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.

Program Policy and Strategy Committee Meeting
Monday August 29, 2022; 7 A.M.
Meeting ID: 969 1137 0244
Passcode: ELC082922

I. Welcome & Introductions Gladys Montes

II. Approval of Minutes Gladys Montes
   - Motion to approve May 31, 2022 minutes

III. Early Head Start Belkis Torres
   A. Attendance
   B. Meals
   C. EHS Self-Assessment Updates
   D. EHS Enrollment Updates
   E. Policy Council Update Dr. Mara Zapata

IV. Resolutions
   A. 08292022-01 EHS Self-Assessments
      - Authorize the President and CEO to proceed with the implementation of the Early Head Start 2022-2023 Self-Assessment Plan.

V. Professional Development Institute Ana Sejeck
   A. In CLASS® with PDI
   B. All the Way with VPK

VI. VPK Cindy Cabrera
   A. Florida Assessment of Student Thinking (FAST)
   B. Review of VPK Provider Readiness Rates and Plan to Improve

VII. Public Comments Gladys Montes

VIII. Adjourn Gladys Montes
Program Policy and Strategy Committee Meeting
Tuesday, May 31, 2022; 7 A.M.
Meeting ID: 918 8286 9140
Passcode: ELC053122

MINUTES

Committee Attendees: Chereen Coile; Sandi Bisceglia; Jim Haj; Denise Barrera

Committee Absentees: Joycelyn Lawrence; Mara Zapata; Eileen Fluney; Gladys Montes

Staff Attendees: Michelle Meilan; Belkis Torres; Angelo Parrino; Lisney Badillo; Ana Sejeck; Evelio Torres; Pamela Hollingsworth; Sandra Gonzalez; Victor Caballero; Fiorella A Christie; Alex Sanchez; Natalia Gamundi; School marm’s I phone.

I. Welcome & Introductions were presented by committee member James Haj as Chair was unable to attend.

II. Minutes March 28, 2022 were not voted on since there was no quorum.

III. Belkis Torres presented Early Head Start information.
   A. Attendance- April exceeded the 85% threshold for the average daily attendance compared to previous month.
   B. Meals- April there was an increase in breakfast with a decrease in lunch and snack compared to previous month.
   C. Office of Head Start Communication- recipients for Supplemental Nutrition Program (SNAP) will now be categorically eligible for Head Start and Early Head Start.
   D. Policy Council Update was not provided as Dr. Mara Zapata was not present.
   E. Enrollment challenges were discussed. Evelio Torres reported that the current enrollment is 604 and we are contracted for 750. There is a waiver in place, but it will expire. We have a meeting with Chancellor Mears to discuss these challenges. Recruitment and retention of staff is still a challenge as well.

IV. Professional Development Institute information and updates
   A. Early Childhood Apprenticeship/Internship Programs no new updates were discussed at this time.
V. 2022-2027 Strategic Plan Update was presented by Pam Hollingsworth. Priority initiatives that are tied to our scorecard were discussed. She concentrated on the three following priority initiatives:

- Provide Enhanced Resources to children with special needs
- Enhance services for infants and toddlers
- Parent Engagement

There will be a concentration of the Parent engagement initiative discussed at the next Monroe Advisory Committee.

VI. There were no Public Comments

VII. Meeting Adjourned
EARLY HEAD START

Program, Policy, and Strategic Committee
Early Head Start Slides Summary

**Attendance and Meals**

Due to families taking vacation the June and July attendance went below the 85% threshold.

Although meal service for all three meals went down in June from the previous month, lunch and snack went up in July.

**Self-Assessment Update**

All self-assessment objectives are either completed or in the process of being completed. Self-Assessment update slide provides individual progress of the objectives for each service area.

**Enrollment Update**

- All 750 slots have been allocated to childcare partners.
- The current enrollment is 663.
- Finding classroom coverage at new partner site has been a challenge and has delayed meeting full enrollment.
- Of the 750 slots 80 are classrooms that are pending coverage. The remaining 7 slots are normal turnover.
Attendance

% of Average Monthly Attendance (Upward Trend is Good)

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

Source: ChildPlus
Meals

% of Monthly Meals Served (Upward Trend is Good)

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

Source: ChildPlus
<table>
<thead>
<tr>
<th>Mental Health</th>
<th>Disabilities</th>
<th>Finance</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support staff in attaining Florida Infant Mental Health Endorsement</td>
<td>Create a resource that guides parents on navigating the Early Intervention system.</td>
<td>Consolidate reports, update policies and procedures, and hire a fiscal analyst.</td>
<td>Implement a system for training teacher’s onboarding training.</td>
</tr>
<tr>
<td>Mental Health competency courses were identified, a tracking system was developed in ChildPlus and the first cohort started taking courses mid-July.</td>
<td>A roadmap was created and is being translated in Spanish and Creole. Once it is translated it will be shared with staff and families.</td>
<td>Policies and Procedures were update to include bonuses. Policy and Procedure for streamlining drawdown process is being developed. The program is developing a new report in ChildPlus report to calculate partner payment. Fiscal Analyst was hired.</td>
<td>An onboarding plan was developed which outlines the introductory trainings that all teachers must complete by a specified time period. A learning management system was identified, quote obtained, and is in the approval process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nutrition</th>
<th>Family Engagement</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop an policy and procedure for introducing solid foods to infants.</td>
<td>Streamline process for goal setting and documenting follow-up</td>
<td>Develop a system for keeping parents on the waitlist informed of their application status.</td>
</tr>
<tr>
<td>The policy and procedure was created for introducing solid foods to infants in consultation with parent, Nutrition Manager, and other professional. An instructional video was created in English and is being created in Spanish.</td>
<td>A module was developed in ChildPlus to minimize duplication of Family Partnership Agreements. The new module creates a Family Partnership Agreement under the family profile rather than individual child.</td>
<td>Status letters have been created and are in the process of being translated. The letters will be sent via ChildPlus Communications until the feature is developed in the Parent Hub for Early Head Start application.</td>
</tr>
</tbody>
</table>
# Enrollment Update

**Current Contract Level**

<table>
<thead>
<tr>
<th>Vacancies</th>
<th>Max</th>
<th>Median</th>
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<tbody>
<tr>
<td>63</td>
<td>23</td>
<td></td>
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<tr>
<td>0</td>
<td>22.10</td>
<td></td>
</tr>
</tbody>
</table>

**Data Source**


Input by Debbie Teynor, Sunshine Lepidus, & Vassco Coelho.

**Top 5 Partners**

| Lincoln Marti - 450 | 63 |
| Shores School | 48 |
| Springview Academy Of Hialeah | 47 |
| Kids Small World Learning Center | 82 |
| It's A Small World VII | 32 |
| Grand Total | 222 |

**Partner Enrollments**

| Lincoln Marti - 450 | 63 |
| Shores School | 48 |
| Springview Academy Of Hialeah | 47 |
| Kids Small World Learning Center | 82 |
| It's A Small World VII | 32 |
| Kids Small World Learning Center | 82 |
| K.I.L.B. Learning Center, Inc | 0 |
| Kids World Learning Center | 82 |
| Kinderland Academy | 32 |
| Kids World Learning Center | 82 |
| Lincoln Marti - 102 | 24 |
| Lincoln Marti - 450 | 63 |
| Lincoln Marti - 905 | 16 |
| Little Ones Academy Corp | 24 |
| Little Red School House | 16 |
| Lord's Learning Center, Inc | 16 |
| Miami Gardens Learning Center | 24 |
| My Little Angels Day Care Center | 32 |
| Narancia Prep Academy Annex | 12 |
| New Aladdin Learning Center | 32 |
| Pink And Blue Children's Academy | 12 |
| Rainbow Intergrational | 32 |
| Shores School | 40 |
| Springview Academy Of Hialeah | 47 |
| Step Above Academy | 16 |
| The Corner Academy | 16 |
| Thy Kingdom Kids | 8 |
| Tiny Tikes | 24 |
| Grand Total | 663 |
RESOLUTION: 08292022-01

AUTHORIZE THE PRESIDENT AND CEO TO PROCEED WITH THE IMPLEMENTATION OF THE EARLY HEAD START 2022-2023 SELF-ASSESSMENT PLAN.

WHEREAS, the Program Policy and Strategy Committee has been apprised of the program goals through the attached narrative, hereby incorporated by reference, and the Program Policy and Strategy Committee is in agreement with the goals described therein;

WHEREAS, the Program Policy and Strategy Committee recommends approving this action;

NOW, THEREFORE, be it resolved that the Program Policy and Strategy Committee shall present this action to the Executive Committee of the Early Learning Coalition of Miami-Dade/Monroe, Inc., and shall recommend that the Executive Committee approve this action at the next Executive Committee meeting.
Background:

Self-Assessment is a vital component of the planning cycle. The self-assessment creates a time for the program to critically examine the data collected throughout the previous program year. The program uses this time to uncover patterns or trends in the data that may not be immediately evident during the regular ongoing monitoring process. The results of the self-assessment are used for program planning which include the development of goals and objectives, determination of training and technical assistance priorities, and the allocation of program funds. The self-assessment plan, results, and improvement plan are submitted as part of the Early Head Start application and reapplication process.

Regulations:

642(c)(1)(E)(iv)(V)(aa) The governing body shall be responsible for reviewing and approving all major policies, including the annual self-assessment and financial audit.

642(c)(2)(D)(iii) The Policy Council shall approve and submit to the Governing Board decisions about (iii) Applications for funding and amendments to applications for funding for programs under this subchapter, prior to submission of applications described in this clause.
2022-2023
Early Head Start
Self-Assessment Plan

Board Approval:
Policy Council Approval:
PURPOSE

Self-Assessment is a vital component of the planning cycle for the Early Head Start Program. The self-assessment creates a time for the program to critically examine data collected. The program uses this time to uncover patterns or trends in the data that may not be immediately evident during the regular ongoing monitoring process. The results of the self-assessment are used for program planning which include the development and achievement of goals and objectives, determination of training and technical assistance priorities, and the allocation and use of program funds.

Although inter-related, ongoing monitoring and self-assessment are distinct and separate systems. Ongoing monitoring takes place throughout the program year, examines whether the program is meeting regulatory requirements, and looks to answer the question, “Are we doing things right?” Self-Assessment takes place annually, examines the effectiveness of program operations, and attempts to answer the question, “Are we doing the right things?”

The self-assessment process described here will allow the program to analyze the effectiveness of key management systems in meeting program goals and implementation of program services. Through the implementation of this process, we will focus on big issues, and answer three pertinent questions:

1. How can we better serve children and families in our community?
2. Where are we at risk?
3. How can we improve or streamline operations?

PERFORMANCE STANDARD

At least once each program year, a program must conduct a self-assessment that uses program data to evaluate the program’s progress towards meeting its goals, compliance with program performance standards throughout the program year, and effectiveness of the professional development and family engagement systems in promoting school readiness. [Head Start Performance Standards 1302.103(b)(2)(i)].

PARTICIPANTS

A successful self-assessment is comprised of participants with diverse knowledge and experiences. This diversity contributes to rich discussions, unplanned discoveries, and innovative recommendations. Participants will include Board members, Policy Council members, representatives from community organizations, Early Head Start childcare partners, parents, and staff.
**PROCESS AND TIMELINE**

**PLAN APPROVAL (TIMEFRAME: SEPTEMBER 6, 2022 – SEPTEMBER 21, 2022)**

The self-assessment process begins with the approval of the plan from the Early Learning Coalition of Miami-Dade Monroe’s Program, Policy, & Strategy Committee and Board, as well as the Early Head Start Policy Council.

**DATA COLLECTION (TIMEFRAME: SEPTEMBER 26, 2022 – OCTOBER 14, 2022)**

Data is integral part of the self-assessment since it informs participants of the program’s operation. The Early Head Start Program will use existing information from various internal and external monitoring reports and/or inspections. Information from the program’s database will also be used to determine areas of strength, as well as areas needing improvement. Each service area director or manager will identify the documents that will be reviewed as part of the self-assessment. Service area directors and managers may incorporate additional site visits or record reviews to gather pertinent data that will provide accurate information on the program’s implementation.

**FOCUS GROUP FORMATION (TIMEFRAME: SEPTEMBER 26, 2022 – OCTOBER 14, 2022)**

The Early Head Start Program will create focus groups that will concentrate on one or two areas of service. Participants will choose their preferred focus group in which to participate. The focus groups will be:

- Group 1: Education and Family Engagement/ERSEA
- Group 2: Disabilities and Mental Health
- Group 3: Health and Nutrition
- Group 4: Fiscal

**DATA SHARING (TIMEFRAME: NOVEMBER 15, 2022)**

During the focus group meetings, service area directors and managers will share with members any data for their respective area. All data provided will be shared cumulatively to ensure confidentiality of children and families.

**FOCUS GROUP DATA ANALYSIS (TIMEFRAME: NOVEMBER 15, 2022)**

Focus group members will collectively review, discuss, and analyze the data for their service area(s). Data analysis will focus on identifying major area(s) of strength and opportunities for improvement. The focus group will also discuss the progress and challenges in achieving the program goals. For each finding, every focus group will use the Early Head Start Management Systems (Appendix A) to identify the systems being impacted and make recommendations for improvement.
DRAFT OF REPORT AND PLAN (TIMEFRAME: NOVEMBER 15, 2022 – DECEMBER 17, 2022)

The Early Head Start (EHS) leadership team will use the results from each focus group to identify any systemic and/or develop initiatives to enhance services. A summary report and program improvement plan will be developed.

**Summary Report:** The summary report will recapitulate the results from the data analysis.

**Program Improvement Plan:** A program improvement plan will detail the steps to be taken to strengthen the program. The program improvement plan will identify the individuals responsible for each step and the timeframe for completing each step.

REVIEW OF THE SUMMARY REPORT AND IMPROVEMENT PLAN (TIMEFRAME: JANUARY 10, 2023 – JANUARY 14, 2023)

The Vice President for the Early Head Start Program will review the Summary Report and Program Improvement plan with the Chief Operating Officer. Two reports will be developed as a result of the data analysis:

**FINAL REPORT AND IMPROVEMENT PLAN (TIMEFRAME: JANUARY 17, 2023 – JANUARY 20, 2023)**

Recommendations from Chief Operating Officer will be incorporated into the draft Summary Report and Program Improvement Plan for a final report.

**REPORT PRESENTATION (TIMEFRAME: JANUARY 30, 2023 – FEBRUARY 15, 2023)**

The Summary Report and the Program Improvement Plan will be presented to Early Learning Coalition of Miami-Dade/Monroe Programs, Policy, & Strategy Committee; Policy Council; and the Early Learning Coalition of Miami-Dade/Monroe Board.

**FOCUS GROUP UPDATES (TIMEFRAME: FEBRUARY 20, 2023 – JULY 31, 2023)**

Each director and manager will email their focus group member the summary and corrective action plan resulting from the data analysis and focus group recommendations. Two follow-up meetings will be held in April and July to provide a status on the progress of the Program Improvement Plan.

**BOARD AND POLICY COUNCIL UPDATES (TIMEFRAME: AUGUST 28, 2023 – SEPTEMBER 29, 2023)**

Updates on the Program Improvement Plan will be presented to the Early Learning Coalition of Miami-Dade/Monroe Programs, Policy, & Strategy Committee; Policy Council; and the Early Learning Coalition of Miami-Dade/Monroe Board in the August and September meetings.
APPENDIX A: EARLY HEAD START MANAGEMENT SYSTEMS

Program Planning and Service System Design guide all programs in their five-year grant and include service plans that directly impact children and families.

Data and Evaluation drive data-based decision-making, inform each stage of the program planning cycle, and use qualitative and quantitative measures to ensure effective program management.

Fiscal Management accounts for federal assets and compliance with regulations, includes internal controls, and helps program leaders collaborate as they develop budgets to address goals and priorities.

Community and Self-Assessment initiate the program planning process, provide the right services to the right population (external focus), and support continuous quality improvement (internal focus).

Facilities and Learning Environments support children and families in indoor and outdoor settings and cultivate spaces that are safe and inspire learning.

Transportation ensures the safe and efficient movement of children and meets needs in a consistent manner that are in compliance with state and federal regulations.

Technology and Information Systems maintain the infrastructure needed to address the increased reliance on data collection and analysis. These systems select, manage, and provide training on appropriate hardware and software needed to monitor progress.

Training and Professional Development emphasize the importance of training and technical assistance (T/TA) in every program and offer a range of instructional resources, including online resources.

Communication builds relationships with internal and external stakeholders and helps programs “tell their stories” as they pursue program and school readiness goals.

Recordkeeping and Reporting build and maintain a program’s institutional memory; design and distribute strategic reports; manage recordkeeping activities; and inform staff, leadership and external partners.

Ongoing Monitoring and Continuous Improvement help programs adapt to better address goals and objectives and share data with staff, policy council, and governing bodies to engage everyone in the program planning process.

Human Resources ensures that staff and volunteers have the credentials and competencies needed to fulfill responsibilities.

1 https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/management-systems
Program, Policy & Strategy Committee

Professional Development Institute
Professional Development Institute

- CLASS® 101 for Administrators and Teachers (1.5 In-Service Hours)
- Introduction to CLASS® PreK, Toddler, Infant (4-hour sessions)
- CLASS® Group Coaching for PreK, Toddler, Infant (MMCI-Making the Most of Classroom Interactions) – 12 weeks, 2 hours per week
- PDI Staff offers Office Hours every week with Institute training specialists
- Free subscriptions to MyTeachstone
Professional Development Institute

All the Way with VPK!: Training for VPK Teachers

- CLASS® 101 for Administrators and Teachers (1.5 In-Service Hours)
- Introduction to CLASS® PreK (4-hour session)
- CLASS® Group Coaching for PreK (MMCI-Making the Most of Classroom Interactions) – 12 weeks, 2 hours per week
- CDA® (Child Development Associate® – Council for Professional Recognition) Coursework – 130 hours, 3 hours per week, and develop their portfolio in preparation for the CDA Assessment and the CDA Verification visit
- Phonological Awareness for Preschoolers – mandated for VPK teachers – DCF Trainers
- PDI Staff offers Office-Hours every week with Institute training specialists
- Free subscriptions to MyTeachstone
Professional Development Institute

Super CLASS® Saturday

**CLASS® Observer Roundtable**  
**Strategies to Support Dual Language Learners**  
**Relationship Equity in Your Classroom**
VPK FAST AND READINESS RATES
Florida’s Assessment of Student Thinking (FAST) using STAR Early Literacy
Voluntary Prekindergarten (VPK) programs (public and private) will be required to implement FAST using Star Early Literacy beginning in the 2022-2023 VPK Program Year.

- FAST will replace all components related to the Florida VPK Assessment and the Bright Beginnings Online Reporting System.
- It is a computer, adaptive assessment that will be administered the beginning, middle, and end of the year to track child progress.
- Will be administered to all VPK Program students enrolled with valid certificates of eligibility.
- Results must be shared with families within 7 days of administration

FAST-Star Early Literacy FAQs VPK Program Admins 8.3.22

FAST-Star Early Literacy FAQs VPK Teachers 8.3.22
Florida’s Assessment of Student Thinking (FAST) Training

All assessors will be required to complete training before administering the FAST-using Star Early Literacy.

Click Here

Additional Information: http://www.floridaearlylearning.com/vpk/fast

Questions related to FAST using Star Early Literacy training registration: Please email VPKFAST@oel.myflorida.com.
Progress Monitoring Assessment Deadlines

- **Progress Monitoring 1 (PM1)**- First 30 Instructional Days of VPK
- **Progress Monitoring 2 (PM2)**- Mid Program Year (Between 40%-60%) of the program hours
- **Progress Monitoring 3 (PM3)**- Last 30 Instructional Days of VPK

- All VPK Children must be entered into the EFS Mod Roster as soon as possible. Child Data will be transferred from EFS Mod to the Renaissance System.

Running Instructions: [AdministrationResources](#) and [Reports](#)
Accessing the Testing Site and Login Info:

URL: https://global-zone05.renaissance-go.com/welcomeportal/8478158

VPK Administrator Login Information

- **Administrator username:** \( (sch) + \text{(your VPK Provider ID)} \)
  - Example: sch1234
  - Use the letters sch, not the name of your center/school.

- **Password:** vpk (lowercase)
  - Administrators may customize the password after the first login.

Renaissance Place Help Desk and Technical Assistance Team at 1-800-338-4204 or by email at FAST_Star@renaissance.com.
VPKteam@elcmdm.org
Readiness Rates
Readiness Rate Calculation

- The VPK Provider Kindergarten **readiness rates** are calculated in accordance with Rule 6M-8.601, F.A.C. Kindergarten student scores on the FLKRS.
  - administered during the first thirty (30) days of the school year
  - score of **at least 500** on the Star Early Literacy assessment to be considered “ready for kindergarten.”
- **Learning Gains** are calculated based on the results of the Florida VPK Assessment administered during the VPK program year.
  - At the individual child level, learning gains are demonstrated by having attained a higher scoring category (below expectations, meeting expectations, and exceeding expectations) from the pre-assessment to the post-assessment in all of the four (4) domains contained in the assessment
  - A child who scores “exceeding expectations” for the pre-assessment and maintains that score for the post-assessment will be considered to have made “learning gains” in that domain.

\[
\text{Percent Ready} + (\text{Percent making gains} \times 0.1) = \text{Provider readiness rate}
\]
### Readiness Rate Calculation Example

<table>
<thead>
<tr>
<th>Readiness Rate</th>
<th>Children Served</th>
<th>Children Meeting Substantial Completion</th>
<th>Children Screened</th>
<th>Children In Readiness Rate Calculation</th>
<th>Children Ready for Kindergarten</th>
<th>Children with Learning Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
<td>50</td>
<td>48</td>
<td>44</td>
<td>43 (86%)</td>
<td>22</td>
<td>10 (23%)</td>
</tr>
</tbody>
</table>

**Formula**

\[
\text{VPK Provider Kindergarten Readiness Rate} = \left(\frac{\text{Percentage of Children Ready for Kindergarten}}{\text{Percentage of Children Making Learning Gains}} \times 0.1\right) \times 100%
\]

- **51.16%**
- **23.26%**
- **0.1**

*Rounded*
### VPK Accountability Assessment Measures for 2020-21 – 2023-24

#### s. 1002.68, F.S.

<table>
<thead>
<tr>
<th>VPK Program Year</th>
<th>Assessment Measures</th>
</tr>
</thead>
</table>
| 2020-2021        | • VPK Assessment pre and post  
|                  | • Statewide kindergarten screening-FLKRS (Star Early Literacy) (Fall 2021)  
|                  | **Readiness Rates:** No negative impact, as a provider may not be newly placed on probationary status. A provider on probation meeting the minimum threshold will be removed from probation. |
| 2021-2022        | • VPK Assessment pre and post  
|                  | **Readiness Rates:** Based on VPK Assessment – cannot include statewide kindergarten screening in calculation. No available methodology to calculate readiness rates on only the VPK Assessment. Current guidance is that there will be no 2021-22 Readiness Rates. |
| 2022-2023        | • Coordinated Screening and Progress Monitoring Assessment (beginning, middle and end of year)  
|                  | • Program Assessment (CLASS) (one time per year and can impact 2023-24 VPK provider eligibility)  
|                  | **Performance Metric:** Results will be used to determine and adopt the methodology for calculating a provider’s performance metric/designation. No metric/designation issued. |
| 2023-2024        | • Coordinated Screening and Progress Monitoring Assessment (beginning, middle and end of year)  
|                  | • Program Assessment (CLASS) (one time per year and can impact 2024-25 VPK provider eligibility)  
|                  | **Performance Metric:** Performance metric/designation will be assigned within 45 days after the conclusion of the VPK school year program. VPK programs can be placed on probation based on scoring. |
The Classroom Assessment Scoring System (CLASS) measures the quality of adult-child interactions including emotional support, classroom organization and instructional support for children ages 3-5.

Each VPK Classroom will be assessed every year.

For a VPK Contract in the 2023-2024 School year, the Assessment Composite score must meet minimum contracting score.

Minimum contracting score: 4
Support Available to VPK Programs

- **Professional Development Institute**
  - Multiple free training sessions available (English/Spanish):
    - National Child Development Associate (CDA®): Preschool (Fall classes start September 19th)
    - CLASS® Training: CLASS® 101, Intro to CLASS PreK, Toddler and Infant, Group Coaching (Making the Most of Classroom Interactions-MMCI)
    - Curriculum Training: The Creative Curriculum®/GOLD/High Scope
    - Phonological Awareness for Preschoolers 2021
    - Transition to Kindergarten (in partnership with Miami-Dade County Public Schools)
    - Best Practices in Inclusive Early Childhood Education (BPIECE)
    - Free subscriptions available for myTeachstone®
    - Office hours every week with Institute training specialists

- **Division of Early Learning Regional Facilitators**
  - Free FL Standards, Emergent Literacy, and Mathematics trainings
  - Multiple free activity plans that align with the Standards are available in English and Spanish on the FL Standards Birth to Kindergarten Website

- **VPK Monitors**
  - Available for technical assistance

- **WARM Line**
  - Technical Assistance available to providers and families for children with special needs/disabilities
  - Inclusion supports and technical assistance to providers caring for children with special needs/disabilities (BPIECE Support Services)
  - Additional resources to families for children with special needs/disabilities through VPK –Specialized Instructional Services (VPK-SIS)
  - Additional resources to providers caring for children with special needs/disabilities through the Special Needs Rate

- **Flamingo Early Learning**
  - Free Courses in Emergent Literacy available to teachers in English and in Spanish

- **MDCPS Transition to Kindergarten Ambassadors**
  - Free Workshops for VPK Teachers
  - Ambassador Visits to centers
  - Technical Assistance available to centers
  - Free resources for Directors, Teachers, and Families
Source: Florida Department of Education, Florida Kindergarten Readiness Screener (FLKRS), Tableau Workbook by Dr. Fred Hicks
Percentage of Those Scoring 500+ Side By Side with Overall State Percentages

Source: Florida Department of Education, Florida Kindergarten Readiness Screener (FLKRS), Tableau Workbook by Dr. Fred Hicks
### Percentage of Those Scoring 500+ by Smaller Districts and District Average Over 3 Years

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</tr>
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<tbody>
<tr>
<td>Lake</td>
<td>59.86%</td>
<td>57.95%</td>
<td>55.68%</td>
<td>57.11%</td>
<td>55.19%</td>
<td>55.72%</td>
<td>53.12%</td>
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<td>57.33%</td>
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<td>42.31%</td>
<td>45.76%</td>
<td>47.44%</td>
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Source: Florida Department of Education, Florida Kindergarten Readiness Screener (FLKRS), Tableau Workbook by Dr. Fred Hicks