<th>English Information Sessions</th>
<th>Spanish Information Sessions</th>
</tr>
</thead>
</table>
| **Join us for information sessions in English:** | **Únase a nosotros para sesiones de información en español:**
| • Wednesday, April 5 at 12:00 noon | • Miercoles, Abril 12 - 6:00 p.m. |
| • Wednesday, April 19, at 12:00 noon | • Miercoles, Abril 26 - 6:00 p.m. |

Zoom link for all sessions:
Enlace de Zoom para todas las sesiones:
https://us02web.zoom.us/j/84353565884?pwd=b2Vtanc2MG5F
 d1kvOTlHcUtJeWxiUT09

Grants Available:

- **Recruit and Train New Teachers**
  - Health and Safety Bonus - $700
  - Recruitment bonus - $500
  - CLASS® Bonus - $600

- **Upskill Directors**
  - $750 bonus

- **Elevate Florida’s Early Learning Workforce**
  - Child Success Grants
    - Segment 1 - $500 for educators, $600 for directors
    - Segment 2 - $700 for educators, $800 for directors
  - CLASS® Observer Director Training Grants - $1,200 bonus

- **Continuous Quality Improvement**
  - Up to $19,800

More information on our website (https://www.elcmdm.org/providers/providers-corner/arpa-work-force-grants) and YouTube Channel (https://www.youtube.com/channel/UCsxKtcKXP-oZyLngZjtccg)
American Rescue Plan Act Grant

Fiorella A. Christie,
Vice President of Quality Initiatives
faltare@elcmdm.org
American Rescue Plan Act Grant
Miami-Dade/Monroe

Round 2

Applications
- Received 1,348
- Approved as of 3/29/23 - 1,233 programs totaling $77,637,718.38

Top 10 Programs
- Centro Mater West II $307,581
- Thumbelina Learning III $306,527
- The 2nd House Academy $206,706
- Temple Beth Sholom $$247,821
- Watch Me Grow II $245,486
- The Creative Learning $244,219
- Royal Kids Academy $$242,276
- World of Kids Academy $236,857
- Early Start Inc $236,413
- Scheck Hillel $234,360

Round 1

Applications
- Awarded 1,278 programs totaling $83,187,761.25
  - 1st installment – $27,729,253.75 – 100% completed
  - 2nd installment - $27,620,541.88 – 100% completed
  - 3rd installment - $25,606,265.75 – 92% completed
American Rescue Plan Act Grant
Miami-Dade

Round 2

Applications

• Received 1,306
• Approved as of 3/29/23 – 1,191 programs totaling $76,047,009.72

Top 10 Programs

• Centro Mater West II $307,581
• Thumbelina Learning III $306,527
• The 2nd House Academy $206,706
• Temple Beth Sholom $247,821
• Watch Me Grow II $245,486
• The Creative Learning $244,219
• Royal Kids Academy $242,276
• World of Kids Academy $236,857
• Early Start $236,413
• Scheck Hillel $234,360
American Rescue Plan Act Grant
Monroe

Round 2

Applications
• Received 42
• Approved as of 3/22/23 - 42 programs totaling $1,590,708.66

Round 2

Top 10 Programs
• NAS Key West Child Dev. $134,570
• Basilica School of St. Mary $131,070
• Poinciana Elementary $107,519
• Burton Memorial $70,302
• Community Cooperative $68,059
• Grace Lutheran $63,142
• Grace Jones $57,920
• Montessori Children’s School $56,965
• St. Justin’s Martyr $52,475
• Inez Martin $47,764
Classroom Assessment Scoring System (CLASS)

Fiorella A. Christie,
Vice President of Quality Initiatives
faltare@elcmdm.org
### CLASS Assessments for School Readiness & Voluntary Prekindergarten

<table>
<thead>
<tr>
<th># of Assessments</th>
<th>Projected</th>
<th>Completed</th>
<th>Pending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,600</td>
<td>1,624</td>
<td>976</td>
</tr>
</tbody>
</table>
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
- Early Learning Coalition hosted a Children’s Week event in Miami-Dade

Outreach Efforts
- Armstrong Creative grassroots campaign
- M Network outreach campaign

Monroe Centered Social Media Campaign Continues
- Chamber events
- Instagram posts
Children’s Week Tallahassee – March 2023
The Early Learning Coalition hosted a Children’s Week event at the Miami Children’s Museum (3/17/2023)
Outreach Events

• Miami Dade College Wolfson Campus Student Resource Fair (3/30/23)
• Miami Kids Magazine Easter Egg Hunt and Summer Camp EXPO (4/1/23)
Early Care and Education Partner Visits

• Cinderella School (3/8/2023)
Outreach Efforts

Bus Wraps (Miami-Dade)
Supplemental Slides
Monroe Enrollment Updates

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

School Readiness Monroe Numbers:
• 278 children receiving School Readiness funding

Voluntary Prekindergarten Monroe Numbers:
• 463 children enrolled in Voluntary Prekindergarten

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

School Readiness Enrollments (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 Enrollment Updates

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

School Readiness
Miami-Dade Numbers:
• 18,632 children receiving School Readiness funding

Voluntary Prekindergarten
Miami-Dade Numbers:
• 19,531 children enrolled in Voluntary Prekindergarten

At Risk Referrals:
1,495 children with an at risk referral
School Readiness (SR) Enrollment – Miami-Dade

SR Enrollments (Monthly)

School Readiness Enrollments (Miami Dade)

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
- 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
Enrollment

By December 16, the program had filled the last 3 vacant slots. The program attained 100% enrollment. During January and February no slots were vacant for more than 30 days; therefore, the program was 100% enrolled in January and February.

Disability enrollment has exceeded the 10% threshold with an enrollment of 14%.

Incidents

Two incidents were reported to the Regional Office. Incident Reports 1 and 2 in subsequent slides provide details of the following incidents:
1. Former employee reported various concerning incidents at Thy Kingdom Kids Learning Academy Corp.
2. At Little Ones Academy a tense discussion resulted in a former teacher accusing one of the owners of pushing her. The incident resulted in the police being called.

The Early Head Start Regional Office and Child Abuse hotline were contacted about both incidents. The program is following up on the allegations for Thy Kingdom Kids. The incident for Little Ones Academy was not accepted by the Child Abuse Hotline, and the program was informed by the second owner that the Opa Locka Police was dropping all charges.

Grant Application

Several subsequent slides contain information on three (3) items that are submitted with the grant application.
2. Program Goals provides an update on the progress of the program goals and objectives.
3. School Readiness Goals provides an update of children’s progress for each developmental domain. A comparison is done between the 2020-2021 and 2021-2022 program years.
Enrollment

Source: ChildPlus

% of Monthly Enrollment (Upward Trend is Good)

Dec-22/FY23-Q2: 99.60%
Jan-23: 100.00%
Feb-23: 100.00%

Increase from the Previous Month
Decrease from the Previous Month
No change from the Previous Month
Disability 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
Attendance Analysis
Top reasons for absences in months that fell below 85% included:
• December - 48% were reported with children ill.
• January – 47% were reported with children ill.

Source: ChildPlus
Meals

% of Monthly Meals Served (Upward Trend is Good)

- 99.59% 99.88% 99.51% 99.50% 99.86% 99.47% 99.65% 99.87% 99.25%

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

Source: ChildPlus
# Program Goal Update

Goal 1: Increase the selection pool of eligible children in the community.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
</thead>
</table>
| Increase waitlist by 10% over the number of transitioning families for each community served by the program. | Between August 2021 through February 2022, the program was able to meet and maintain a waitlist of 10% over the transitioning children at some sites:  
  • Eleven (11) centers met this objective 100% of the time during the specified period.  
  • Nineteen (19) centers attained less than 10% of a waitlist.  
  
Challenges: Contracting with new partners negatively impacts the waitlist of other centers in the area. In order to fill the slots at the new partner site, the program contacts parents on the waitlist of other neighboring sites to offer them an opportunity to enroll their child(ren) at the new site. |
| Increase customer satisfaction by 10% each year of the 5-year project.    | The program uses exit interviews when families separate from the program and satisfaction surveys to assess parents’ experiences in the program. Feedback from the surveys is used to address any concerns brought up by families. In the past year, 94.5% of families who left the program reported positive experiences while enrolled. This program year, 93% of families have shared that they were satisfied with the services offered by the program. |
| Conduct a coordinated annual open house at each center.                  | The program contracted with a videographer who is creating short videos that tour the center and give parent information about the center. Once open house activities resume in person, the program will continue to share the videos with families who are not able to participate in the open house events. |
Goal 2: Increase teacher motivation and self-confidence by becoming peer trainers and coaches, which can contribute to teacher retention.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and train five (5) teachers to coach peers in the implementation of the Science, Technology, Engineering, Art, and Math (STEAM) Integration Project by the end of year two (2) of the 5-year project.</td>
<td>During the 2021-2022 school year, a teacher who had previously participated in STEAM served as a peer coach for STEAM. The peer coach attended and supported Saturday trainings by participating and adding her experience and knowledge on the topic covered in each session. The peer coach co-presented at one of the meetings and was a sole presenter at another. The peer coach was also responsible for guiding and engaging the teachers via zoom and as the group explored the different areas of the museum on one of the in-person training.</td>
</tr>
<tr>
<td>Select and train two (2) teachers, by the end of year one (1) and every year after, to be co-trainers for a session during the annual Professional Development days, for a total of 8 co-trainers at the end of the five-year project</td>
<td>Four (4) teachers co-facilitated trainings for their peers on the topic of Classroom Transitions. Two teachers did the presentation in Spanish and two did the presentation in English.</td>
</tr>
</tbody>
</table>
**Program Goal Update**

**Goal 3:** Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct seven (7) cohorts of nutrition education training each year, for a total of 35 cohorts at the end of the 5-year project.</td>
<td>There were six (6) Li’l Foodie Cook-Along virtual session in 2021-2022. During the sessions, the Early Head Start Nutrition Manager showed parents how to prepare simple and nutritious meals. The nutritionist shared information on the nutrients in the meals and their benefits. A food safety training was offered to parents on the proper handling techniques for potentially hazardous foods and to identify the types and causes of foodborne illnesses.</td>
</tr>
<tr>
<td>Provide support to five (5) centers a year in attaining Breastfeeding-Friendly Designation (BFFD).</td>
<td>Seven (7) more centers received Breastfeeding Friendly Designation for a total of twenty-three (23) centers. The following centers have been designated as Breastfeeding Friendly:</td>
</tr>
<tr>
<td>1. <strong>7 Heaven (new 2022-2023)</strong></td>
<td>13. LORD's Learning Center</td>
</tr>
<tr>
<td>3. It's a Small World VII</td>
<td>15. My Little Angels Day Care center (new 2022-2023)</td>
</tr>
<tr>
<td>5. Kids Small World</td>
<td>17. Pink and Blue</td>
</tr>
<tr>
<td>6. Kinderkids Academy 3</td>
<td>18. Rainbow Intergenerational</td>
</tr>
<tr>
<td>8. <strong>Lincoln Marti 102 (new 2022-2023)</strong></td>
<td>20. Springview Academy</td>
</tr>
<tr>
<td>10. Lincoln Marti 905</td>
<td>22. <strong>Sunshine Childcare and Preschool (new 2022-2023)</strong></td>
</tr>
<tr>
<td>11. Little Ones Academy</td>
<td>23. The Carter Academy II</td>
</tr>
<tr>
<td>12. Little Red School House</td>
<td></td>
</tr>
</tbody>
</table>
Goal 3: Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train and implement a supplemental nutrition curriculum, Healthy Kids, Healthy Future by Nemours, in 20 classrooms per year for a total of 100 classrooms by the end of the 5-year project.</td>
<td>Total of twenty-five (25) teachers from twelve (12) classrooms, two (2) directors, and one (1) owner representing four (4) childcare partner sites participated in Healthy Kids, Healthy Future training during 2021-2022 program year. To date seventy-three (73) of the approximately 100 classrooms have participated in training.</td>
</tr>
</tbody>
</table>
# Program Goal Update

**Goal 3:** Develop a comprehensive wellness program to promote healthy lifestyle choices for parents, children, and staff.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide quarterly information, resources, and activities that will promote wellness in general to include physical health, nutrition, and mental health.</td>
<td>Since the last grant application submission the program has promoted wellness in the following ways:</td>
</tr>
<tr>
<td></td>
<td>1. Wellness information and tips were shared with teachers bimonthly in the &quot;Wellness Corner&quot; of the Teacher's Newsletter.</td>
</tr>
<tr>
<td></td>
<td>2. Monthly Action for Happiness calendars continue to be shared with the Board, staff, childcare partners, and parents.</td>
</tr>
<tr>
<td></td>
<td>3. Weekly Thoughtful Thursday emails continue to be sent to Early Head Start staff every Thursday to promote positive thinking.</td>
</tr>
<tr>
<td></td>
<td>4. Mental health tips and resources continued to be shared with families in the weekly Neighborhood Place Digest. Some tips and resources included information on local parenting workshops, activities to do at home with children, mindfulness practices, webinars, etc.</td>
</tr>
<tr>
<td></td>
<td>5. Early Head Start staff were offered a set of brief, evidenced-based activities designed for Early Head Start staff to increase emotional wellness.</td>
</tr>
</tbody>
</table>
# School Readiness Goals

**Social and Emotional Domain:** Children will develop and engage in positive relationships and interactions with others.

**Language and Communication:** Children will demonstrate receptive and expressive skills.

**Approaches Towards Learning:** Children will demonstrate interest in self-identity, belonging, curiosity, and eagerness in exploring the world around them.

**Cognition:** Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.

**Perceptual, Motor, and Physical Development:** Children will develop control of large and small muscles for movement, navigation, manipulation, exploration and balance.
Children Meeting and Exceeding Goals

Average Percentage of Children Meeting or Exceeding Goal

<table>
<thead>
<tr>
<th>Category</th>
<th>20-21</th>
<th>21-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and Emotional</td>
<td>92%</td>
<td>93%</td>
</tr>
<tr>
<td>Language and Communication</td>
<td>84%</td>
<td>85%</td>
</tr>
<tr>
<td>Approaches to Learning</td>
<td>94%</td>
<td>89%</td>
</tr>
<tr>
<td>Cognition</td>
<td>94%</td>
<td>88%</td>
</tr>
<tr>
<td>Perceptual, Motor, and Physical Development</td>
<td>89%</td>
<td>85%</td>
</tr>
</tbody>
</table>

20-21 92% 84% 94% 94% 89%
21-22 93% 85% 89% 88% 85%
Incident Report #1

Incident #1:
A former teacher from Thy Kingdom Kids alleged many violations in the school, including but not limited to:

| Staff/child ratios not being followed for Early Head Start | Staff not being given sufficient diapers and wipes. |
| Poor supervision. | Lack of cleanliness in the facility |
| Teachers not having a way to get back in the school from outside play unless knocking on the door. | Trash bags and disposable plates being reused. |
| Teachers being harassed and embarrassed by the owner. | Using food from a food distribution site to prepare meals. |

Steps taken:
- Reported to the Early Head Start Regional Office and ELC Contracts Department.
- Owner was asked to provide many documents to determine validity of the allegations.
- The program reviewed the documents submitted by the owner.
- Has a meeting scheduled with owner to discuss ways to come into compliance.
Incident Report #2

- A former teacher from Little Ones Academy accused one of the owners of pushing her during a heated conversation.
- The former teacher called the police, and the owner was handcuffed but released.
- The teachers from Little Ones Academy informed the Early Head Start (EHS) Family Advocate and the Technical Assistance Specialist about the incident.
- The Family Advocate and the Technical Assistance Specialist informed Early Head Start Leadership immediately.
- Statements were obtained by all individuals and the owner was asked by staff to submit an Incident/Accident Report via the program’s WebAuthor forms.
- Since one of the statements acknowledged that the children were present during the incident, staff were instructed to contact the Child Abuse Hotline. Both reports made by the Family Advocate and the Technical Assistance Specialist were not accepted by the Child Abuse Hotline.
- One of the owners was contacted by the VP for EHS.
- The owner explained that she had a video which she submitted to the VP for EHS and the Opa Locka police.
- Based on the video shared there appears to be a tense conversation occurring but no one pushed anyone while in the classroom.
- The police dropped the charges based on the video and official report stating the charges were dropped is pending.
- All information was reported to the Early Head Start Regional Office.
Wellness

The Active April Action for Happiness Calendar was shared with staff, partners, and families. This month focuses on encouraging staff, partners, and families to get active, get outdoors, and take care of their bodies. There are many benefits of being active such as higher energy levels, better sleep, and lower stress levels.
Inclusion, Screening and Child Assessment

Lead Manager: Anabel Espinosa, Ph.D
aespinosa@elcmdm.org
Every month the Inclusion, Screening and Child Assessment Team will share a story from the field, highlighting the supports offered to children and families.
Key Point #1
Wrap Around Care

The Child

- Three-year old child, receiving School Readiness via priority billing group 1 or BG1.
- The child is part of a sibling group consisting of himself and three older siblings.
- All four children in the sibling group live with a foster parent who revealed that all four children had experienced trauma.
- Screenings for the 3-year old child demonstrated concerns in 4 areas of development (communication, fine motor, problem solving and personal social) and the social-emotional development.

The Services

- Follow-up with the foster parent and the teachers confirmed the concerns identified by the screeners.
- The parent reported that the child’s developmental concerns were being addressed by the dependency system but she was unsure about when therapy would begin.
- During an observation of the child in the child care setting, the child did not engage with peers or explore classroom materials. He had difficulty with routines, transitions and teacher lead instruction. He was also observed eating excessively at meal times.
Key Point #1
Supporting All Children

Care Coordination

• The foster parent received care coordination to ensure the timely connection to early intervention services.
• The Lead Care Coordinator communicated regularly with the Department of Children of Families Family Care Network (DCF/FCN), the lead agency coordinating referrals.
• The early care and education partner received consultation and strategies to support the child’s early learning experience.

Ongoing Supports

• The child was successfully connected to speech therapy and is in the process of completing evaluations with FDLRS/Child Find.
• During the most recent in-person visit to the early learning center, improvements in the child’s overall development were observed.
• The child was observed following naptime routines, transitioning well between activities, communicating verbally with the teacher, playing with same-aged peers and was exploring with classroom materials.
• Both the teacher and the foster parent had expressed gratitude in receiving these short-term interventions and support from the Coalition funded, Citrus Health Care Early Childhood Development team.
Questions

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

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The Professional Development Institute

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Professional Development Institute (PDI) Key Points

Training Sessions/Attendees*

- FYTD Sessions: 273
- Number of Attendees:
  - Miami-Dade: 8,876
  - Monroe: 503
- March Training Sessions: 23
- January Attendees: 1,390
  - Miami-Dade: 1,343
  - Monroe: 47

*Data as of March 28, 2023

Training Response to Florida Mandates

- HB 419: Child Development Associate (CDA®) Training – September 2022 Classes (Preschool and Infant/Toddler in English and Spanish)
- HB 419 and HB 7011: Early Learning Coalition becomes a Dept. of Children and Families (DCF) Mandated Early Literacy Provider supporting VPK
- HB 1091, HB 419 and HB 7011: CLASS® 101, Intro to CLASS® and CLASS® Group Coaching - supporting CLASS® Observations for School Readiness and Voluntary Prekindergarten

PDI Events

- Super Saturday On the Road... Centering Families and Communities – April 29, 2023
- HighScope Training for the University of Miami - Linda Ray Intervention Center
- American Rescue Plan Act (ARPA) Build a World Class Workforce and Strengthen Adult Child Interactions – Bonuses/Grants
- Weekly Presentations to Center/Home Directors
- Schedule Teachstone Training for Teachers/Directors
P.I.6.A.1. Increased # of participants registering for training courses (Miami-Dade)

Source: ClearPoint Strategy, Early Learning Coalition Scorecard
P.I.6.A.2 Increased # of participants registering for training courses (Monroe)

Source: ClearPoint Strategy, Early Learning Coalition Scorecard
P.I.6.C. Participants Satisfaction Rate

Source: ClearPoint Strategy, Early Learning Coalition Scorecard
Super Saturday on the Road...

Centering Families and Communities

Speakers • Panels • Raffles • Vendor Fair

When: Saturday, April 29, 2023, 8:00 a.m. - 1:00 p.m.
Where: Miami Edison Senior High School, 6161 NW 5th Ct., Miami, FL 33127

Register Today!
https://trainings.elcmdm.org/CourseView.aspx?ID=1323358
Questions?

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