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Strategic Plan

Lead Manager: Jackye Russell, Senior Vice President for Administration

Jrussell@elcmdm.org
Mission and Vision

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

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

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

2017-2022

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

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

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

NEEDIEST CHILDREN
- Improve outcomes for children in our neediest communities, including children with developmental and other delays and disabilities, by improving the quality of early learning programs.
- Target neediest areas
  - Identify centers in distressed zip codes and those serving children with, or at risk for, developmental delays & provide extra support for them to meet higher standards.
- Increase the Number of Children
  - Receiving services who have physical, developmental, sensory, and social-emotional delays and disabilities.

YOUNGEST CHILDREN
- Offer a continuum of care throughout childhood, with a particular focus on infants and toddlers.
- Age-based Rates
  - Adjust reimbursement rates to offer incentives to serve the youngest children.

PROVIDERS
- Strengthen Coalition relationship with providers and support providers meeting higher quality performance requirements.
- Improve Provider Selection and Contracting Process
  - Establish local provisions that support parental choice and ensure providers serving children receiving subsidies meet contract and quality requirements.
- Teacher Education
  - Increase the number of teachers with child care credentials.
- Quality Providers
  - Drive incentives to higher performing providers.
- Technical Business Assistance
  - Offer business assistance to providers in distressed areas.
- Educate Providers
  - Provide program directors/staff with training and resources to provide high quality care to all children, including children with disabilities.

EDUCATE ALL
- Educate families and the community at large about the benefits of quality early learning.
- Parental Choice
  - Develop innovative strategies to help parents choose child care programs that ensure better outcomes for their children.
- Visibility
  - Achieve increased visibility of the importance of early learning throughout both counties by creating child care resources and providing information.

CAPACITY BUILDING
- Strengthen Board and Staff capacity to carry out strategic goals.
- Advocacy
  - Engage aggressively & systematically in advocacy to drive better outcomes for children.
- Early Child Care Education Systems Building
  - Establish regular meetings with partners to strengthen cross-sector investments and policies for children birth through age five.

FUNDING
- Increase public and private funding and reallocate funds to strategic goals.
- Public
  - Secure adequate resources to ensure high quality delivery to each child we serve.
- Monroe County
  - Establish a Permanent Funding Model for Social Services.

FIVE YEAR STRATEGIC GOALS
- Develop widely accepted state-wide benchmark marks of quality (e.g. Child assessments, accreditation, learning environment, etc.)
- Change state policy to allow ELCs to contract only with childcare programs that meet state-wide quality benchmark marks.
- Establish the Performance Funding Program platform as the statewide quality, tiered reimbursement and pay for performance model.
Through tough times and difficult situations, you at the Early Learning Coalition of Miami Dade and Monroe are always there for us. Thank you from our hearts to yours!

The faces of our staff at Burton Memorial CDC says it all after receiving the bonuses from Quality Initiative!

God bless each one of you!
July 13, 2021

Evelo Torres
President/CEO
Early Learning Coalition of Miami-Dade/Monroe
2555 Ponce De Leon Blvd
Suite 210
Miami, FL 33134

Dear Mr. Torres,

On behalf of Boys & Girls Clubs of Miami-Dade, I would like to express our gratitude for awarding each of our five clubs with a total of $88,500 through the Coronavirus Response and Relief Supplemental Appropriation Phase V Grant. Your support enables our staff and volunteers to inspire the young people who come through our doors each day to succeed in school, in their community, and throughout life.

With the help from generous and caring organizations and individuals like you, we will continue to persevere and help our community’s greatest resource, our children. Your ongoing support has allowed us to stay true to our mission: “to enable young people, especially those who need us most, to reach their full potential as productive, caring and responsible citizens.”

Once again thank you for investing in the future of our children. Please keep safe, healthy and strong!

Sincerely,

Alex Rodriguez-Roig
President
An Overview of the 2021 Advance Child Tax Credit Payments start July 15

Filed already?
You don’t need to take any action now if you’ve filed a 2020 tax return.

Haven’t filed yet?
File your tax return as soon as possible. For people not required to file a tax return and who didn’t file in 2019 or 2020, quickly register using the IRS Non-filer Sign-up Tool. You may qualify for the Child Tax Credit and Economic Impact Payments.

- Eligible families can receive advance payments of up to $300 per month for each child under age 6 and up to $250 per month for each child age 6 and above.
- Payments begin July 15 and will be sent monthly through December 15 without any further action required.
- You can benefit from the credit even if you don’t have earned income or don’t owe any income taxes.
- The tax credit includes advance payments for 2021 only.

The American Rescue Plan Act Advance Child Tax Credit provisions include:
- The maximum Child Tax Credit increased to $3,600 for children under the age of 6 and to $3,000 per child for children between ages 6 and 17.
- The credit includes children who turn age 17 in 2021.
- Taxpayers may receive part of their credit in 2021 before filing their 2021 tax return.

Eligible taxpayers who don’t want to receive an advance payment of the 2021 Child Tax Credit will have the opportunity to unenroll from receiving the payments.

IRS.gov/childtaxcredit2021
Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) Grants

Lead Manager: Fiorella Altare Christie
faltare@elcmdm.org
Bonuses to Support Early Care and Education Partners

Phase 1&2: $6,947,485
Phase 3: $2,487,604
Phase 4: $2,174,250
Phase 5: $14,472,000
Local Quality Bonuses: $10,813,000

Grand Total: $36,894,339
Key Points
CRRSAA - Phase V Early Learning Partner Grants

Miami-Dade
- Contracted Partners: 1134/$13,266,000
- Non-contracted Partners: 76/$832,500

Monroe
- Contracted Partners: 30/$333,000
- Non-contracted Partners: 11 / $40,500

Total Investment
1251/$14,472,000
- Contracted Partners: 1164/$13,599,000
- Non-contracted Partners: 87/$873,000
Phase V Grants

• Phase V Additional Support Grants for Early Learning/Child Care Providers
  ▪ The Office of Early Learning has launched Phase V of Coronavirus Response and Relief Supplemental Appropriation Act (CRRSAA) funding, which will provide an additional $120,436,500 in funds to over 11,600 providers for all Florida's early learning/child care providers.

  ▪ Allocations are based on the capacity data as reported to the Department of Children and Families with the exception, that funding for public/charter school providers is based on number of School Readiness (SR) and Voluntary Prekindergarten (VPK) Education children served, not Department of Children and Families capacity.
Criteria for Coalition Contracted Providers

• **Contracted Providers** (must have a Coalition contract as of May 2021):
  
  - Early learning/child care provider was operational/open on April 1, 2021 and are providing on-site early learning/child care services; and
  
  - Early learning/child care provider completes the Phase V grant application, which includes plans and budget for expenditure of funds; and
  
  - Early learning/child care provider does not receive Head Start or Early Head Start Coronavirus Response and Relief Supplemental Appropriations Act funding; and
  
  - Some portion of the funds **must** be used for staff salaries/benefits.
Criteria for Non-Contracted Providers

- **Non-Contracted Providers:**
  - Early learning/child care provider was operational/open on April 1, 2021 and are providing on-site early learning/child care services; and
  - Early learning/child care provider completes the Phase V grant application, which includes plans and budget for expenditure of funds; and
  - Early learning/child care provider does not receive Head Start or Early Head Start Coronavirus Response and Relief Supplemental Appropriations Act funding; and
  - Some portion of the funds must be used for staff salaries/benefits; and
  - Early learning/child care provider agrees to complete a current fiscal year 2020-21 Child Care Resource and Referral profile in the Florida Early Learning Provider Services Portal, if not previously completed; and
  - Early learning/child care provider has not received any Class I violations with the Department of Children and Families since July 1, 2019; and
  - Early learning/child care provider did not have a contract with the early learning coalition that was terminated for cause within the past five years; 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 Disqualified List; and
  - Early learning/child care provider submits an W-9 for payment.
Grant Allocations

For the public school district providers, funds are based on the total distinct number of School Readiness/Voluntary Prekindergarten children served in FY 20-21 as opposed to DCF capacity.
Monroe Updates

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

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

Voluntary Prekindergarten Monroe Numbers:
• 9 children enrolled in summer Voluntary Prekindergarten

At Risk Referrals:
26 children with an at risk referral
School Readiness Enrollment - Monroe
Voluntary Prekindergarten Enrollment - Monroe

VPK Enrollments (Monthly)

- Benchmark
- Actual
- Trendline

- Sep-20 / FY21-Q1: 139
- Oct-20: 281
- Nov-20: 356
- Dec-20 / FY21-Q2: 358
- Jan-21: 359
- Feb-21: 363
- Mar-21 / FY21-Q3: 363
- Apr-21: 365
- May-21: 361
- Jun-21 / FY21-Q4: 274
- Jul-21: 9
At Risk Referrals-Monroe
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:
• 18,858 children receiving School Readiness funding

Voluntary Prekindergarten Miami-Dade Numbers:
• 211 children enrolled in summer Voluntary Prekindergarten

At Risk Referrals:
1,310 children with an at risk referral
School Readiness Enrollment – Miami-Dade
Voluntary Prekindergarten Enrollment - Miami-Dade
At Risk Referrals-Miami Dade
Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Capacity Building

Developmental Screenings and Single Statewide Information System

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

Maria “Lucy” Schrack, M.Ed., Inclusion Manager
Aileen Suazo, M.S., Screening and Evaluation Manager
The Screening, Inclusion and Assessment team have identified concerns surrounding the management of developmental screenings in the Single Statewide Information System (SSIS) live as of March 31, 2021.

The Screening, Inclusion and Assessment team have designed and implemented workarounds to address the misalignment between SSIS, current process and rule requirements.

The Screening, Inclusion and Assessment team continue to engage leaders and request support in anticipation of audits.

Despite challenges, the Inclusion, Screening and Assessment teams in Miami Dade and Monroe have achieved growth and proficiency on Quality Assurance monitoring in the 2020-2021 fiscal year (FY).
Compliance with the Developmental Screening Requirement

System Failures
- Increase in past due screenings for eligible children
- Cancelled and termed enrollments interfering with compliance
- Multiple or changing due dates in SSIS
- Pending Family Acceptance Status interfering with screening for BG1
- Notification system for partners must be designed by coalitions

Unintended Consequences
- Inconsistent messaging at all levels
- Coalition staff forced to develop temporary workarounds
- Partners have expressed confusion and frustration with transition and accompanying processes
Quality Assurance Monitoring 2020-2021

Miami Dade

Internal QA monitoring report (MD)

Monroe

Internal QA Monitoring Reports (INC Monroe)
Questions

• Anabel Espinosa, Ph.D., *Director of Research and Evaluation*
  - [asq@elcmdm.org](mailto:asq@elcmdm.org)
  - 305-646-7220, ext. 2321

• Maria “Lucy” Schrack, M.Ed., *Inclusion Manager*
  - 305-646-7220, ext, 2305

• Aileen Suazo, M.S., *Screening and Evaluation Manager*
  - [asq@elcmdm.org](mailto:asq@elcmdm.org)
  - 305-646-7220, ext. 2276
Strategic Plan Priority Initiative:

• Educate All
• Neediest Children
• Providers

Lead Manager:
Pamela Hollingsworth, M.Ed.,
Senior Vice President for Strategic Initiatives & Program Development
phollingsworth@elcmdm.org
Professional Development Institute Key Points

June Training Sessions/Attendees:
- June Sessions: **71**
- Number of Attendees:
  - Miami-Dade: **832**
  - Monroe: **16**
- Fiscal Year To Date Sessions: **659**
- Number of Attendees Fiscal Year To Date:
  - Miami-Dade: **11,359**
  - Monroe: **213**

Equity Institute
- The Children First Equity and Inclusion Series featured at the Built to Thrive 21 Summit sponsored The Children’s Movement of Florida, 9/21
- ELC Talks: Confederate Statues and Monuments, July 15th

Professional/Workforce Development
- Preschool Child Development Associate (CDA®) Courses with the Professional Development Institute: Registration is Open for Fall 2021:
  - English
  - Spanish
Number of Training Sessions Offered FYTD

- Actual
- Benchmark
- English Trainings
- Spanish Trainings
- Training in a Series
- Trendline
Number of Participants Miami Dade County FYTD
Number of Participants Monroe County FYTD

![Graph showing the number of participants from July 2020 to June 2021, with bar charts for actual numbers and trendlines for expectations and performance.]
Professional and Workforce Development

Strategic Plan Priority Initiative:

- Educate All
- Neediest Children
- Providers
Early Childhood Apprenticeship Program

Miami-Dade/Monroe Counties

Building the Early Childhood Profession through education and on the job training
The Miami-Dade and Monroe Early Childhood Education Apprenticeship Program is a workforce training and career pathway program that provides credit bearing, college level training; classroom based on the job training and professional mentorship for emerging early educators. This comprehensive professional preparation is grounded in evidence-based structures that support developmentally and culturally appropriate professional development for emerging early educators striving to provide high-quality early learning services to children and families.
Achieving Early Education Workforce Development Through Strategic Partnerships in Miami-Dade and Monroe Counties

- **Early Learning Coalition of Miami-Dade/Monroe** coordinates the Miami-Dade/Monroe Early Childhood Apprenticeship Program
- **Career Source South Florida** provides reimbursement of up to 50% of the Apprentice’s salary to early education programs/employers
- **Miami-Dade College** provides early education training at no cost to Apprentice (on-line)
- **The College of the Florida Keys** expected to become an early education partner by 2022
- **Early Education Programs** hire/host/mentor and develop Apprentices
Miami-Dade/Monroe Early Childhood Apprenticeship Program Highlights

- Early Childhood (EC) Apprentices are 18 years and older
- EC Apprentice must meet Florida Department of Children and Families (DCF) requirements to work in an early education classroom
- EC Apprentice completes a 12-18 month/full time early education classroom placement (at least 2,000 hours) on the Job Training (OJT)
- EC Apprentice works alongside a mentor teacher
- EC Apprentice earns a National Child Development Associate Credential (CDA®)
Miami-Dade/Monroe Early Childhood Apprenticeship Program

• 25 Apprenticeships available year 1
• Proposed: Apprentice starting salary: $13.50 (minimum)
• Proposed: Apprentice salary on completion: $14.50 (minimum)
Specialized Trainings

Creative Curriculum®
All Age Levels Training

GOLD® ASSESSMENT
Training

CLASS® & Making the Most of Classroom Interactions (MMCI®)
All Age Levels Training
Upcoming Child Development Associate (CDA®) COURSES

Starting Fall 2021

• Child Development Associate (CDA®) Credential for Preschool English
• Child Development Associate (CDA®) Credential for Preschool Spanish

Register today at:
http://trainings.elcmdm.org/
A Message from The Creative Learning Center:

“I wanted to give the Professional Development Institute a shout out for helping us meet a part of our NAEYC re-accreditation criteria. The program wide plan I had submitted in my 2019 annual report stated we would complete much needed training in SEL and Trauma, I had also stated we would continue to grow in our curriculum, "The Creative Curriculum". These trainings and more were offered to all my 53 teachers from the ELC- PDI.”

Emilu T. Alvarez, M.Ed.
SFCC of Flaeyc Leader
Family Child Care Home
Child Development Associate (CDA®) Recipients

Seven participants (and counting) from the inaugural Child Development Associate (CDA®) training course for Family Child Care Homes offered by the Professional Development Institute have obtained their CDA® Credential from the Council of Professional Recognition.

- Katerine Uribe
  Miami-Dade
- Barbara Alvarez
  Monroe
- Izet Hernandez
  Monroe
- Olga Lidia Terán
  Miami-Dade
- Ayamis Ledesma
  Miami-Dade
- Misleidy Perez
  Miami-Dade
- Nuvia Ruiz
  Miami-Dade
The Equity Institute

Strategic Plan Priority Initiative:
Pamela Hollingsworth, M.Ed.
- Educate All
- Neediest Children
- Providers
The Children First Equity and Inclusion Series
The Children’s Movement of Florida Built To Thrive 2021 Summit

The Professional Development Institute is pleased that its *Children First Equity and Inclusion Series* will be featured during *The Movement’s Built To Thrive 2021 Summit* on September 8th, 2021. Early educators who completed the Children First Equity and Inclusion Series will reflect on the knowledge acquired during sessions and how their classroom and parent engagement practices and their daily lives have been impacted by this series.

**Featured Early Educators:**
- Carla Garcia-World to Grow Learning Center
- Gail Roberts-Upper Room Day Care and Academy
- Jina Carvajal-JC Preschool Services LLC
- Nouchy Phillips (looking for a new early learning home)
Confederate Statues and Monuments

Rudy Jean-Bart
Interim Associate Dean, Academic Affairs Broward College, Professor of American History
Join ELC Talks: Through an Equity Lens as we learn about the Impact of COVID-19 on Early Childhood Education and Child Development:
Understanding the effects of the COVID-19 crisis on the already fragile but essential early learning sector and its young learners is crucial. The pandemic all but suspended normal childhood activities such as attending school, interacting with extended family and friends, playing outdoors, and exploring nature and disrupted the consequent socio-emotional benefits that accrue from children's engagement in these experiences. Join the Early Learning Coalition of Miami-Dade and Monroe on AUGUST 19th, 2021, at 12 noon to discuss impact and opportunity and acquire a new vision for learning in the early years.

“Education is the most powerful weapon which you can use to change the world.”
Nelson Mandela
PDI Contact Information

Visit our website: trainings.elcmdm.org

Email us: professionaldevelopment@elcmdm.org

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

- Educate All
- Neediest Children
- Providers

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

**Enrollment**
- Enrollment decreased by 1% in May 2021 but was regained in June 2021.
- The enrollment for children with special needs has remained at 11% since April 2021.

**Staff Wellness**
The program’s focus on wellness consisted of:
- Li’l Foodies Virtual Cook A-long. Participants prepared a Peruvian Causa Rellena and Lemon Loaf Cake. Five (5) parents won $50 gift certificate.
- The Action for Happiness calendar was shared to encourage parents and staff to live healthier and more meaningful lives.

**Parent Activities**
During the months of June and July, parents engaged in educational activities to strengthen their mental, physical and financial well-being. Activities included:
- Homebuying 101;
- Entrepreneurship training;
- Natural soap making;
- Painting classes; and
- Salsa dance lessons.
Enrollment

Percent of Monthly Enrollment (Upward Trend is Good)

<table>
<thead>
<tr>
<th>Month</th>
<th>Enrollment %</th>
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<tbody>
<tr>
<td>Feb-21</td>
<td>97.00%</td>
</tr>
<tr>
<td>Mar-21/FY21-Q3</td>
<td>97.00%</td>
</tr>
<tr>
<td>Apr-21</td>
<td>97.00%</td>
</tr>
<tr>
<td>May-21</td>
<td>96.00%</td>
</tr>
<tr>
<td>Jun-21/FY21-Q4</td>
<td>97.00%</td>
</tr>
</tbody>
</table>

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

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

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

[Diagram showing percentage changes from February to June with benchmark and trendline]

Benchmark 10%
Actual
Trendline
Li’l Foodies Virtual Cooking Demo

Li’l Foodies Cook-Along Virtual cooking Demo for the Entire Family took place on July 15\textsuperscript{th} at 4:00 pm.

- 17 participants
- The class featured: Peruvian Causa Rellena and Lemon Loaf Cake
- 5 participants won a $50 Publix gift card each.
- The next class will take place on August 13\textsuperscript{th}. 
• The Altruistic August Action for Happiness Calendar was shared with staff and families. This month’s calendar will focus on Altruism which is vital for the human race to survive and thrive. The team and families are encouraged to take one kind act per day.
Parent Activities

The Neighborhood Place for Early Head Start Annual Parent Activities took place in the months of June and July. Parents engaged in educational activities to strengthen their mental, physical and financial well-being. Activities included Homebuying 101, entrepreneurship training, natural soap making, painting and salsa lessons.
Communications Updates

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

School Readiness open enrollment and Voluntary PreKindergarten enrollment outreach continues

Provider/Community Outreach
- Early Care and Education Partners online meetings now held monthly
- 51 News Alerts sent out (31 in Miami-Dade and 20 in Monroe)

Monroe County Parent and Early Care and Education Partner Survey sent out
Number of Email Messages Sent out

Source: Constant Contact analytics
Email Open Rate – Miami-Dade

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

Source: Constant Contact analytics
Email Open Rate – Monroe

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

- Jan-21: 24.20%
- Feb-21: 20.72%
- Mar-21/FY21-Q3: 25.18%
- Apr-21: 30.00%
- May-21: 26.40%
- Jun-21/FY21-Q4: 24.70%

Source: Constant Contact analytics
Attendees include Coalition team members. Meetings began on 8/19/20. As of 4/2021 meetings were adjusted to once a month.

Benchmark info: average of 140 participants per session. As of 4/2021 the average is 120 participants.

Notes: Attendees include Coalition team members. Meetings began on 8/19/20. As of 4/2021 meetings were adjusted to once a month.
Information Technology and Enhanced Field System Modernization (EFS MOD) Updates

Dr. Frederick Hicks, Chief Information Officer
fhicks@elcmdm.org

Strategic Plan Priority Initiative:
• Educate All
• Capacity Building
• Funding
• Providers
Information Technology Updates

**Version 4.12**
New User Guide Released
& Trainings are under development

**New Ages & Stages Questionnaire Module in Enhanced Field System Modernization (EFSMOD) Falls Short of Audit Standards**

**Internal Cyber Penetration-Testing**
3 Items Found
Enhanced Field System Modernization (EFS MOD)

- EFS MOD’s new Ages and Stages Questionnaire Module falls short of key compliance concerns
- EFS MOD Voluntary PreKindergarten Bulk Upload Utility Re-write
## Internal Penetration Test RED Results

<table>
<thead>
<tr>
<th>Goal</th>
<th>Test &amp; Result</th>
<th>Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Hack the Physical Servers to Gain Access to Sensitive Data or to Take Over the Existing Server</td>
<td>Test the network communication port. Hewlett Packard’s remote lights out solution.</td>
<td>Utility Turned Off</td>
</tr>
<tr>
<td>Legacy Servers Running</td>
<td></td>
<td>Server Upgrades are Underway (Aug. 2021 Completion)</td>
</tr>
<tr>
<td>2 Plain Text Protocols Running</td>
<td></td>
<td>Protocols Turned Off</td>
</tr>
</tbody>
</table>
2021 Legislation Implementation

HB 419 AND HB 7011
PRIORITY FOR IMPLEMENTATION

I Early Learning Providers
II Gold Seal Program
III VPK Accountability & Program Assessments
IV VPK - Grade 8 Progress Monitoring
V Coalition Governance
VI OEL/DOE Governance
Early Learning Providers

- CCR&R profiles
- Contracts
- Gold Seal
- VPK training
Gold Seal

- House Bill 419 included a type 2 transfer of the *Gold Seal Quality Care Program* from the Department of Children and Families (DCF) to the Department of Education (DOE), Division of Early Learning. It also:
  - Revises some requirements of the Gold Seal Program
  - Provides for increased rate differentials for certain providers
  - Requires the State Board of Education to adopt specified rules
  - Revises accrediting association requirements
  - Deletes requirement to consult with certain entities for specified purposes
  - Provides exemptions to certain ad valorem taxes
  - Provides for the continuation of certain contracts and interagency agreements
Gold Seal

Impact of Legislation

• The transfer from the DCF to the DOE relating to the Gold Seal Program includes; all powers, duties, functions, records, offices, personnel, associated administrative support positions, property pending, existing contracts, administrative authority, administrative rules, unexpended balances of appropriations allocation.

• No positions were provided for implementation therefore dedicated staff and processes will be established around implementing the Gold Seal Program. Existing DCF rules will need to be repealed and new rules adopted. Current rules impacted include Rules 65C-20.014 and 65C-22.009.
2021 Legislation Implementation

VPK Emergent Literacy Training

• 1002.59 Emergent Literacy and Performance Standards Training Courses
  o Prekindergarten instructors must complete **three, 5-hour emergent literacy training courses** that include developmentally appropriate and experiential learning practices for children.
  o Prekindergarten instructors must complete an emergent literacy training course **at least once every 5 years** after initially completing the three emergent literacy training courses.
# 2021 Legislation Implementation

## VPK Emergent Literacy Training

### Emergent Literacy Training Implementation Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>July - December 2021</td>
<td>Emergent Literacy course revisions</td>
<td>Division of Early Learning</td>
</tr>
<tr>
<td>July 2021</td>
<td>Memo to VPK teachers on options</td>
<td>Division of Early Learning</td>
</tr>
<tr>
<td>July 2021 - ongoing</td>
<td>VPK teachers review their DCF training transcripts for emergent literacy courses already taken since July 2018 that will fulfill requirements</td>
<td>VPK Teachers</td>
</tr>
<tr>
<td>September 2021 - January 2022</td>
<td>Rule Development</td>
<td>Division of Early Learning</td>
</tr>
<tr>
<td>December 2021</td>
<td>Revised emergent literacy courses available to VPK teachers</td>
<td>Division of Early Learning</td>
</tr>
</tbody>
</table>
2021 Legislation Implementation

VPK Accountability & Program Assessments

- Program assessments
- Provider readiness rate calculation
- Performance metric/designation for providers
- Provider differentials
Program Assessments

- s.1002.68, F.S. Voluntary Prekindergarten Education Program Accountability:
  - Beginning with the 2022-2023 program year, each private prekindergarten provider and public school in the VPK Program must participate in a program assessment of each VPK education classroom.
  - The program assessment shall measure the quality of teacher-child interactions, including emotional support, classroom organization, and instructional support for children ages 3 to 5 years.
## 2021 Legislation Implementation

### Program Assessment Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2021</td>
<td>Informational webinars, memos, FAQ, etc.</td>
<td>Division of Early Learning</td>
</tr>
<tr>
<td>November - May 2021</td>
<td>Program Assessment VPK classroom observations (optional and non-binding)</td>
<td>Program Assessment Observers, VPK Providers</td>
</tr>
<tr>
<td>December 2021 - May 2022</td>
<td>Rule Development</td>
<td>Division of Early Learning</td>
</tr>
<tr>
<td>June - July, 2022</td>
<td>Program Assessment CLASS Rollout</td>
<td>Division of Early Learning</td>
</tr>
<tr>
<td>October 2022 - May 2023</td>
<td>Full Implementation of Program Assessment in VPK classrooms</td>
<td>Program Assessment Observers, VPK Providers</td>
</tr>
</tbody>
</table>
## 2021 Legislation Implementation

<table>
<thead>
<tr>
<th>VPK Program Year</th>
<th>VPK Accountability</th>
</tr>
</thead>
</table>
| **2020-2021**    | • VPK Assessment pre and post still required (learning gains).  
                   • Statewide kindergarten screening (administered in kindergarten Fall 2021).  
                   • Readiness rates for 2020-2021 will be calculated. No new providers will be placed on probation. |
| **2021-2022**    | • May not use kindergarten screening results in the calculation of rates.  
                   • Only the VPK Assessment pre and post is still required (learning gains). |
| **2022-2023**    | • Participation in coordinated screening and progress monitoring program.  
                   • Participation in program assessment.  
                   • Statistical latent profile analysis to produce limited number of performance metric profiles for 2023-24 (e.g., excellent, highly proficient, proficient, emerging proficiency, unsatisfactory).  
                   • Calculation of VPK Performance Metric for designations in 2023-24. |
| **2023-2024**    | • Participation in coordinated screening and progress monitoring.  
                   • Participation in program assessment.  
                   • Calculation of VPK Performance Metric and designations. Providers placed on probation based on designation. |
| **2024-2025**    | • Participation in coordinated screening and progress monitoring.  
                   • Participation in program assessment.  
                   • Calculation of VPK Performance Metric and designations. Providers placed on probation based on designation.  
                   • Differential payment to private and public school providers based on provider’s 2023-2024 designation (subject to an appropriation). |
2021 Legislation Implementation

VPK ACCOUNTABILITY
2021 Legislation Implementation

2020-2021 VPK PROGRAM YEAR
- Participation in VPK Pre and Post Assessment
- Statewide Kindergarten Readiness Screening administered in Fall 2021
- Calculation of Readiness rates for 2021
- No new providers placed on probation

2021-2022 VPK PROGRAM YEAR
- Participation in VPK Pre and Post Assessment
- Kindergarten screening results cannot be used in the calculation of rates
- Providers who fail to meet the minimum kindergarten readiness rate are subject to probation requirements

2022-2023 VPK PROGRAM YEAR
- No VPK Pre and Post Assessment
- Participation in coordinated screening and progress monitoring program
- Participation in program assessment
- Confer with the Council for Early Grade Success to adopt a methodology to calculate VPK providers’ performance metric to inform designations in 2023-24

2023-2024 VPK PROGRAM YEAR
- Participation in coordinated screening and progress monitoring program
- Participation in program assessment
- Calculation of VPK Provider Performance Metric
- VPK provider designation assigned within 45 days of the conclusion of the program
- Providers placed on probation based on designation

2024-2025 VPK PROGRAM YEAR
- Participation in coordinated screening and progress monitoring program
- Participation in program assessment
- Calculation of VPK Provider Performance Metric
- VPK provider designation assigned within 45 days of the conclusion of the program
- Providers placed on probation based on designation
- Differential payment to private and public school providers based on provider’s 2023-2024 designation
2021 Legislation Implementation

Council for Early Grade Success

• Coordinate with the Commissioner of Education in developing a plan for implementing the coordinated screening and progress monitoring program.

• Confer with the department on the methodology of the VPK provider performance metric designation system and differential payments prior to adoption.

• Oversee the coordinated screening and progress monitoring program (PreK-3).
  • Review implementation
  • Review training
  • Review outcomes
  • Provide recommendations to the department that support grade 3 students reading at or above grade level
2021 Legislation Implementation

Coalition Governance

- Board composition
- State Board enforcement
- Performance measures
- Coordinated professional development
2021 Legislation Implementation

Coalition Performance Standards & Customer Service Survey

• s.1002.82(3)(a), F.S., The department shall adopt performance standards and outcome measures for early learning coalitions that, at a minimum, include the development of objective and statistically valid customer service surveys.

• s.1002.82(5), F.S., The department shall adopt procedures for merging coalitions for failure to meet requirements that include minimizing duplication of programs and services and early termination of board members.
Coalition Performance Standards & Customer Service Survey

The survey shall be deployed beginning in the 2022-2023 FY and be distrusted to:

- CCR&R customers upon the completion of a referral inquiry.
- Parents, annually, at the time of eligibility determination.
- SR and VPK providers at the time the statewide provider contract is executed.
- Board members.
Coalition Performance Standards & Customer Service Survey

• Results of the survey will be calculated annually and based on a sample size of completed surveys.

• If a coalition’s survey results are below 60%, the coalition shall be placed on a 1-year CAP that outlines specific steps the coalition will take to improve results.

• If the coalition’s survey results don’t improve above 60% after being placed on the CAP, the department may contract out or merge the coalition.
Coalition Mergers

• Results of the survey will be calculated annually and based on a sample size of completed surveys.

• If a coalition’s survey results are below 60%, the coalition shall be placed on a 1-year CAP that outlines specific steps the coalition will take to improve results.

• If the coalition’s survey results do not improve above 60% after being placed on the CAP, the department may contract out or merge the coalition.
Coalition Governance

s.1002.83, F.S., Early Learning Coalitions:

• In the absence of a governor appointed chair, the Commissioner may appoint an interim chair from current coalition board membership.

• If members of the board are found to be nonparticipating according to the coalition’s bylaws, the coalition may request an alternate designee who meets the same qualifications or membership requirements.

• Coalitions may appoint additional private sector members (more than 1/3 private sector membership is no longer required)
Executive Director Evaluation

• s.1002.83(14), F.S., Each early learning coalition shall complete an annual evaluation of the coalition’s executive director or chief executive officer on forms adopted by the department. The annual evaluation must be submitted to the commissioner by August 30\textsuperscript{th} of each year.
Rebuilding the Landscape

- Improve Program Quality
- Learning Gap Remediation
- Recruitment, Retention & Upskilling Workforce
- Infusion of COVID Funds for Providers
- Increase SR Provider Reimbursement Rates
- State Supports for Providers

Rebuilding the Early Education Landscape
COVID-19 Support

**COVID-19 Funding**

The Florida Office of Early Learning’s continuing goals are:

- Strategically rebuild the early childhood education and care landscape with an emphasis on quality providers.
- Provide local early learning coalitions with flexibility, as appropriate, to leverage established partnerships and available resources.
- Redirect existing federal discretionary funding, as appropriate, to support families, providers and communities.
- Enhance the early childhood education and care workforce through incentives to gain new skills and expand existing skills, competency and professionalism.
Proposed CRRSA Spending Plan – in Stages

Stage I
- Budget amendment approved for Phase V grants
  • GAA appropriation for instructor disaster relief payments

Stage II
1. Phase VI grants to include funding for provider workforce recruitment/retention, etc.
2. Support coalition work to recruit/retain workforce
3. An evaluation component for both coalition and provider workforce activities
4. 2021 Rising Kindergarten Program (public and private providers)
5. COVID-related closures of VPK summer and school year programs

Stage III - TBA
For Fiscal Year 2020-2021, there is hereby appropriated to the Office of Early Learning in the Child Care and Development Block Grant Trust Fund the nonrecurring sum of $1,523,107,778 awarded to the office, Notice of Award number 2101FLCSC6, in the American Rescue Plan (ARP) Act. These funds shall be placed in reserve. The office is authorized to submit budget amendments requesting the release of funds pursuant to the provisions of chapter 216, Florida Statutes. Release of the funds shall be contingent upon submission of detailed plans that describe how the funds requested for release will be expended in compliance with the provision of the ARP Act. The unexpended balance of funds as of June 30, 2021, shall revert and is appropriated to the office for the same purpose for the 2021-2022 fiscal year. This section shall take effect upon becoming a law.
ARP – Stabilization Grants

Availability of Funds

• October 1 2020 – September 20, 2023
• Must be *obligated* September 30, 2022
  • Dec. 11, 2021 – Notify ACF if 50% is not obligated.
  • Apr. 1, 2022 – Notify ACF is unable to fully obligate by September 30, 2022.
• Must be liquidated by September 30, 2023.
• Any Federal funds from this award not obligated or liquidated by the deadlines cited above *will be recouped* by the federal awarding agency, U.S. Dept. of Health and Human Services (USDHHS), Administration of Children and Families (ACF), Office of Child Care (OCC).
ARP – Stabilization Grants

Provider Eligibility & Grant Amounts

• All providers – both contracted and non-contracted are eligible

• On the date of the submission of an application for a grant provider’s shall be
  • Open and available to provide child care services; or
  • Closed due to public health emergency, financial hardship, or other reasons relating to the COVID-19 public health emergency

• Grant amounts shall be based on the provider’s stated current operating expenses, and – to the extent practicable – cover expenses to ensure continuous operations for the intended period of the grant
Use of Funds

Providers must use grants for:

- Personnel costs, including payroll and salaries or similar compensation for an employee (including any sole proprietor or independent contractor), employee benefits, premium pay, or costs for employee recruitment and retention.
- Rent (including rent under a lease agreement) or payment on any mortgage obligation, utilities facility maintenance or improvements, or insurance.
- Personal protective equipment, cleaning and sanitization supplies and services, or training and professional development related to health and safety practices.
- Purchases of or updates to equipment and supplies to respond to the COVID-19 public health emergency.
- Goods and services necessary to maintain or resume child care services.
- Mental health supports for children and employees.
Application - Guiding Principals

• The application process/system must be designed to:
  • Be easily accessible to almost 11,600 providers.
  • Include upload features for providers to submit required data on a periodic basis (i.e., semi-annually after initial submission and option to verify that there are no changes)
  • Pre-populate with available data to the extent applicable.
  • Include download and approval features for both OEL and ELCs.
  • Include supports for providers to complete the application (i.e., call center).

• There must be an aggressive pre-and post-award system to monitor the application for and use of funds and detect potential fraud.

• The range of grant awards must be determined so that it is manageable for both OEL and ELCs given the number of providers.

• The disbursement of the $1.5B should occur over a specified period of time (i.e., 6 quarters beginning in January 2022).
ARP – Stabilization Grants

Application - Parameters

• An online application system will be utilized and customized, procured via a competitive solicitation, in collaboration with ELCs and providers.
• Grants to providers will be made on a quarterly basis:
  • Six quarters beginning in January 2022 through June 2023 and required to be disbursed within a specified time period.
• Provider grants will be based, to the extent practicable, on verified provider expenses each quarter.
• An average payment amount based on provider’s DCF capacity and verified expenses will be established, resulting in five different grant amounts for private providers and 4 for public school programs.
ARP – Stabilization Grants

Next Steps

1. Determine if public school VPK programs are eligible
2. Develop procurement for online system which includes:
   • Determine contents of DCF provider files for possible upload/look-up tables for private providers.
   • Determine data sets for upload/lookup tables for public providers.
   • Outline application and verification processes.
   • Determine levels of review/approval for OEL and ELCs.
   • Determine data extracts for ELC accounting systems for payments.
   • Create pre-award anti-fraud mechanisms for both OEL and ELCs.

1. Identify provider submitted data for application – refer to HHS/OCC sample application.
2. Determine process to establish average costs for providers. Considering:
   • HHS/OCC on cost of quality indicator.
   • Other states’ data.
   • Collection of expense data from a sample of providers through UAT testing of application or earlier.

5. Develop pre-award monitoring processes.
7. Create awareness and promotional materials.