



**ELC Provider Services Committee Meeting**  
**Thursday May 30, 2024; 2 P.M.**  
**Meeting ID: 810 3298 6588**  
**Passcode: 754573**

- |   |                                     |
|---|-------------------------------------|
| <b>I. Welcome &amp; Introductions</b>                           | <b>Rick Beasley</b>                 |
| <b>II. Approval of Minutes</b>                                  | <b>Rick Beasley</b>                 |
| A. Motion to approve April 25, 2024 minutes.                    |                                     |
| <b>III. Provider Resources</b>                                  | <b>Rick Beasley</b>                 |
| A. Provider Education video from the Division of Early Learning |                                     |
| <b>IV. American Rescue Plan Act Grant Surveys Update</b>        | <b>Fiorella A. Christie</b>         |
| <b>V. American Rescue Plan Act Discretionary Program Update</b> | <b>Sandra Gonzalez</b>              |
| <b>VI. New Health and Safety Training Requirements</b>          | <b>Vaness Aguilera</b>              |
| <b>VII. Provider Hearings</b>                                   | <b>Claudio Riedi</b>                |
| • Powerful Learning Academy                                     |                                     |
| <b>VIII. Informational Items</b>                                | <b>Claudio Riedi</b>                |
| • Maranatha Child Development                                   |                                     |
| • Excelsior Prep Academy Preschool                              |                                     |
| • Brickell Heights Preschool                                    |                                     |
| <b>IX. Early Education Partners Roundtable</b>                  | <b>Provider<br/>Representatives</b> |
| A. Family Child Care Home Discussion                            |                                     |
| • Dr. Perla Almodovar   |                                     |
| • Danish Williams   |                                     |
| • Alma Diaz   |                                     |

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



B. Program-Based Discussion

- Jenni Roig (Private Provider Representative)
- Dr. Eileen Fluney (Faith-Based Provider Representative)
- Dr. Daniel Armstrong (Individuals with Disabilities Education Act Program Representative)

C. General Discussion

X. **Public Comments**

**Rick Beasley**

XI. **Adjourn**

**Rick Beasley**

**Next Provider Services Committee Meeting: June 27, 2024 2 P.M.**



**ELC Provider Services Committee Meeting**  
**Thursday April 25, 2024; 2 P.M.**  
**Meeting ID: 810 7587 4918**  
**Passcode: 235890**

**Committee Attendees:** Rick Beasley, Dr. Fluney, Dr, Maite Riestra, Lynn Maceyras, Jenni Roig

**Absent Committee Members:** Dr. Armstrong, Chereen Coile, Loreen Chant

**Board Member Attendees:** Laurie Joasil

**Staff Attendees:** Evelio Torres, Angelo Parrino; Victor Caballero; Mercy Castiglione; Sheyla Perez; Vernise Casimir; Dr. Anabel Espinosa; Pamela Hollingsworth; Ana Sejeck; Lisney Badillo; Thalia Daumy; Alex Sanchez; Vanessa Aguilera-Viera; Belkis Torres; Dolores Mendez; Vanessa Aguilera-Viera; Pam Malval; Ana Sejeck; Laurie Dunn; Ana Rodriguez; Jacqueline Dominguez; Paloma Lopez-Barcena;; Michelle Meilan; Sandra Gonzalez; Debbie Rodriguez; J. Lara; Jenelle James; Laurie Bravo; Jessica Parra; Laurie Dunn; Lismay Diaz; Gabriela Cortez; Iliana Vallejo; Danish Williams; Cindy Cabrera; Ahmed Mitwalli; Fiorella A. Christie; Liliana Ponzoa, Donna Brongian, Debora Rodriguez; Isabel Afanador; Amanda Gonzalez; Nicole Quinteros; Rachel Spector; Aileen Suazo; LaSha Sanders; Cindy Macaya

**General Attendees:** Claudio Reidi, Spanish interpreters, Precious Little Steps Learning Center

**I. Welcome & Introductions**

**Rick Beasley**

- A. R. Beasley welcomed everyone.
- B. K. Gregory called roll and quorum was established with 5 voting members.

**II. Approval of Minutes**

**Rick Beasley**

- A. Motion to approve January 25, 2024 minutes.
  - Motion to approve by L. Chant
  - Motion seconded by J. Roig
  - Motion unanimously passed

**III. Provider Resources**

**Rick Beasley**

- A. Provider Education video from the Division of Early Learning was presented.

[Information on Becoming a VPK and SR Child Care Provider](#)

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



IV. American Rescue Plan Act Grant Surveys Update Fiorella A. Christie

V. American Rescue Plan Act Discretionary Program Update Fiorella A. Christie

VI. Provider Hearings Claudio Riedi

- Precious Little Steps Learning Center

Results of the hearing:

In accordance with the Early Learning Coalition's ("Coalition") Due Process policies and procedures, a final hearing regarding the 2023-2024 School Readiness ("SR") Contract termination and revocation of eligibility of the 2024-2025 Voluntary Prekindergarten ("VPK") Contract was held on **April 25<sup>th</sup>, 2024**, at the Coalition's Provider Services Committee (the "Committee") meeting.

The Committee has carefully reviewed the case, as well as the evidence presented by you, and based on the non-compliance listed below:

**Items of non-compliance:**

The facility received a composite score of **3.99** on their School Readiness Program Assessment score and a composite score of **3.56** on their Voluntary Prekindergarten Program Assessment score.

The Committee has made the final determination to terminate the Precious Little Steps Learning Center 2023-2024 School Readiness ("SR") Contract **effective June 15<sup>th</sup>, 2024**, and revoke the eligibility of the 2024-2025 Voluntary Prekindergarten ("VPK") Contract. **The Partner will be eligible to apply for School Readiness ("SR") services for 2024-2025 program year contingent on strict monitoring between now and June 15<sup>th</sup>, 2024, to make sure all violations from the Department of Children and Families ("DCF"), Ages and Stages Questionnaires ("ASQ"), and Voluntary Prekindergarten ("VPK"), are all taken care of.**

VII. Informational Items Claudio Riedi

- Maranatha Child Development
- Excelsior Prep Academy Preschool
- Brickell Heights Preschool



**VIII. Early Education Partners Roundtable**

**Provider  
Representatives**

A. Family Child Care Home Discussion

- Dr. Perla Almodovar
- Danish Williams
- Alma Diaz

B. Program-Based Discussion

- Jenni Roig (Private Provider Representative)
- Dr. Eileen Fluney (Faith-Based Provider Representative)
- Dr. Daniel Armstrong (Individuals with Disabilities Education Act Program Representative)

C. General Discussion

**IX. Public Comments**

**Rick Beasley**

**X. Adjourn**

**Rick Beasley**

**Next Provider Services Committee Meeting: May 30, 2024 2 P.M.**



# American Rescues Plan Act Grant Expenditure Survey

# American Rescue Plan Act Grant Miami-Dade

## Round 2

### Surveys

**\*As of 5/17/24 In EFS**

- Not Started
  - 12 totaling \$799,470.43
- Incomplete
  - 26 Providers balance totaling \$154,845.60

## Round 1

### Surveys

**\*As of 5/17/24 In EFS**

- Not Started
  - 6 totaling \$92,741.20
- Incomplete
  - 11 totaling \$100,362.89

# American Rescue Plan Act Grant Monroe

## Round 2

### Surveys

**\*As of 5/17/24 In EFS**

- Not Started – N/A
- Incomplete/Incorrect
  - 1 Providers balance totaling \$110.00

## Round 1

### Surveys

**\*As of 5/17/24 In EFS**

- Not Started - N/A
- Incomplete/Incorrect
  - 1 Totaling 7,250.00





# American Rescue Plan Act (ARPA) Discretionary Grant Program

# Discretionary Grant Initiatives

## Workforce Incentive

- Goal is to provide wage increase or bonuses to all staff
- 1006 providers received this grant early May, totaling \$17,870,000
- Grants ranged from \$10,000 – \$25,000 based on size of program

## Quality Materials Fair

- Worked with 12 vendors to create packages for outdoor and indoor
- Hosted an online Fair for 4 days last week of April
- Gave additional extensions as needed to 44 programs. Only 17 submitted an order 3<sup>rd</sup> week of May

## Quality Materials Fair

- 949 programs have placed an order with one or more of the 12 contracted vendors. An additional 17 programs have recently placed their order for a total of 966
- Grants ranged from \$5,000 - \$20,000 based on the size of the program

# Additional Initiatives

## Transition to Kindergarten Backpacks

For children who turned 4 years old on or before September 1, 2023 that will be entering Kindergarten the 2024-25 school year.

Transition to Kindergarten Backpack contains:

- Ready for Kindergarten Storybook
- Ready for Kindergarten Workbook/Journal (i.e. phonics, handwriting, counting)
- Kindergarten supplies
- Manipulatives

**14,804** backpacks delivered to 816

## Early Learning Software

### MarcoPolo for Educators

A Multi-lingual web-based platform with educational videos, guides, home family connection and resources to enhance classroom quality.

**539** Interested providers pending to attend meeting on next steps

## Business Administration Software

### Childcare Management Software OR Payroll/Bookkeeping Software

**Childcare Management Software Examples:** ProCare Brightwheel, Sanbox, etc.

**Payroll Software Examples:** ADP, Quickbooks, UltiPro, etc.

**445** Interested providers pending to attend meeting on next steps

# Additional Initiatives

## Stipends for Business Leadership Institute\*

Master Class 2023-2024

30 completers

\$3,000

Alumnae Class 2023-2024

30 completers

\$3,000

Total Stipends for Business Leadership Institute: \$180,000

\*Participant Stipend

## Stipends for Child Development Associate(CDA®) completers\*

National Child Development (CDA®) class of 2023-2024

155 completers

\$10,000

Total Stipends for National Child Development Associate(CDA®) completers: \$1,540,000

\*Participant Stipend

## Stipends for Best Practices in Inclusive Early Childhood Education (BPIECE)

Best Practices in Inclusive Early Childhood Education (BPIECE)

275 programs

\$25,000

Total stipends for BPIECE programs \$6,875,000

\*Programs receive stipend and distribute to staff

# Additional Initiatives

## Florida Early Learning Corps

- Local Initiative to improve kindergarten readiness
- Florida Early Learning Corps has provided high quality early literacy tutoring to ELCMDM funded programs since 2021
- Funding increase will add 12 AmeriCorps early literacy tutors to early learning classrooms
- Total number of early literacy tutors: 24

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## Message from the Early Learning Coalition of Miami-Dade/Monroe

# School Readiness Health and Safety Training Due Soon!

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Important Deadline                                       | <input type="checkbox"/> Compliance with State Requirement    |
| <input type="checkbox"/> Free Resource(s)  | <input type="checkbox"/> Professional Development Opportunity |
| <input checked="" type="checkbox"/> School Readiness, EHS, VPK, or other Contract Compliance | <input checked="" type="checkbox"/> Informational             |

Dear Early Care and Education Partners:

**You have six weeks left for your site's staff to complete required School Readiness (SR) health and safety training!**

All current SR child care personnel who have been employed at an SR-contracted program longer than 90 days must complete two new **mandatory** health and safety courses by **June 30, 2024**. These trainings are free and may count for up to nine hours towards your annual in-service training by achieving 70% or higher on the end-of-course assessments.

- Health and Nutrition in the School Readiness Program (4-hour)
- Safety Practices in the School Readiness Program (5-hour)

These trainings must be taken **by June 30, 2024**, even if you have previously taken the Early Learning Florida Health and Safety modules and/or the DCF Part I Introductory training. Access these courses in the [Florida Early Childhood Professional Development Registry](#) under the School Readiness Preservice Training header.

Anyone who's still within 90 days of their initial hire date at an SR-contracted program must complete all Preservice training within those 90 days.

**Tips for providers to ensure SR personnel are compliant with SR training:**

- Verify your staff has completed the required training by viewing their personnel transcript using their student ID and County of Residence on the [Training Verification Tool \(myflfamilies.com\)](#).

**SCHOOL READINESS PRESERVICE TRAINING**

Child Development in the School Readiness Program (DEVSR)	4	-	-	-	-
Health and Nutrition in the School Readiness Program (HNSR)	4	0.4	In-Service	02/09/2024	02/21/2024
Safe Sleep Practices in Child Care (SSSR)	2	-	-	-	-
Safety Practices in the School Readiness Program (SAFESR)	5	0.5	In-Service	02/21/2024	04/07/2024
Transportation Safety in Child Care Programs (TRSSR)	2	-	-	-	-

- Ensure you have the most current transcript placed in the personnel file.
- If due dates are approaching for required training requirements, be sure to set reminders to avoid missing the deadline.
- If your program is not school-age-only, you and your staff are required to take the Safe Sleep Practices in Child Care (SSSR).
- If your program transports children, you and your staff are required to take the Transportation Safety in Child Care Programs (TRSSR). See attached flyer and Frequently Asked Questions (FAQs) for more details about these requirements.



**Downloads**

[Preservice Training Requirement Flyer](#)

[School Readiness Health and Safety Frequently Asked Questions](#)

**Join our mailing list!**



Sponsored by the Early Learning Coalition of Miami-Dade/Monroe and the State of Florida.

Miami-Dade: 2555 Ponce de Leon Blvd., Suite 210, Coral Gables, FL 33134 305.646.7220  
Monroe: 1111 12 Street, Suite 1-206, Key West, FL 33040 305.296.5557

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**Early Learning Coalition Review Hearing Committee**

**May 30<sup>th</sup>, 2024**

**Powerful Learning Academy - C11MD3070**

**5530 NW 17TH AVE, Miami, FL 33142**

**Action Requested:** The Executive Leadership Team (“ELT”) recommends termination of the School Readiness (“SR”) contract for the 2023-2024 FY revocation of eligibility for a period of five (5) years subject to partner’s testimony and verification of supporting documentation submitted by partner.

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**Background**

**Powerful Learning Academy**

- License Capacity: 20
- Care Level offered: 1 week to 7 years
- Approximate Children enrolled for SR: 8
- Approximate Children enrolled for VPK: N/A
- Approximate Number of Partners within the same zip code offering the same services: 19
- Accreditations/Gold Seal: N/A
- Partner has offered services approximately since: 2022
- 2022-2023 Approximate reimbursements: \$62,925.43
- APRA Round 1: N/A
- ARPA Round 2: \$13,200.00
- CLASS Score: SR 3.88

**Issues**

**Failure to meet contract minimum threshold**

- On 3/19/2024, Vice President of Quality Initiatives sent notification to the Contracts Department recommending termination of the 2023-2024 School Readiness contract without revocation.
- The Partner was assessed and did not meet the contract minimum threshold of 4.00, **scoring 3.91** on 11/30/2023. They were reassessed on 3/15/2024 and still did not score above the contract minimum threshold, **scoring 3.88**.
- Pursuant to Section 1002.88(2)(a), Florida Statute for contracted School Readiness providers that score below the Contract Minimum Threshold, the coalition shall terminate the current contract and may revoke the provider’s eligibility for up to five (5) years. The coalition will send written notice of termination to the provider at least thirty (30) calendar days before the termination date.

**Additional Information:**

- Partner is currently on a Corrective Action Plan for a Gap in Liability insurance (4-day gap) from March 25, 2024 to September 25, 2024.
- The Partner has one previous Corrective Action Plan (“CAP”) 10/13/2022 – 4/13/2023 due to a class 1 violation 1 staff member in the infant classroom did not have a completed background screening.
- The Partner currently has the following violations with DCF in 2 years: (1) Class 1, (2) Class 2, and (15) Class 3 violations.





**Early Learning Coalition Executive Leadership Team**

**March 22<sup>nd</sup>, 2023**

**Powerful Learning Academy - C11MD3070**

**5530 NW 17TH AVE, Miami, FL 33142**

**Action Requested:** The Executive Leadership Team (“ELT”) may recommend termination of the School Readiness (“SR”) contract for the 2023-2024 FY and consider revocation of eligibility for a period of twelve (12) months.

### Background

**Powerful Learning Academy**

- License Capacity: 20
- Care Level offered: 1 year, 10 months
- Approximate Children enrolled for SR: 8
- Approximate Children enrolled for VPK: N/A
- Approximate Number of Partners within the same zip code offering the same services: 19
- Accreditations/Gold Seal: N/A
- Partner has offered services approximately since: 2022
- 2022-2023 Approximate reimbursements: \$62,925.43
- APRA Round 1: N/A
- ARPA Round 2: \$13,200.00
- CLASS Score: SR 3.88

**Issues**

**Failure to meet contract minimum threshold**

- On 3/20/2024, Vice President of Quality Initiatives, Fiorella Altare-Christie sent notification to the Contracts Department recommending termination of the 2023-2024 School Readiness contract without revocation.
- The Partner was assessed and did not meet the contract minimum threshold of 4.00, **scoring 3.91** on 11/30/2023. They were reassessed on 3/15/2024 and still did not score above the contract minimum threshold, **scoring 3.88**.
- Pursuant to Section 1002.88(2)(a), Florida Statute for contracted School Readiness providers that score below the Contract Minimum Threshold, the coalition shall terminate the current contract and may revoke the provider’s eligibility for up to five (5) years. The coalition will send written notice of termination to the provider at least thirty (30) calendar days before the termination date.
- Fioralla also shared this provider received coaching.

**Additional Information:**

- Partner is receiving a Corrective Action Plan for a Gap in Liability insurance. Letter is pending to be signed.
- The Partner has one previous Corrective Action Plans (“CAP’s”) 10/13/2022 – 4/13/2023 due to a class 1 violation 1 staff member in the infant classroom did not have a completed background screening.
- The Partner currently has the following violations with DCF in 2 years: (1) Class 1, (2) Class 2, and (15) Class 3 violations.

**Administrative Decision:**

<b>Chief Operating Officer:</b> Angelo Parrino  Approval Granted: <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Signature &amp; Date:</b> <b>Angelo Parrino</b> Digitally signed by Angelo Parrino Date: 2024.04.02 16:01:19 -04'00'	<b>Comments: Termination</b>
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Main Office

2555 Ponce de Leon Blvd., Suite 210, Coral Gables, FL 33134

Tel: (305) 646-7220 Web: [www.elcmdm.org](http://www.elcmdm.org)

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April 2, 2024

Powerful Learning Academy  
C11MD3070

Kanika L Morley, Manager  
5530 NW 17<sup>th</sup> Ave  
Miami, Fl. 33142  
[mz.neak@yahoo.com](mailto:mz.neak@yahoo.com)

RE: **Notice of Termination**  
**Statewide School Readiness Contract (FY 2023-2024)**

Dear Partner,

In accordance with Rule 6M-4.740 Program Assessment Requirements for the School Readiness Program. For contracted School Readiness providers that score below the Contract Minimum Threshold, the coalition shall terminate the current contract and may revoke the provider's eligibility for up to five (5) years pursuant to Section 1002.88(2)(a), F.S.

Due to the non-compliance item below:

- The facility received a composite score of 3.88 on their School Readiness Program Assessment Score.

The Coalition has decided to terminate your School Readiness Contract for the 2023-2024 program year, **effective May 2<sup>nd</sup>, 2024. Your facility may reapply for services 12 months from the day of termination.**

**Section 67 (a) of SR Contract - Termination for Cause.** Basis of Termination for Cause. "PROVIDER agrees that COALITION has the right to terminate this Contract for cause at any time. The following are grounds for termination for cause: (b) The material failure to comply with one or more of the terms of this Contract..."

Please be advised that this decision is preliminary. **Pursuant to Sections 76 Due Process Procedures** of your SR Contract, the Provider may request a review hearing of the Coalition's determination. You must respond in writing requesting a review hearing within five (5) business days with copies of documentation supporting your claim and copy of this letter. The request for a hearing must be submitted electronically to [RequestReview@elcmdm.org](mailto:RequestReview@elcmdm.org).

If you have any questions related to your SR contracts, please contact your Contract Manager, Alyssa Linares at [ALinares@elcmdm.org](mailto:ALinares@elcmdm.org) or at 305-359-5550.

Sincerely,  
**Angelo Parrino** Digitally signed by  
Angelo Parrino  
Date: 2024.04.02  
16:22:35 -04'00'

Angelo Parrino  
Chief Operating Officer

CC: Provider Notification Email

License	Center/School	Assessment	Room	Date	Assessor
C11MD3070	POWERFUL LEARNING ACADEMY	137630	Prek	11/20/2023	Karla Barrera

Teachers		Total Number of		Comments
Teacher One	Teacher Two	Staff	Children Enrolled	
SHAMARI WILCHOMBE	N/A	1	4	

Strength: High (6-7)		Need: Mid (3-5)		Need: Low (1-2)	
Negative Climate	1.25	Positive Climate	5.75	Concept Development	1
Negative Affect		Relationships		Analysis and Reasoning	
Punitive Control		Positive Affect		Creating	
Sarcasm/Disrespect		Positive Communication		Integration	
Severe Negativity		Respect		Connections to the Real World	
Teacher Sensitivity	6	Regard for Student Perspectives	4.25	Quality of Feedback	1.25
Awareness		Flexibility and Student Focus		Scaffolding	
Responsiveness		Support for Autonomy and Leadership		Feedback Loops	
Addresses Problems		Student Expression		Prompting Thought Processes	
Student Comfort		Restriction of Movement		Providing Information	
		Behavior Management	4.75	Encouragement and Affirmation	
		Clear Behavior Expectations		Language Modeling	1.75
		Proactive		Frequent Conversation	
		Redirection of Misbehavior		Open-Ended Questions	
		Student Behavior		Repetition and Extension	
		Productivity	5.75	Self and Parallel Talk	
		Maximizing Learning Time		Advanced Language	
		Routines			
		Transitions			
		Preparation			
		Instructional Learning Formats	4.25		
		Effective Facilitation			
		Variety of Modalities and Materials			
		Student Interest			
		Clarity of Learning Objectives			

License	Center/School	Assessment	Room	Date	Assessor
C11MD3070	POWERFUL LEARNING ACADEMY	148009	Classroom #3	3/7/2024	Amanda Bossano

Teachers		Total Number of		Comments
Teacher One	Teacher Two	Staff	Children Enrolled	
PATRICE LAWRENCE	VERONICA JACKSON	2	4	

Strength: High (6-7)		Need: Mid (3-5)		Need: Low (1-2)	
Negative Climate	1.25	Positive Climate	5.5	Quality of Feedback	1.75
Negative Affect		Relationships		Scaffolding	
Punitive Control		Positive Affect		Providing Information	
Teacher Negativity and Child Negativity		Respect		Encouragement and affirmation	
		Teacher Sensitivity	5.5	Language Modeling	2
		Awareness		Supporting language use	
		Responsiveness		Repetition and extension	
		Child Comfort		Self- and parallel talk	
		Regard for Child Perspectives	4.5	Advanced language	
		Child focus			
		Flexibility			
		Support of independence			
		Behavior Guidance	4.25		
		Proactive			
		Supporting positive behavior			
		Problem behavior			
		Facilitation of Learning and Development	3.75		
		Active facilitation			
		Expansion of Cognition			
		Children's active engagement			

## CLASSPK ASSESSMENT: 137630

Center/School	Room	Date	Assessor
POWERFUL LEARNING ACADEMY	Prek	11/20/2023	Karla Barrera

Teachers	
Teacher One	Teacher Two
SHAMARI WILCHOMBE	N/A

Observation Time	
Observation Began	Observation Ended
09:15:00	11:05:00

Total Number of		
Staff Present	Children Enrolled	Children Present
1	N/A	4

Dimension	Average
<b>Emotional Support</b>	<b>5.69</b>
Positive Climate (Relationships, Positive Affect, Positive Communication, Respect)	5.75
Negative Climate (Negative Affect, Punitive Control, Sarcasm/Disrespect, Severe Negativity)	(REV) 6.75
Teacher Sensitivity (Awareness, Responsiveness, Addresses Problems, Student Comfort)	6
Regard for Student Perspectives (Flexibility and Student Focus, Support for Autonomy and Leadership, Student Expression, Restriction of Movement)	4.25
<b>Classroom Organization</b>	<b>4.92</b>
Behavior Management (Clear Behavior Expectations, Proactive, Redirection of Misbehavior, Student Behavior)	4.75
Productivity (Maximizing Learning Time, Routines, Transitions, Preparation)	5.75
Instructional Learning Formats (Effective Facilitation, Variety of Modalities and Materials, Student Interest, Clarity of Learning Objectives)	4.25
<b>Instructional Support</b>	<b>1.33</b>
Concept Development (Analysis and Reasoning, Creating, Integration, Connections to the Real World)	1
Quality of Feedback (Scaffolding, Feedback Loops, Prompting Thought Processes, Providing Information, Encouragement and Affirmation)	1.25
Language Modeling (Frequent Conversation, Open-Ended Questions, Repetition and Extension, Self and Parallel Talk, Advanced Language)	1.75

**Notes:****Emotional Support**

**POSITIVE CLIMATE** (Relationships, Positive Affect, Positive Communication, Respect).

There were many indications that the teacher and the children enjoyed a warm, supportive relationship. The teacher was generally in close physical proximity to the children (e.g., during the morning routine while reviewing the ABC letters by standing near the table), but at other times, during break time the teacher stood over the children, passively observing. The teacher shared some activities with the children (e.g., when revising the ABC, she would go one by one to ask them to say the letter), but at other times, she merely provided materials (e.g., During break time in the kitchen area she limited the amount of materials for the children to play). Sometimes, the teacher's affect didn't match that of the children. At times, she was observed smiling while discussing the day of the week in the morning, while other times, during reading time her expression was flat with less enthusiasm; the teacher often appeared to have a constrained affect as the morning progressed. Positive communication and exchanges were frequently observed, such as when the teacher said, "You got this" or "You can do it." The teacher generally demonstrated respect for the children by addressing them by name and using respectful language such as "Thank you" or "You're welcome."

**NEGATIVE CLIMATE** (Negative Affect, Punitive Control, Sarcasm/Disrespect, Severe Negativity)

There were a few instances of negative affect where the teacher used a high-pitched voice to get children's attention and punitive control when the teacher threatened children's behavior (e.g., "I'll take the chairs, and you will stand if you continue to lean", "Don't start", "Stand behind your chair"). No further instances of sarcasm, disrespect, or severe negativity was observed between the teacher and the children.

**TEACHER SENSITIVITY** (Awareness, Responsiveness, Addresses problems, Student comfort).

The teacher often knew when the children needed additional support, assistance, or attention. (e.g., Helping a child trace the letter after he asked for help). The teacher was constantly responsive to the children and was not dismissive (e.g., when one of the children wanted to play with a specific toy and another child was using it, she grabbed another one from the classroom next door to give it to him). The teacher often acknowledged the children's emotions but inconsistently provided comfort and assistance (e.g., C- Crying, "No one wants to hear that," "Stop that"). Most of the time, the teacher addressed the children's problems and concerns (e.g., C- "I'm Hungry" T- "Lunch is in a few minutes"). The children often appeared comfortable seeking support from the teacher (e.g., when they worked on tracing numbers during math time).

**REGARDS STUDENT PERSPECTIVE** (Flexibility and student focus, Support for autonomy and leadership, Student Expression, Restriction of Movement).

The teacher followed the children's lead during some periods but was more controlling during others. For example, during the tracing number activity, a child wanted a different color marker, and the teacher said, "No, you get what I give you," during free time, the children could only play in the kitchen area and were observed requesting to play with instruments instead. The teacher sometimes provided support for support autonomy and leadership, but at other times she did not. For example, the children got to trace on their own, wash their hands, and eat independently, while other times, she remained in control of passing out materials or providing supplies for centers. Generally, the teacher's talk predominated throughout the morning activities, the children were occasionally asked questions such as "What letter is this?", and "What sound does this letter make?". Additionally, there was some opportunity for child expression during the morning routine as the children completed the tracing worksheet and repeated the ABC Letters. The children sometimes had opportunities for freedom of movement during the morning routine, but during free time they were reminded not to lie on the floor and that they needed to be sit instead.

## Classroom Organization

### BEHAVIOR MANAGEMENT (Clear Behavior Expectations, Proactive, Redirection of Misbehavior, Student Behavior):

At times, the rules appeared established as the children demonstrated awareness of the teacher's expectations (e.g., during the morning routine, the children were seated in their chairs waiting for instruction); at other times the rules were unclear (e.g. when children were done eating where they were supposed to go and stand). The teacher was usually proactive by scanning the room but sometimes used reactive responses such as "Calm down", and "Stop it". Some of the teacher's attempts to redirect misbehaviors were effective (e.g., when she asked a child to sit correctly) but she stopped a couple of times and redirected the children's focus (e.g., as she taught the ABC, the teacher stopped to ask a child to focus and sit correctly). The children were mostly compliant, with only some minor defiance evident (e.g. a child continued to kick the table after the teacher asked him to stop).

### PRODUCTIVITY (Maximizing Learning time, Routine, Transitions, and Preparation):

The teacher provided activities for the students most of the time, but some learning time was lost when the teacher had to stop to redirect children while reviewing the alphabet. There was some evidence that classroom routines showed the children knew what to do (e.g., when the children returned from lunch they sat in their seats waiting for instructions). Transitions were primarily quick and efficient. The teacher was sometimes prepared for the activities she had planned for the students that day such as ABC cards; at other times, another teacher would bring her worksheet activities to work with the children (e.g., tracing and cutting worksheets)

### INSTRUCTIONAL LEARNING FORMATS (Effective Facilitation, Variety of Modalities and Materials, Student Interest, Clarity of Learning Objectives):

The teacher sometimes actively facilitated children's engagement in activities and lessons to encourage participation and expand involvement. During the whole group activity, the teacher often moved around the room asking children what they needed and interacted (e.g., "What number are you tracing?"); however, during free time, there was no guidance for learning objectives. The teacher occasionally used a variety of materials and modalities, including auditory, visual, and movement (e.g., books, markers, video, stretching), while at other times relying on auditory and visuals. Children were sometimes interested and involved in activities and lessons. They actively participated in the morning routine but appeared disengaged while they reviewed the alphabet cards (e.g., children were observed looking outside the glass door and playing with their hands). The teacher generally focused the children's attention on learning objectives and the lesson's purpose (e.g., days of the week and the alphabet); however, during free choice, the teacher was not observed orienting, asking questions, or guiding students toward learning objectives.

**Instructional Support****CONCEPT DEVELOPMENT (Analysis and Reasoning, Creating, Integration, Connections to the Real World):**

The teacher rarely used discussions and activities that encouraged analysis and reasoning in the classroom. The teacher was not observed developing children's understanding of ideas and concepts; the preponderance of teaching was focused on children's abilities to remember the letters of the alphabet (e.g., "What letter is this?"). The teacher did not attempt to provide children with opportunities to be creative and generate ideas to get children thinking. The teacher rarely provided opportunities for students to create, they briefly brainstormed by coming up with words that began with the letter A. Concepts and activities were rarely integrated and presented independently; the children were not asked to apply previous learning. The teacher was not observed making connections to the real world throughout the observation.

**QUALITY FEEDBACK (Scaffolding, Feedback Loops, Prompting Thought Processes, Providing Information, Encouragement and Affirmation)**

The teacher provided brief scaffolding by providing hints and assistance to complete task. (e.g. She helped a child trace the numbers, she stated "Follow the dots" and assisted a child by sounding out the letter P to spell papa). Feedback loops were not observed. The children were not prompted through the process to explain their thinking. The teacher briefly provided information to expand their understanding during the alphabet activity (e.g., T- "R is for Ring", T- "ring goes in your finger"). Encouragement and affirmation were brief, but most affirmations were perfunctory ("Good Job").

**LANGUAGE MODELING (Frequent Conversation, Open-ended Questions, Repetition and Extension, Self- and Parallel Talk, Advanced Language):**

There were few conversational exchanges between children and the teacher during the morning routine. The conversations that were observed in the classroom were primarily teacher-controlled and focused on a particular concept (e.g., learning the letter and sound of the alphabet). The majority of the teacher's questions were close-ended (e.g., "What letter is this?" "What color are the eggs?"). The teacher briefly repeated the children's answers and extended them (e.g., C-A T- A is for Alligator) The teacher was not observed self and parallel talking, she did not map her actions or the children. The teacher was not observed using advanced language.

**CLASSToddler ASSESSMENT: 148009**

Center/School	Room	Date	Assessor
POWERFUL LEARNING ACADEMY	Classroom #3	3/7/2024	Amanda Bossano

Teachers	
Teacher One	Teacher Two
PATRICE LAWRENCE	VERONICA JACKSON

Observation Time	
Observation Began	Observation Ended
09:00:00	10:30:00

Total Number of		
Staff Present	Children Enrolled	Children Present
2	N/A	4



Dimension	Average
<b>Emotional and Behavioral Support</b>	<b>5.3</b>
Positive Climate (Relationships, Positive Affect, Respect)	5.5
Negative Climate (Negative Affect, Punitive Control, Teacher Negativity and Child Negativity)	(REV) 6.75
Teacher Sensitivity (Awareness, Responsiveness, Child Comfort)	5.5
Regard for Child Perspectives (Child focus, Flexibility, Support of independence)	4.5
Behavior Guidance (Proactive, Supporting positive behavior, Problem behavior)	4.25
<b>Engaged Support for Learning</b>	<b>2.5</b>
Facilitation of Learning and Development (Active facilitation, Expansion of Cognition, Children's active engagement)	3.75
Quality of Feedback (Scaffolding, Providing Information, Encouragement and affirmation)	1.75
Language Modeling (Supporting language use, Repetition and extension, Self- and parallel talk, Advanced language)	2

**Notes:****Emotional and Behavioral Support**

**POSITIVE CLIMATE (Relationships, Positive Affect, Respect):** The teachers and children sometimes appeared interested in one another as they engaged in play together on the carpet rolling balls back and forth to each other and sat on a teacher's lap; however, reciprocal interactions were occasionally occurred (e.g., during story time and music the teachers controlled where the children went and what they could play with. There were occasionally indications of positive affect with some children more than others as the teachers and children exchanged smiles and used some verbal and physical affections at times, such as "Yay" and exchanged hugs and rubbed some of the children's backs for comfort. However, on a few occasions, some of the children's affect did not match the teacher's overly expressive enthusiasm. At times, the teachers demonstrated respect for the children by using warm calm voices and eye contact; however, on occasion, they did not always communicate their intentions and acted upon a child (e.g., a teacher wiped a child's nose without notifying first and there were several instances when they grabbed children by the arms and placed them where they wanted them without first giving them verbal indication of what she was about to do. ).

**NEGATIVE CLIMATE (Negative Affect, Punitive Control, Teacher Negativity and Child Negativity):** Negative affect was briefly observed as a child bit another child during story time while waiting on the carpet which did not escalate. There were also instances when the teachers used mild physical redirection without verbal redirection of what they were about to do, no harm was intended when they moved children about in this manner. Also, teacher negativity was evident (e.g. teachers were observed disagreeing over the classroom schedule).

**TEACHER SENSITIVITY (Awareness, Responsiveness, Child Comfort):** The teachers were somewhat attentive to the children and noticed their cues (e.g., a girl pointed at the hand sanitizer and the teacher was aware the child wanted some so she put some on the child's hands and told her to rub them); however, there was lapse as they were not attentive (e.g. On several occasions children were not engaged yet the teacher continued with the activity, such as story time; a child stood by the CD player trying to press the buttons on the top, but neither teacher was aware as they were not oriented toward the child). The teachers were mostly responsive to the children's needs for attention and provided comfort to them (e.g., a child wanted to continue to color and a teacher said "It's okay you can color"), but on a couple of occasions dismissed children's emotions by stating "Don't cry." Most of the children sought support from the teachers and looked to them to join in their play or for comfort. Most of the children freely participated in the classroom activities while others wandered around the classroom disengaged.

**REGARD FOR CHILD PERSPECTIVE (Child focus, Flexibility, Support of independence):** Sometimes, the teachers followed the children's interests and provided choices during free play as they were given many toys within reach such as choices of cars and animals to play with. In addition, when the teachers brought out a tunnel for the children to play with children had a choice to play in it or not; however, they mostly directed activities and controlled materials (e.g., one of the teachers managed the crayons and paper, and once done she put them away in their perspective basket). Additionally, one of the teachers kept to the schedule even when children appeared engaged in another activity and directed them to the new activity (e.g. Children were sitting coloring with crayons and the teacher directed them to play with the tunnel). The teachers were rarely flexible as they controlled the children's movement and adjusted pacing for the children (e.g. during story time a child wandered off and was brought back to sit for story time). On a rare occasion, when a child was upset and wanted to continue coloring they allowed her, but this was rarely observed. There were some instances of the teachers supporting independence by having the children clean up after themselves (e.g., "Let's pick up the toys") and some materials were at their level; however, at other times art materials were not on their level and the teachers managed them (e.g., crayons and paper) and also the teachers did most of the clean up. On some occasions, during free play, one of the teachers supported peer perspective-taking and resolving conflicts as she resolved the issues for the children (One of the teachers said "No you can't have them all, we have to rotate").

**BEHAVIOR GUIDANCE (Proactive, Supporting positive behavior, Problem behavior):** The teachers periodically monitored classroom behavior by scanning the room, children sometimes knew what was expected of them and at times communicated clear expectations (e.g., "Let's sit down"). However, at other times during centers, the teachers were more reactive to correct children's behaviors (e.g., "Share," "We don't throw," "Let's not throw"). The teachers sometimes used effective redirection. While waiting at the table a child climbed on the table and a teacher said "Don't get on the table, the table is dangerous, sit in the chair" and "Say please may I have that," but at other times failed to reinforce appropriate behaviors while they used reactive control, such as "Don't do that," "Don't throw." The children were mostly engaged in activities, but during free play, there was some wandering around the classroom as children went from center to center. In addition, during story time there was an instance of problem behavior as a child bit another child.

## Engaged Support for Learning

**FACILITATION OF LEARNING AND DEVELOPMENT** (Active facilitation, Expansion of Cognition, Children's active engagement): On occasion, the teachers provided opportunities for exploration and learning as they counted cars and were able to color at the table, but at other times they merely observed the children playing. Rarely did the teachers expand cognition as activities were isolated from their lives and experiences as well and their thinking was rarely challenged other than to answer closed-ended questions (e.g., "What animal is this?"). The children were periodically engaged in classroom activities, both verbally and physically, and at other times passively engaged in play or walked around the classroom moving from center to center.

**QUALITY OF FEEDBACK** (Scaffolding, Providing Information, Encouragement and affirmation): Briefly, the teachers performed low-level scaffolding, by providing verbal and physical assistance (e.g., A teacher put sanitizer on a couple of the children's hands and said "Rub it, rub it" while modeling) and asked a few what or how questions (e.g., "How many dinosaurs is there?"). Rarely the teachers provided information through expansion and elaboration as most feedback was brief and did not offer additional information on children's understanding. The teachers rarely made attempts to offer feedback of encouragement and affirmation during activities (e.g., "You all did a good job with your songs") as most feedback was not specific to what the child did and was more perfunctory (e.g., "Good job" and "I like that").

**LANGUAGE MODELING** (Supporting language use, Repetition and extension, Self- and parallel talk, Advanced language): There were limited instances of the teachers supporting language as the teachers mostly directed the conversations with little back-and-forth exchanges. There was brief contingent responding as a child reached for a car and a teacher grabbed the car for the child and gave it to him. The teachers briefly repeated the children's communication attempts repeating animals after the children and a few times used self-and parallel talk to narrate their actions or the children's (e.g., "I am going to roll it back to you"), but this was not consistent. The teachers used a limited amount of words and on a few occasions labeled objects and colors for the children and connected familiar words, such as "two little turtles," but this was sporadic.