



# DIVISION OF EARLY LEARNING ANNUAL REPORT

## *Improving Program Quality*

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Everyone has an opportunity to succeed when they have access to high-quality early care and education programs and services.



DIVISION OF  
**Early Learning**  
LEARN EARLY. LEARN FOR LIFE.

The annual report for the Division of Early learning is required by Section 1002.82, Florida Statutes. Copies are available to download from [www.floridaearlylearning.com](http://www.floridaearlylearning.com) or by contacting the division at 866-357-3239.

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**Appendix A - Early Learning Coalition Service Delivery Fiscal Year 2020-21**

**Appendix B - Percentage of Children in School Readiness Compared to Children in Poverty by Early Learning Coalition**

**Appendix C - Percentage of Children in School Readiness Compared to Children in Poverty by County**

# EXECUTIVE SUMMARY

This report is provided by the Florida Department of Education's Division of Early Learning as an overview of the division's financial and program activities in fiscal year 2020-21 as well as for the 30 early learning coalitions and Redland Christian Migrant Association that the division partners with to administer the School Readiness Program, the Voluntary Prekindergarten education Program and the Child Care Resource and Referral Program.

Enclosed you will find summaries and overviews of:

- Expenditures and administrative costs associated with the programs the division administers.
- Fraud referrals made by the division's Inspector General's Office.
- Child care and early learning services and initiatives in Florida.
- Professional development support for Florida's child care and early learning providers and teachers.
- Accountability and program improvement.
- Special-focus networks.
- Information about the activities of Florida's early learning coalitions.

For more information about the Division of Early Learning, please visit

<http://www.floridaearlylearning.com/>.

# FINANCIAL REVIEW

In fiscal year 2020-21, the Division of Early Learning (DEL) received almost \$1.4 billion in state and federal funding, which funded the School Readiness (SR) and Voluntary Prekindergarten (VPK) Programs, as well as other important activities. In addition, DEL received budget authority for \$120,436,500 and carryforwards from FY 2019-20 for \$166,863,348 in COVID-related federal relief funds and \$5,240,750 in supplemental Hurricane Michael disaster relief funds. Some of these activities are outlined below.

## Other School Readiness

- **SR Match - \$30 Million**
  - A program that matches local public and private funds with government funding for eligible working parents.
- **SR Pay Differential Program - \$40 million**
  - A program to reallocate unexpended funds among the coalitions.
- **Expand SR Services - \$60 million**
  - A program to provide SR services to families currently on the SR wait list.
- **SR Provider Rate Increases - \$50 million**
  - A program that provides eligible early learning coalitions with SR provider rate increases.

## Home Instruction for Parents of Preschool Youngsters (HIPPY)

**HIPPY - \$3.9 million**

- A parent involvement home visitation program for eligible parents to help prepare 3-, 4- and 5-year-old children for success in school and life.

## Teacher Education and Compensation Helps (T.E.A.C.H.)

**TEACH - \$10 million**

- An early childhood scholarship program that provides financial support to early childhood caregivers and directors so they can work toward earning a teaching credential, degree or director's credential.

## Help Me Grow Florida

**Help Me Grow - \$1.8 million**

- A one-stop call center designed to increase access to services for children who may show developmental, behavioral, physical or social challenges.

## Preschool Development Grant (PDG)

**PDG - \$15 million**

- A program to implement measures that build on existing framework and infrastructure to increase the quality, alignment and efficiency of Florida's early childhood care and education mixed-delivery system of programs and services.

## COVID Related Federal Relief Funds

**Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) - \$120,436,500**

- A federal relief grant-funded program that provides support grants to early learning/child care providers, whether contracted for School Readiness (SR)/Voluntary Prekindergarten Program (VPK) or not, to assist them with remaining open to provide essential early learning services throughout the state.

## COVID Related Federal Relief Funds

**Coronavirus, Aid, Relief and Economic Security (CARES) Act - \$166,863,348**

- Federal relief grant funds for several temporary relief programs that offer the following:
  - child care for first responders/health care workers;
  - support grants to early learning/child care providers for relief to remain open and assistance in reopening;
  - summer bridge program for rising kindergarteners with limited language and emergent literacy skills;
  - VPK progress monitoring;
  - relief payments for VPK providers that had to close classrooms or centers due to COVID; and
  - waiver of SR co-payments for parents.

## 2020-21 Budget for the Division of Early Learning

Program	Budget
Local Coalitions and Redlands Christian Migrant Association (RCMA) - School Readiness Program	689,927,228
Local Coalitions and Redlands Christian Migrant Association (RCMA) - School Readiness Provider Pay Differential Program	40,000,000
Local Coalitions and Redlands Christian Migrant Association (RCMA) - School Readiness Match Program	30,000,000
Local Coalitions and Redlands Christian Migrant Association (RCMA) - School Readiness Wait List Funding	60,000,000
Local Coalitions and Redlands Christian Migrant Association (RCMA) - School Readiness Provider Rate Increases	50,000,000
Local Coalitions and Redlands Christian Migrant Association (RCMA) - School Readiness Fraud Grants	950,000
Local Coalitions and Redlands Christian Migrant Association (RCMA) - School Readiness Reallocation of Provider Overpayments	25,000,000
School Readiness Supplemental Disaster Relief Funds	2,923,905
Local Coalitions - Voluntary Prekindergarten (VPK) Program	342,158,049
VPK Standards and Accountability	1,629,791
Teacher Education and Compensation Helps (T.E.A.C.H.)	10,000,000
Home Instruction for Parents of Preschool Youngsters (HIPPPY)	3,900,000
Implementation of Quality Performance Incentives Program, including Program Assessment	3,500,000
Help Me Grow Florida Network	1,808,957
Online Early Learning Professional Development System	3,000,000
Preschool Emergency Alert Response Learning Center (P.E.A.R.L.S.)	369,000
Data Systems and Services	3,581,911
Remediation of Enhanced Field System Modernization Project	6,000,000
Review of Payment and Attendance Records	589,000
VPK Outreach and Monitoring	500,000
Preschool Development Grant Birth through 5 (PDG B-5)	15,000,000
Coronavirus (COVID-19) CARES Act	166,863,348
Coronavirus (COVID-19) CRRSA Act	120,436,500
Administration and Program Support	12,729,181
<b>Total Budget</b>	<b>1,590,866,870</b>

## Expenditures

### Descriptions of Expenditure Classifications

School Readiness Program expenditures are classified in accordance with federal regulations (45 Code of Federal Regulations (C.F.R.) section 98) and state statutes (section 1002.82, Florida Statutes). The following table describes the expenditure classifications for tracking and reporting program expenditures.



<b>Direct Costs</b>	Costs for direct payments to child care facilities for child care, including Gold Seal costs.
<b>Gold Seal Costs</b>	Costs related to the Gold Seal Quality Care program, which allows higher reimbursement per child for providers that are accredited by nationally recognized agencies and meet quality standards.
<b>Administrative Costs</b>	Cost identified in federal regulations that include the following: <ul style="list-style-type: none"> <li>– Salaries and related costs to staff engaged in administering and implementing programs.</li> <li>– Developing agreements.</li> <li>– Evaluating program results.</li> <li>– Procurement and contract management.</li> <li>– Providing local officials and the public with program information.</li> <li>– Fiscal and budgetary activities.</li> <li>– Legal services.</li> <li>– Resolution of audit findings.</li> </ul>
<b>Non-direct Costs</b>	Costs for services not classified as administrative or direct payment for child care services. These services include, but are not limited to, the following: <ul style="list-style-type: none"> <li>– Assisting families to complete required application and eligibility documentation.</li> <li>– Determining child and family eligibility.</li> <li>– Recruiting eligible child care providers.</li> <li>– Processing and maintaining a statewide child care information system.</li> </ul>
<b>Quality Costs</b>	Costs related to activities to improve child care quality such as the following: <ul style="list-style-type: none"> <li>– Resource and referral services and comprehensive consumer education to parents and the public to promote informed child care choices.</li> <li>– Financial support to providers and their staff to assist them in meeting applicable state requirements including performance standards, curricula, literacy supports, professional development and training.</li> <li>– Supports for child screenings and assessments; training and technical assistance to providers, staff and parents on standards; child screening and assessments; character development; developmentally appropriate practices; and health and safety.</li> <li>– Inclusion and warm-line services including developmental and health screenings.</li> </ul>

The following tables show expenditures for the School Readiness and VPK programs during fiscal year 2020-21 at the state and coalition levels.

### 2020-21 Division of Early Learning Statewide Contract Expenditures

Program/Project	Contractor	Expenditures
Teacher Education and Compensation Helps (T.E.A.C.H.)	The Children's Forum	9,999,885
School Readiness Program	Redlands Christian Migrant Association (RCMA)	12,750,955
Home Instruction for Parents of Preschool Youngsters (HIPPIY)	University of South Florida	3,642,096
Technology support	University of North Florida	2,071,836
Help Me Grow Florida Network	The Children's Forum	1,802,876
Online Early Learning Professional Development System	University of Florida Lastinger Center	2,961,508
Preschool Development Grant Birth - Five	Various	1,059,895
Other Contracts	Various	6,221,431

Source: DEL Statewide Contract Expenditure Workbooks FY 2020-21

## 2020-21 Coalition-Level School Readiness Program Expenditures

Coalition	Total Expenditures w/ Cash Match	Direct Services Expenditure Percentage	Administrative Expenditure Percentage	Administrative, Quality and Non Direct Services Expenditure Percentage	Quality Expenditure Percentage (w/o Gold Seal)	Total Provider Payments Expenditure Percentage*
Alachua	13,568,760	77.25%	4.52%	22.75%	11.58%	78.82%
Big Bend	17,222,935	78.71%	7.25%	21.29%	9.24%	79.64%
Brevard	22,341,239	84.59%	5.25%	15.41%	6.20%	88.05%
Broward	76,252,970	77.50%	3.50%	22.50%	13.95%	80.24%
Duval	52,042,010	74.28%	2.60%	25.72%	18.76%	75.29%
Emerald Coast	8,791,226	83.28%	4.58%	16.72%	7.40%	85.23%
Escambia	15,542,828	81.73%	4.68%	18.27%	7.38%	82.16%
Flagler and Volusia	21,033,991	86.67%	3.28%	13.33%	6.17%	87.67%
Gateway	8,624,332	76.53%	4.38%	23.47%	11.32%	80.09%
Heartland	10,483,520	78.10%	4.34%	21.90%	8.59%	79.88%
Hillsborough	60,830,158	82.49%	3.12%	17.51%	8.84%	83.36%
IRMO	10,396,942	80.63%	3.37%	19.37%	9.41%	82.65%
Lake	10,150,742	79.08%	2.90%	20.92%	13.00%	80.48%
Manatee	16,082,744	80.14%	3.83%	19.86%	13.67%	81.46%
Marion	10,942,402	78.40%	4.72%	21.60%	10.83%	79.20%
Miami-Dade/Monroe	142,600,562	74.24%	2.63%	25.76%	15.77%	77.38%
Nature Coast	9,967,136	78.39%	4.88%	21.60%	8.99%	80.44%
North Florida	18,785,577	79.61%	3.89%	20.39%	11.26%	80.67%
Northwest Florida	16,085,183	79.35%	2.57%	20.65%	11.62%	83.72%
Orange	57,846,940	83.00%	2.75%	17.00%	9.20%	83.73%
Osceola	10,357,532	81.19%	3.39%	18.81%	10.26%	81.71%
Palm Beach	72,511,987	80.03%	3.30%	19.97%	12.07%	82.04%
Pasco-Hernando	21,664,162	75.72%	3.16%	24.28%	15.90%	78.78%
Pinellas	42,001,538	80.18%	3.46%	19.82%	11.27%	81.92%
Polk	28,899,825	77.21%	3.45%	22.79%	11.93%	77.94%
St. Lucie	12,661,350	81.44%	3.06%	18.56%	11.55%	82.81%
Santa Rosa	4,337,344	80.00%	4.67%	20.00%	7.96%	80.36%
Sarasota	7,814,107	81.65%	3.61%	18.35%	9.28%	83.35%
Seminole	14,868,994	86.24%	2.84%	13.76%	5.84%	87.01%
Southwest Florida	28,184,384	78.32%	2.85%	21.68%	12.03%	80.95%
RCMA	13,346,933	81.51%	5.26%	18.49%	1.51%	81.51%
<b>Statewide</b>	<b>856,240,355</b>	<b>78.95%</b>	<b>3.39%</b>	<b>21.05%</b>	<b>11.92%</b>	<b>80.84%</b>

Source: DEL SR Expenditure Workbooks FY 2020-21 data as of November 2021; does not reflect final expenditure reconciliations.

\*Includes quality performance differentials, contracted slots and Gold Seal costs.

## 2020-21 School Readiness Program Administrative Staff and Overhead

Coalition	Number SR Children Served (by FTE)*	Number of SR Administrative Staff (by FTE)**	Ratio of Children Served to SR Admin Staff	SR Admin Expenditures	Ratio of SR Admin Overhead to Number of SR Children Served
Alachua	1,419	8.07	175.84	612,644	431.74
Big Bend	2,649	12.52	211.58	1,248,199	471.20
Brevard	2,819	18.38	153.37	1,173,026	416.11
Broward	8,198	21.51	381.20	2,672,611	326.01
Duval	6,589	17.63	373.74	1,353,343	205.39
Emerald Coast	1,140	4.45	256.18	402,420	353.00
Escambia	2,304	2.75	837.82	726,874	315.48
Flagler and Volusia	3,254	10.78	301.86	689,878	212.01
Gateway	1,371	6.15	222.93	377,537	275.37
Heartland	1,374	19.17	71.69	454,682	330.92
Hillsborough	8,871	73.40	120.86	1,898,046	213.96
IRMO	1,494	17.00	87.88	350,491	234.60
Lake	1,523	3.68	414.16	294,382	193.29
Manatee	2,027	4.15	488.43	616,539	304.16
Marion	1,675	5.86	285.86	516,113	308.13
Miami-Dade/Monroe	15,476	67.96	227.72	3,749,479	242.28
Nature Coast	1,487	7.20	206.53	486,585	327.23
North Florida	2,834	4.35	651.49	729,926	257.56
Northwest Florida	1,780	2.25	791.11	412,766	231.89
Orange	8,281	13.21	626.87	1,590,560	192.07
Osceola	1,518	4.54	334.36	351,405	231.49
Palm Beach	8,063	16.76	480.98	2,389,465	296.35
Pasco-Hernando	3,084	5.30	581.89	685,494	222.27
Pinellas	5,044	8.90	566.74	1,451,915	287.85
Polk	4,496	22.65	198.50	996,489	221.64
St. Lucie	1,899	4.13	460.24	387,115	203.85
Santa Rosa	628	2.13	294.59	202,542	322.52
Sarasota	882	1.69	521.89	281,878	319.59
Seminole	1,907	3.32	573.71	422,275	221.43
Southwest Florida	3,739	8.50	439.88	804,103	215.06
<b>Statewide</b>	<b>107,819</b>	<b>398.38</b>	<b>270.64</b>	<b>28,328,782</b>	<b>262.74</b>

\* From EFS Modernization as of November 4, 2021; excludes FTEs for BG1- ESS First Responders.

\*\* Self-reported by ELCs on annual Revenue & Expenditure Reports as of November 2021; Includes contracted staff; does not reflect final expenditure and reporting reconciliations.

## 2020-21 Coalition-Level Voluntary Prekindergarten Program Expenditures

Coalition	Total Administrative Expenditures	Total Direct Services Expenditures	Total All Expenditures	% for Admin*
Alachua	102,218	2,618,273	2,720,490	3.9%
Big Bend	201,604	4,994,214	5,195,818	4.0%
Brevard	338,612	8,791,537	9,130,149	3.9%
Broward	1,041,764	26,050,108	27,091,872	4.0%
Duval	627,484	16,820,061	17,447,545	3.7%
Emerald Coast	161,414	4,393,844	4,555,257	3.7%
Escambia	184,527	3,154,190	3,338,717	5.9%
Flagler and Volusia	316,274	7,742,299	8,058,573	4.1%
Gateway	55,029	2,229,714	2,284,743	2.5%
Heartland	127,344	3,172,622	3,299,966	4.0%
Hillsborough	1,091,447	20,356,576	21,448,023	5.4%
IRMO	111,182	4,756,572	4,867,753	2.3%
Lake	185,000	4,625,019	4,810,019	4.0%
Manatee	204,624	5,121,400	5,326,024	4.0%
Marion	153,474	3,932,265	4,085,739	3.9%
Miami-Dade/Monroe	1,214,396	42,526,942	43,741,338	2.9%
Nature Coast	135,569	3,494,153	3,629,722	3.9%
North Florida	408,456	12,148,661	12,557,117	3.4%
Northwest Florida	99,824	3,117,902	3,217,726	3.2%
Orange	884,868	22,126,118	23,010,987	4.0%
Osceola	232,196	5,833,046	6,065,242	4.0%
Palm Beach	828,688	20,719,089	21,547,777	4.0%
Pasco-Hernando	412,294	10,544,849	10,957,143	3.9%
Pinellas	385,920	11,196,167	11,582,087	3.4%
Polk	296,668	7,599,246	7,895,914	3.9%
St. Lucie	171,222	4,366,892	4,538,114	3.9%
Santa Rosa	58,400	2,177,356	2,235,757	2.7%
Sarasota	114,455	3,401,146	3,515,601	3.4%
Seminole	289,031	7,532,172	7,821,203	3.8%
Southwest Florida	472,268	16,057,192	16,529,460	2.9%
<b>Statewide</b>	<b>10,906,251</b>	<b>291,599,627</b>	<b>302,505,878</b>	<b>3.7%</b>

Source: DEL VPK Expenditure Workbooks FY 2020-21 as of November 2021; does not reflect final expenditure reconciliations.

\*Given the impact of COVID-19, there were additional requirements and activities impacting VPK programs which required additional time/effort by the coalitions.

## 2020-21 Voluntary Prekindergarten Program Administrative Staff and Overhead

Coalition	Number VPK Children Served (by FTE)*	Number of VPK Staff (by FTE) **	Ratio of Children Served to VPK Staff	VPK Admin Expenditures	Ratio of VPK Admin Overhead to Number of VPK Children Served
Alachua	1,076	1.6	664.20	102,218	95.00
Big Bend	2,118	2.1	1,012.04	201,604	95.19
Brevard	3,591	5.7	626.70	338,612	94.29
Broward	10,393	7.7	1,356.51	1,041,764	100.24
Duval	6,708	9.1	739.58	627,484	93.54
Emerald Coast	1,791	2.9	615.46	161,414	90.12
Escambia	1,301	13.8	94.62	184,527	141.83
Flagler and Volusia	3,258	5.7	568.59	316,274	97.08
Gateway	951	1.3	760.80	55,029	57.86
Heartland	1,412	1.6	899.25	127,344	90.19
Hillsborough	8,329	18.4	452.66	1,091,447	131.04
IRMO	1,942	4.7	417.63	111,182	57.25
Lake	1,919	2.3	850.30	185,000	96.40
Manatee	2,090	2.9	725.69	204,624	97.91
Marion	1,664	2.6	650.23	153,474	92.23
Miami-Dade/Monroe	16,683	25.0	668.66	1,214,396	72.79
Nature Coast	1,478	3.8	393.09	135,569	91.72
North Florida	4,936	0.3	16,453.33	408,456	82.75
Northwest Florida	1,318	2.5	537.96	99,824	75.74
Orange	8,815	3.9	2,283.68	884,868	100.38
Osceola	2,379	5.3	451.69	232,196	97.60
Palm Beach	8,064	5.6	1,435.62	828,688	102.76
Pasco-Hernando	4,342	7.3	591.55	412,294	94.95
Pinellas	4,565	7.1	642.96	385,920	84.54
Polk	3,198	3.6	900.85	296,668	92.77
St. Lucie	1,763	2.6	683.36	171,222	97.12
Santa Rosa	904	0.9	1,059.71	58,400	64.60
Sarasota	1,374	1.2	1,108.06	114,455	83.30
Seminole	3,069	3.6	853.92	289,031	94.18
Southwest Florida***	5,928	6.6	898.18	472,268	79.67
<b>Statewide</b>	<b>117,357</b>	<b>161.2</b>	<b>728.06</b>	<b>10,906,251</b>	<b>92.93</b>

\* From Voluntary Prekindergarten Estimating Conference August 12, 2021.

\*\* Self-reported by ELCs on annual Revenue & Expenditure Reports as of November 2021; Includes contracted staff; does not reflect final expenditure and reporting reconciliations.

\*\*\* Includes RCMA.

### 2020-21 Quality Expenditures

The Children's Forum (T.E.A.C.H.)	9,499,885
University of North Florida	83,024
The Children's Forum (Help Me Grow Florida Network)	1,802,876
Paul H. Brooks Publishing Co., Inc.	115,693
University of Florida Lastinger Center Online Early Learning Professional Dev. System	2,961,508
University of Florida Lastinger Center Health and Safety	85,250
Infinity	114,821
Teachstone Training	788,375
WELS System Foundation	168,049
<b>Total</b>	<b>15,619,481</b>

Source: DEL School Readiness Workbooks FY 2020-21

### Early Learning Coalition Quality Expenditures

Comprehensive Consumer Education	11,143,021
Early Learning Standards, Curriculum, Health and Development Screening and Assessment	5,652,883
Provider Training/Technical Assistance and Financial Support	64,545,505
Provider Tiered Reimbursement Differentials	6,974,137
Quality Activities for Infant and Toddler Care	8,764,111
Inclusion	3,250,216
<b>Total</b>	<b>100,329,872</b>

Source: DEL School Readiness Workbooks FY 2020-21

### 2020-21 COVID-19 Funding Summary

Supports	Fiscal Year 2020-21	Funding Source
<b>CARES Act - Child Care for Healthcare Workers and First Responders and Provider Grants in Phases</b>		
Child Care for First Responders/Health Care Workers/ <b>Phase I:</b> Emergency Child Care Relief Grants - Open SR/VPK and Non SR/VPK Providers <b>Phase II:</b> High-Quality Reopening Support Grants	\$ 80,515,017	CARES
<b>Phase III:</b> Early Learning/Child Care Provider Grants	\$ 16,886,246	CARES
<b>Phase IV:</b> CCDF/CARES Grants	\$ 18,509,727	CARES
2020 Rising K Summer Program	\$ 10,915,468	CARES
VPK Progress Monitoring Pilot	\$ 2,129,329	CARES
VPK Provider Payments/SR Copayments	\$ 17,734,340	CARES
	<b>\$ 146,690,127</b>	<b>CARES</b>
<b>CRRSA Act - Child Care Provider Grants</b>		
<b>Phase V:</b> Emergency Child Care Relief Grants for Early Learning/Child Care Providers	\$ 120,436,500	CRRSA
	<b>\$ 120,436,500</b>	<b>CRRSA</b>

**\$ 267,126,627**

# INSPECTOR GENERAL'S OFFICE

Working with early learning coalitions and Redlands Christian Migrant Association (RCMA), the Division of Early Learning's (DEL) Office of Inspector General (OIG) continued efforts to prevent and detect instances of fraud in the statewide early learning system. Anti-fraud activities focused on technical assistance to early learning coalitions and coordination of the Statewide Anti-fraud Workgroup whose focus is on sharing best practices among the early learning coalitions and continued partnerships with other government agencies on the identification of potentially fraudulent activity.

As a result, DEL's OIG referred suspected fraud cases for the School Readiness and VPK programs to the Florida Department of Financial Services, Division of Public Assistance Fraud (DPAF) for criminal investigation. In turn, DPAF referred cases to the appropriate State Attorney's Office (SAO) for criminal prosecution.

During fiscal year 2020-21, the total restitution ordered for prior year cases was \$207,786.44. DEL collected \$358,002.38 in restitution payments, including from recipient cases referred in 2020-21 as well as prior fiscal years. No provider cases referred in 2020-21 were closed as of year-end.

ANTI-FRAUD ACTIVITIES  
FOCUSED ON TECHNICAL  
ASSISTANCE TO EARLY  
LEARNING COALITIONS AND  
COORDINATION OF THE  
STATEWIDE ANTI-FRAUD  
WORKGROUP WHOSE FOCUS IS  
ON SHARING BEST PRACTICES  
AMONG THE EARLY LEARNING  
COALITIONS.

## FY 2020-21 Provider Fraud Case Referrals and Status

0	SR/VPK providers DEL referred to DPAF for investigation
	Provider cases being screened by DPAF
	Provider cases DPAF did not investigate
	Provider cases pending assignment to a DPAF investigator
	Provider cases DPAF was actively investigating at year-end
	Provider cases not referred to the SAO due to insufficient evidence

## FY 2020-21 Recipient Fraud Case Referrals and Status

130	Number of recipients of School Readiness child care support referred to Division of Public Assistance Fraud (DPAF) for criminal investigation.
78	Number of School Readiness recipient cases DPAF did not investigate.
45	Number of cases in screening status or pending assignment to a DPAF investigator.
7	Number of School Readiness recipient cases that DPAF is actively investigating, or a request was made for over payment/over issuance assistance.
0	Number of School Readiness recipient cases that DPAF referred to the State Attorney's Office (SAO) for criminal prosecution.
0	Number of School Readiness recipient cases that DPAF decided to not refer to the SAO due to insufficient evidence, no intent to defraud or other reasons.
0	Number of School Readiness recipient cases sent to DPAF that are still awaiting status.

Date Source: Fraud Referral System as of July 1, 2021



# EARLY CARE AND EDUCATION IN FLORIDA

## State Administration

### *Division of Early Learning*

The Division of Early Learning (DEL), within the Florida Department of Education, is the lead administrator for federal and state child care funds, responsible for developing, adopting and implementing quality standards and outcome measures that benefit and improve Florida’s comprehensive early childhood care and education system.

Consistent with state law (section 1002.213, Florida Statutes), DEL is fully accountable to the Commissioner of Education.

DEL partners with 30 local early learning coalitions and Redlands Christian Migrant Association (RCMA) to deliver comprehensive early childhood care and education services statewide.

## General Functions

The division oversees three main early learning programs: School Readiness (SR) Program, Voluntary Prekindergarten (VPK) Education Program and Child Care Resource and Referral Services (CCR&R).

- DEL governs the day-to-day-operations of early learning programs for the state, administers funds to early learning coalitions and other statewide providers and is responsible for ensuring developmentally appropriate curricula.
- Other duties related to early learning programs and outlined in federal and/or state regulations office including federal reporting requirements, programmatic/financial monitoring and other oversight tasks.

### *Children Served in Early Care and Education Programs and Services*

Programs/Services	2019-20	2020-21	2020-21 Waiting List
School Readiness	221,711	209,801*	12,609
Voluntary Prekindergarten	171,093	135,946	N/A
VPK Special Instructional Services	106	196	N/A
<b>VPK Total</b>	<b>171,199</b>	<b>136,142</b>	<b>N/A</b>

Source: School Readiness - EFS Modernization enrollment data as of November 4, 2021

\*Note: School Readiness does not include First Responder children served.

Source: Voluntary Prekindergarten - August 12, 2021, VPK Estimating Conference

Source: Waiting List - EFS Modernization

## Local Administration

### *Early Learning Coalitions and RCMA*

The 30 early learning coalitions and RCMA work to meet the early care and education needs of local communities by planning services based on the area’s needs, creating networks of public and private providers, establishing public and private partnerships to leverage economies of scale and collecting match dollars to serve additional families. They are governed by federal grant program requirements and state laws.

### *General Functions of Early Learning Coalitions and RCMA*

<b>Resource and Referral Services</b>	Eligibility, enrollment, outreach and consumer education.
<b>Child Care/Early Education Services</b>	Local oversight of School Readiness and VPK programs, child screenings, compliance services, supporting quality improvement.
<b>Comprehensive Services</b>	Prevention and intervention, resource linkages, staff development.
<b>School Readiness Match Program</b>	Expand child care assistance for low-income working families by using state and federal funds as incentives for matching local funds from local governments, employers and other sources.
<b>IT System Services</b>	Support single point of entry, coalition websites and participant data files.
<b>Service Provider Payments</b>	Reimbursement of child care and early education providers.

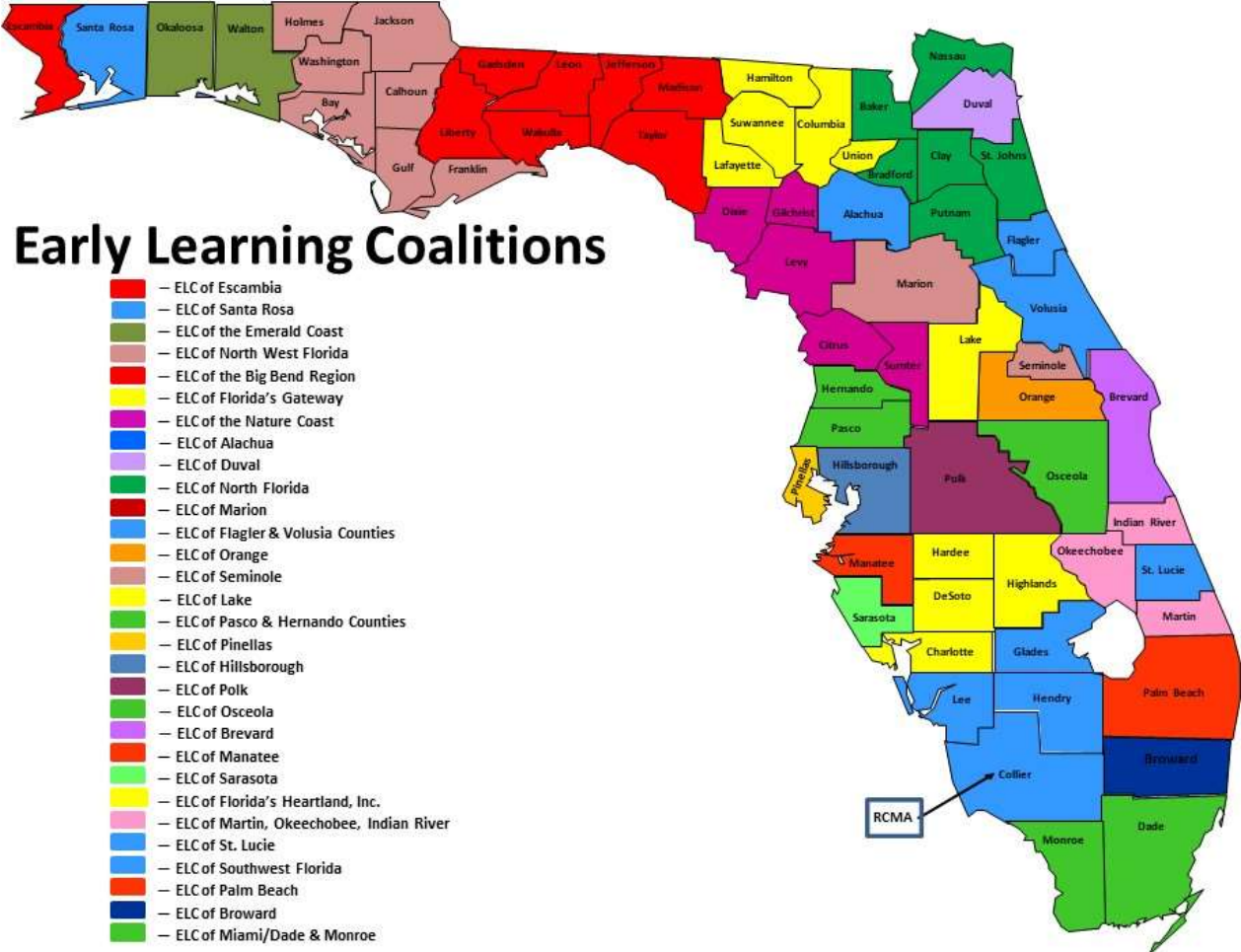
## Statewide Collaboration

Partnerships and collaboration are essential to the goals of a comprehensive early child care and education system such as Florida’s. Each of DEL’s program areas - CCR&R, SR and VPK - focuses on the success and well-being of all of Florida’s children and their families. CCR&R connects families with the resources and information they need to keep their children safe and healthy and assists families in locating and enrolling children in a quality educational or early childhood program.

Child care providers and teachers in these programs receive training and technical assistance on topics related to health and safety; academic, social and emotional development; and standards and guidelines from the CCR&R, SR and VPK programs. DEL’s programs share goals, information and resources and include staff from all three programs in initiatives, trainings and presentations to other stakeholders.

DEL’s purpose-driven programs complement, enhance and share the knowledge and skills of their staff as they collaborate to support Florida’s families and children in achieving success.

*Regional Map*



# PROGRAMS AND SERVICES



## Child Care Resource and Referral

Funded by the Child Care and Development Block Grant (CCDF), Florida's Child Care Resource and Referral (CCR&R) program provides numerous services to families, child care providers and communities. The Division of Early Learning (DEL) is responsible for the statewide resource and referral network and contracts with 30 early learning coalitions and Redlands Christian Migrant Association (RCMA) to ensure services are available in each of Florida's 67 counties. Each early learning coalition (ELC/coalition) is responsible for providing direct services to families and providers in their communities. CCR&R services are provided at no cost and include, but are not limited to, information about available financial and community resources, child care listings, early learning options for families, parent and consumer education and training and technical assistance for current and prospective child care providers. Integrating state and local efforts ensure that all families in Florida have equal access to quality child care information and resources.

### CCR&R Best Practices

Early learning coalitions and/or their subcontractors assist families in finding quality and affordable child care, community resources and financial assistance options. Quality customer service is a top priority of the CCR&R State Network, and each ELC has a designated CCR&R coordinator to lead the work of the CCR&R program at their organization.

To support this vital role, the CCR&R State Network developed a training tool - the **CCR&R Coordinator Guide** - to assist new CCR&R coordinators in learning program requirements, expectations and other key program elements. The CCR&R Coordinator Guide includes best practices that the CCR&R State Network encourages to enhance program service delivery statewide.

## Training and Technical Assistance

The CCR&R State Network provides ongoing training to Florida's 30 early learning coalitions and their subcontractors.

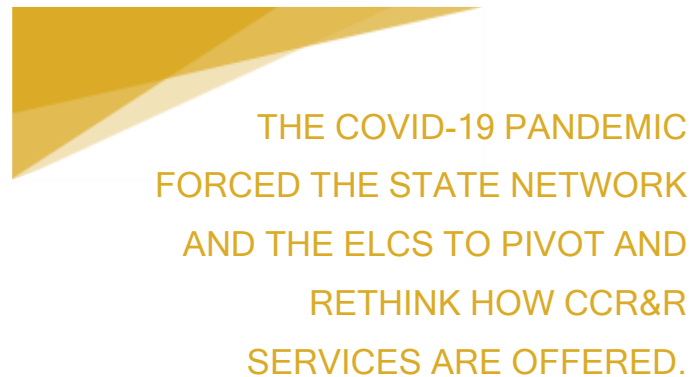
During the program year, the CCR&R State Network facilitated six CCR&R Leadership bimonthly webinars that covered various topics (i.e., program requirements and updates, family engagement, CCR&R reports, data integrity, serviced delivery trends, provider updates and market rate, consumer education, program monitoring, best practices, etc.).

Regularly, DEL invites guest speakers from other DEL departments, or local, state and national agencies and organizations who offer early learning programs, consumer education resources, financial assistance options and various social services to children and families.

The COVID-19 pandemic forced the state network and the ELCs to pivot and rethink how CCR&R services are offered. The ELCs of Palm Beach and Miami/Dade and Monroe shared with the CCR&R network creative ways to foster family engagement and tactics for health and safety when providing resources to families and providers. The CCR&R Network's guest speaker presented on the importance of self-care when meeting the needs of others.

The New CCR&R Coordinator Orientation is a two-hour webinar offered to every new CCR&R Coordinator. This training webinar provides an overview of the CCR&R program's expectations and requirements in the CCR&R statute and rule such as best practices, technology resources, family engagement, assistance for potential and current providers, staff development and training, customer services and quality assurance. During the program year, the CCR&R State Network facilitated four New CCR&R Coordinator Orientations.

The CCR&R State Network provided, upon request, two refresher training webinars for front-line CCR&R staff. The webinars covered various CCR&R topics. Additionally, ongoing technical assistance and training are provided about accurately and properly entering CCR&R data into DEL's single statewide information system when providing CCR&R services to

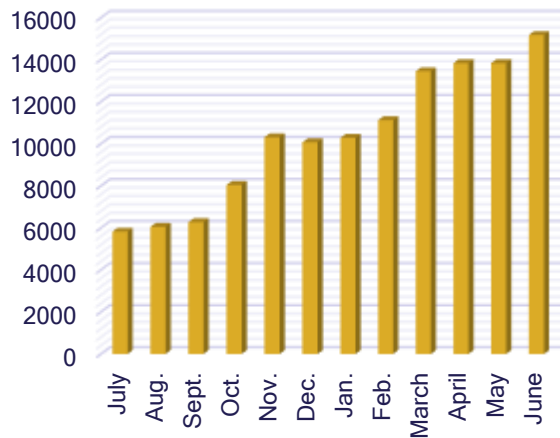


families. This topic highlights the importance of statewide data accurately reflecting coalitions' efforts when providing CCR&R services to families and strategies to increase data.

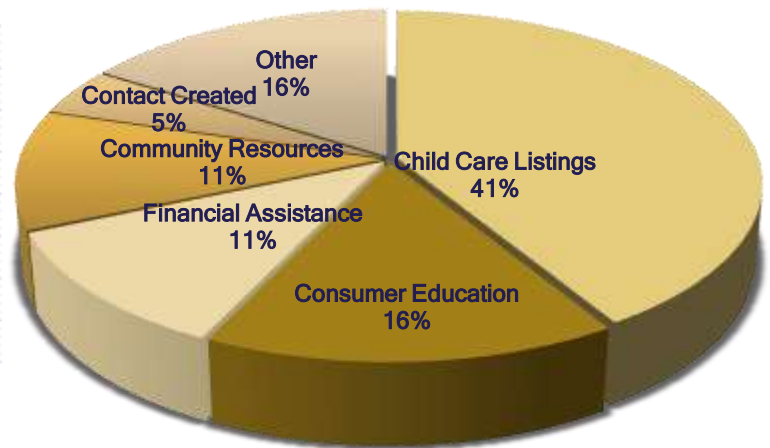
### 2020-2021 CCR&R Service Requests

<b>20,367</b>	Number of requests for assistance through the State CCR&R's toll-free number and CCR&R's Help Inbox.
<b>124,249</b>	Number of CCR&R Family Intake Forms completed in DEL's single statewide information system.
<b>11,427</b>	Approximate number of legally operating child care providers maintained in a directory by ELCs.

### ELC Monthly Family Intake Form Total



### CCR&R State Network Services Requested



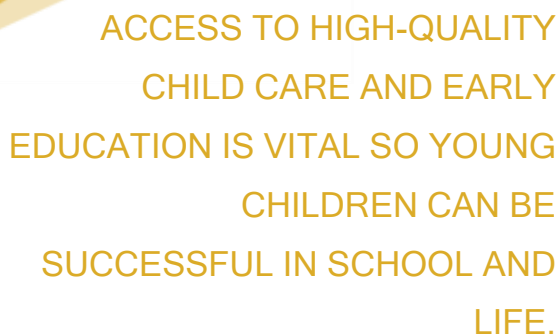
The above data captures the number of times the CCR&R Family Intake Form was completed by the early learning coalitions in DEL's single statewide information system and the types of services requested from the CCR&R State Network in 2020-21. In an effort to increase the CCR&R statewide data, DEL provides ongoing training and strategies to ELCs and revised the CCR&R Rule 6M-9.300, F.A.C., to strengthen accountability for data entry and accuracy.



## School Readiness Program

Florida's School Readiness (SR) Program offers low-income families financial assistance to assist with access to high-quality child care and early education for their children while they work or participate in job training. Access to high-quality child care and early education is vital so young children can be successful in school and life.

The Division of Early Learning (DEL) administers the program at the state level. Early learning coalitions administer SR at the county and regional levels. Funding comes from four sources—the Child Care and Development Block Grant, the Temporary Assistance for Needy Families Block Grant, the Social Services Block Grant and the State of Florida.



ACCESS TO HIGH-QUALITY  
CHILD CARE AND EARLY  
EDUCATION IS VITAL SO YOUNG  
CHILDREN CAN BE  
SUCCESSFUL IN SCHOOL AND  
LIFE.

The program's two main goals are to help families become financially self-sufficient and help each child from a qualifying family develop school readiness skills. These skills are measured by standards and outcomes adopted by DEL as well as the statewide screening of kindergarten students.

Florida's SR Program works to:

- Prepare young children to start kindergarten ready to learn.
- Help working families afford quality early learning services.
- Keep parents in the workforce and/or participating in education or training activities.
- Help families become financially independent.
- Provide parents information about child development and family well-being.



Due to the high need for services, the SR Program has averaged a waiting list of more than 19,000 children for the past fiscal year. To help families who are currently waiting for SR services, DEL works with local CCR&R specialists to provide families with information about other programs they may be eligible for, such as Head Start, Early Head Start and other locally funded programs that offer free or reduced-priced child care. Local CCR&R programs also provide families with lists of locally funded community resources to help families until SR Program funding becomes available.

### School Readiness Program – Waiting List History

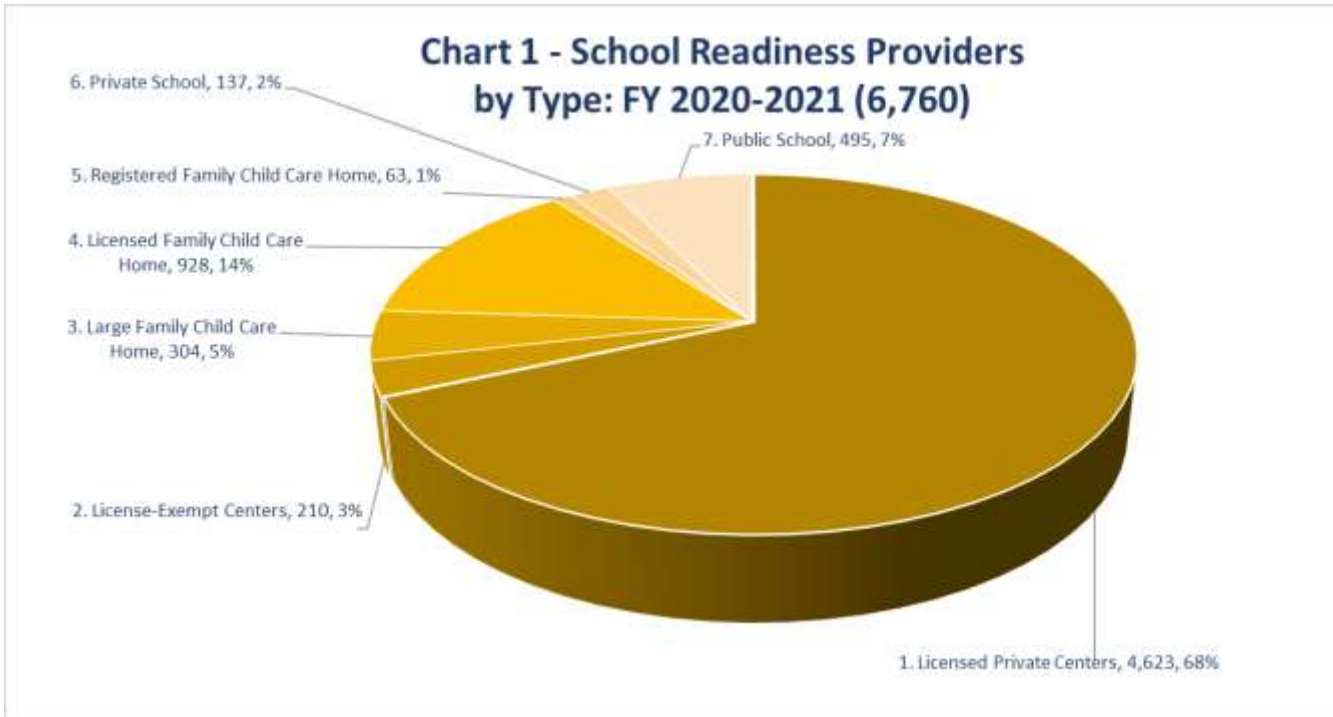
As of Fiscal Year 2020-21

Fiscal Year	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
July	58,865	74,796	85,013	80,500	78,892	60,659	56,471	53,380	38,308	28,197	25,302	21,052	18,612
August	64,557	80,751	90,791	84,098	68,414	57,750	64,687	52,527	43,945	33,593	34,597	23,502	15,932
September	62,993	84,369	90,685	85,751	73,168	49,419	68,811	50,249	44,132	33,626	35,215	21,770	17,433
October	65,436	87,553	91,957	81,607	68,516	47,826	68,950	42,560	40,356	34,071	30,702	22,676	15,657
November	58,796	87,329	88,979	77,069	71,933	42,609	68,437	35,317	36,478	33,194	17,813	22,567	12,606
December	47,662	87,697	78,906	75,110	67,676	36,770	64,548	30,926	31,915	31,237	21,695	21,543	13,143
January	49,015	88,105	74,452	75,365	60,259	36,684	61,840	29,106	31,508	30,326	18,588	19,164	12,782
February	47,760	84,218	67,988	71,803	58,134	37,121	58,614	25,774	28,835	29,553	16,945	14,554	10,982
March	46,273	66,947	68,033	64,780	58,322	37,867	51,397	25,941	25,871	29,064	18,552	14,589	9,077
April	57,671	62,235	70,869	66,206	57,182	43,624	53,596	27,260	26,053	27,227	17,525	14,968	6,808
May	67,324	77,146	74,497	65,255	45,959	47,956	56,748	34,730	25,469	28,939	16,628	16,350	7,045
June	69,492	80,157	78,324	68,747	65,032	52,336	59,057	36,872	26,550	31,399	15,231	20,588	11,230
<b>Fiscal Year</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
<b>Monthly Average</b>	57,987	80,109	80,041	74,691	64,457	45,885	61,096	37,054	33,285	30,869	22,399	19,444	12,609
<b>Monthly Maximum</b>	69,492	88,105	91,957	85,751	78,892	60,659	68,950	53,380	44,132	34,071	35,215	23,502	18,612
<b>Monthly Minimum</b>	46,273	62,235	67,988	64,780	45,959	36,684	51,397	25,774	25,469	27,227	15,231	14,554	6,808

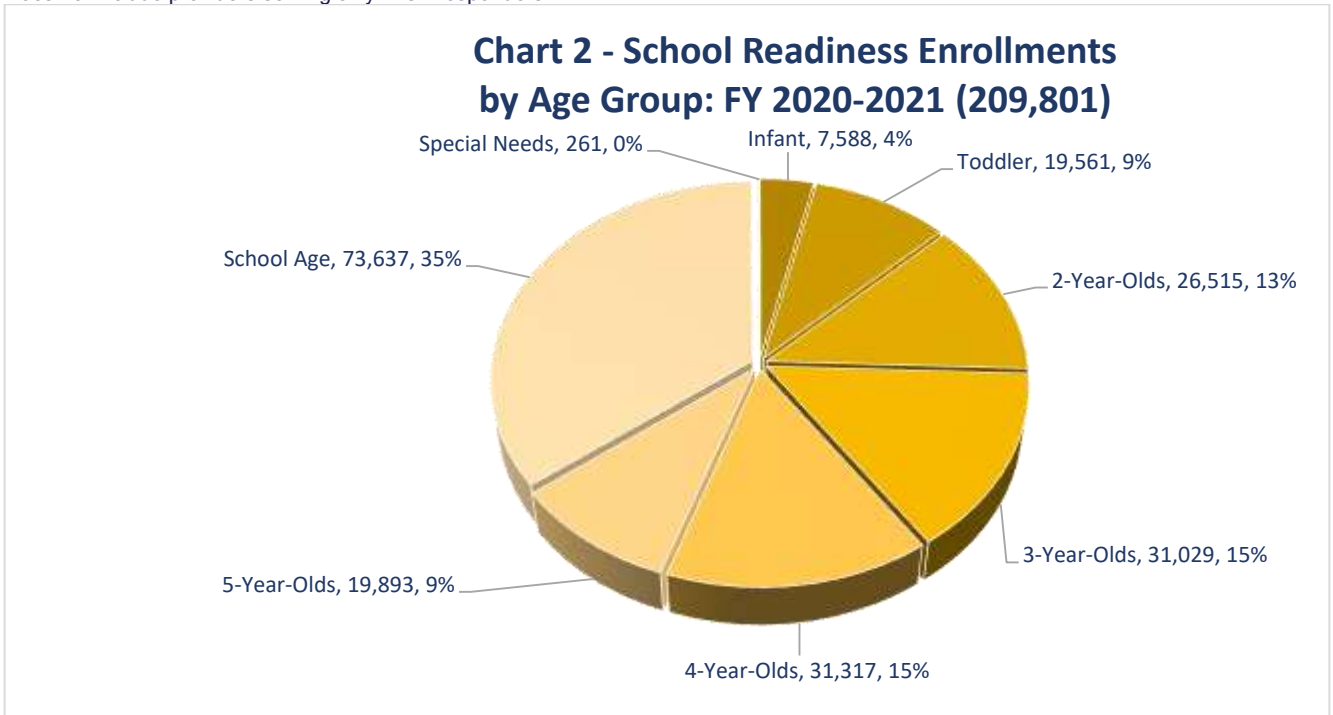
Source: Waiting List - EFS Modernization.



2020-21 School Readiness Program Provider and Enrollment Data

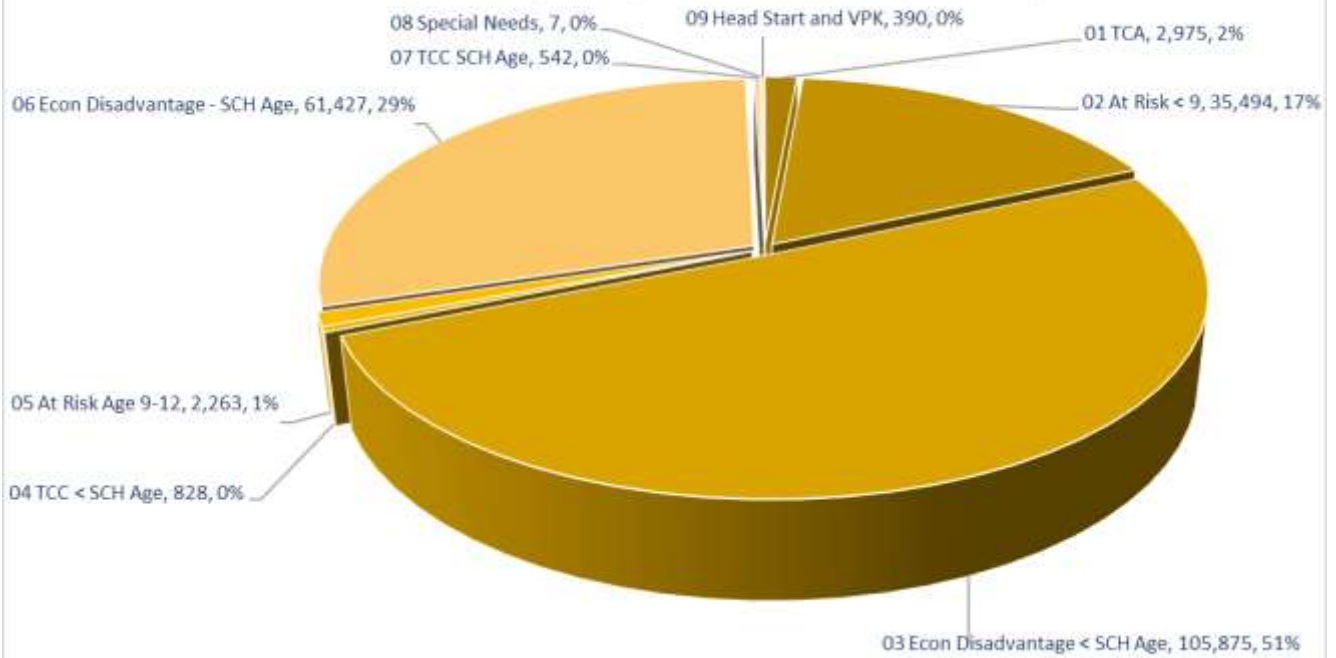


Source: EFS Modernization Database.  
 There were no Informal Providers serving School Readiness children during the fiscal year.  
 Does not include providers serving only First Responders.



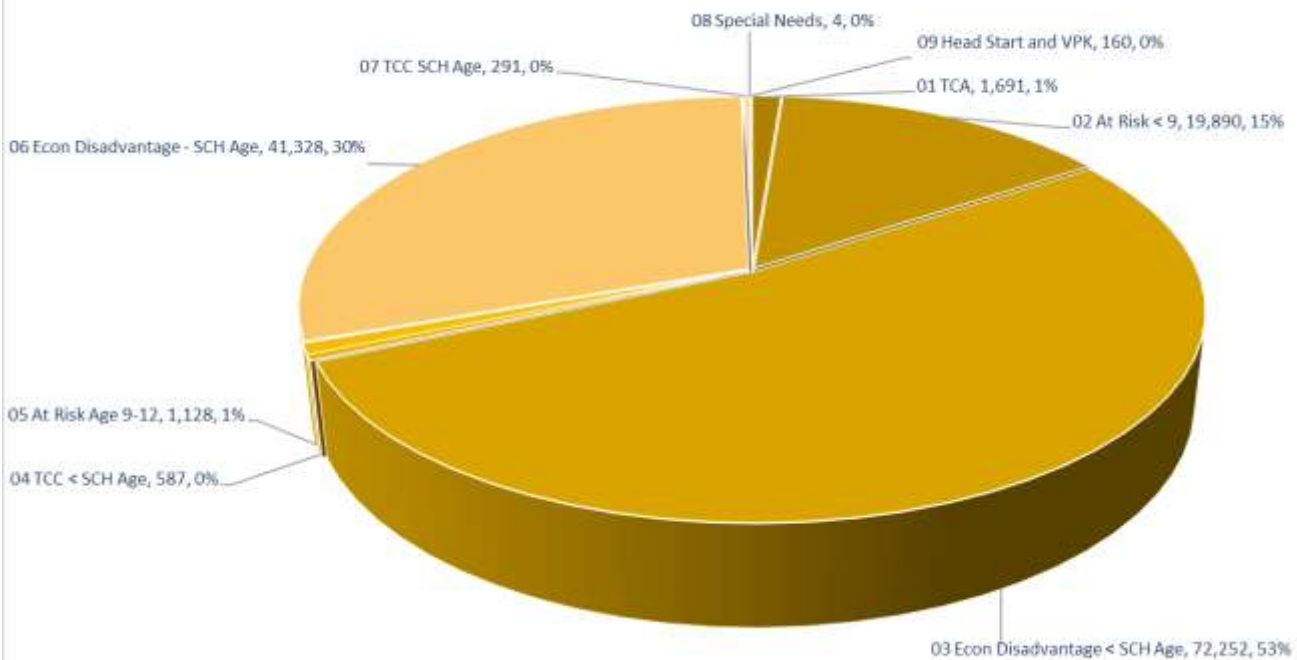
Source: EFS Modernization Database.  
 Children counted in the enrollment with the highest dollars paid during the fiscal year.  
 RCMA children were counted in the enrollments with the highest days enrolled during the fiscal year.  
 Does not include First Responder enrollments.

**Chart 3 - School Readiness Enrollments  
By Priority Group: FY 2020-2021 (209,801)**



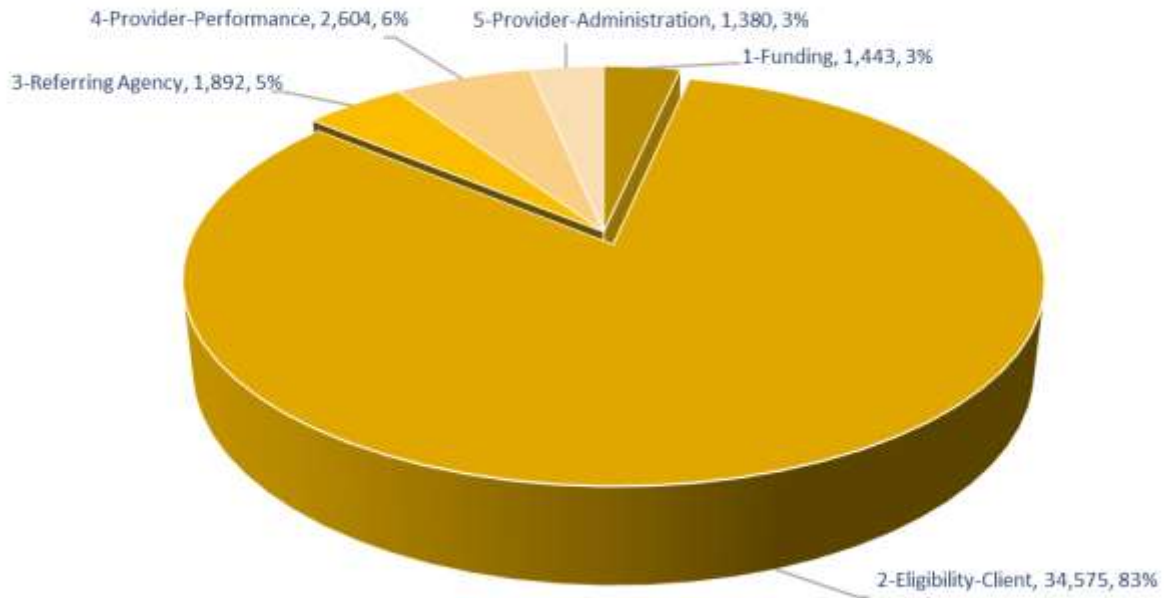
Source: EFS Modernization Database.  
Children counted in the enrollment with the highest dollars paid during the fiscal year.  
Does not include First Responder enrollments.

**Chart 4 - School Readiness Enrollments Monthly Averages by Priority  
Group: FY 2020-2021 (137,331)**



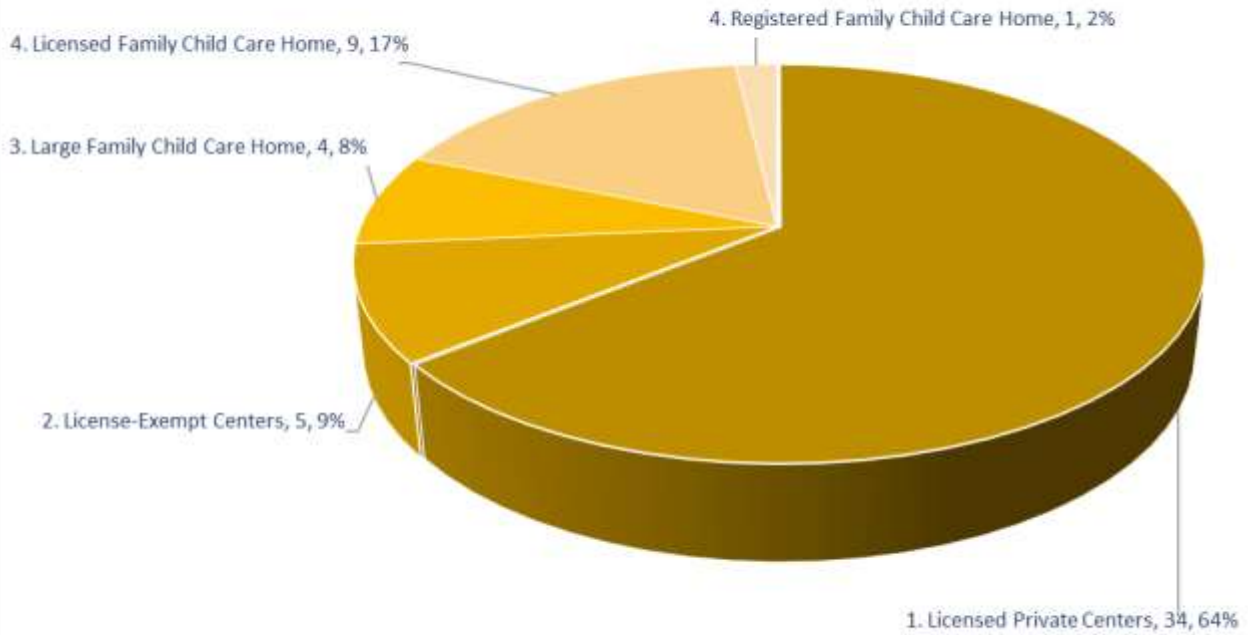
Source: EFS Modernization Database.  
Children counted in the enrollment with the highest dollars paid during the fiscal year.  
RCMA children were counted in the enrollments with the highest days enrolled during the month.  
Does not include First Responder enrollments.

**Chart 5 - School Readiness Disenrollments by Source of Action: FY 2020-2021 (41,894)**



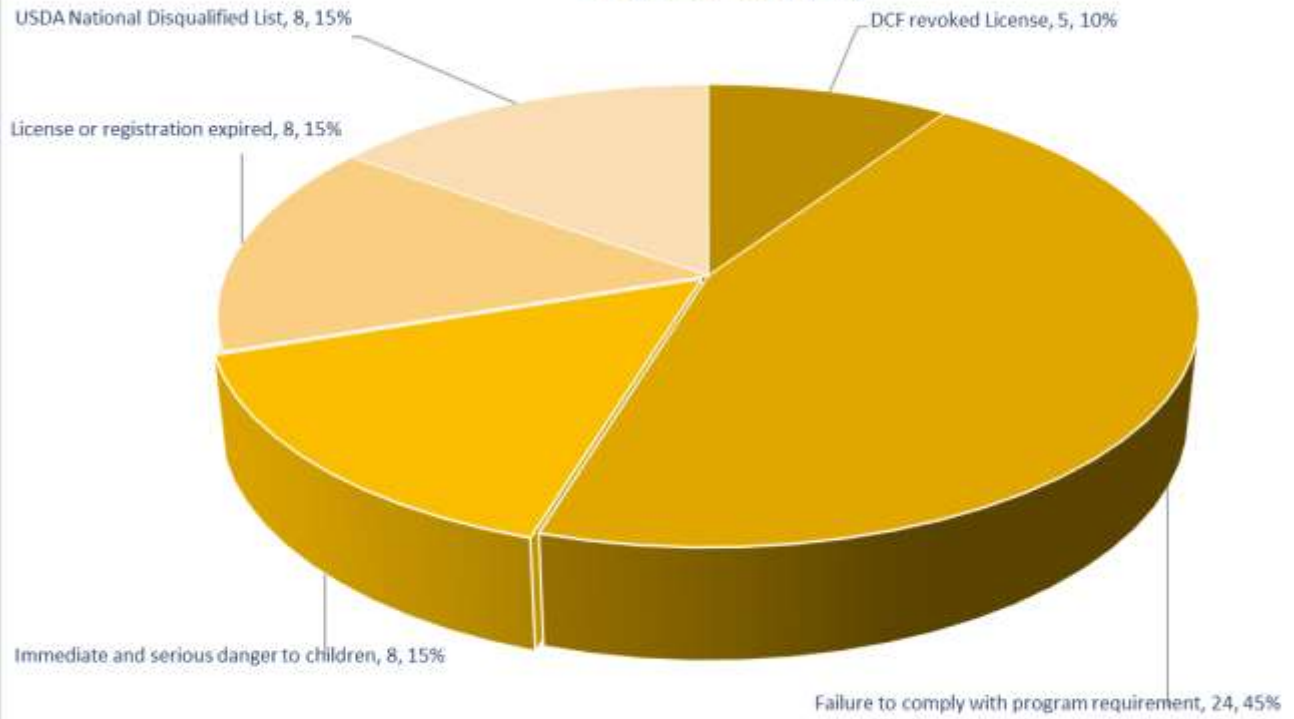
Source: EFS Modernization Database

**Chart 6 - School Readiness Provider Contracts Revoked by Provider Type: FY 2020-2021 (53)**



Source: EFS Modernization Database

**Chart 7 - School Readiness Provider Contracts Revoked by Cause:  
FY 2020-2021 (53)**



Source: EFS Modernization Database



## Voluntary Prekindergarten Education Program

The Voluntary Prekindergarten (VPK) Education Program prepares children for success in school and life. The program is a free, high-quality education program available to all 4-year-old children residing in the state. Parents of 4-year-olds with birthdays from February 2 through September 1 may wait to enroll their child the following year when they are 5.

The Division of Early Learning (DEL) administers VPK program operations at the state level. Mandated by the Florida Constitution, the program began in 2002 from a ballot initiative proposing

an amendment. Since it began in 2005-06, more than 2.3 million children have benefited from VPK. Data collected by the Department of Education (FDOE) show that children who participate in VPK are much more ready for kindergarten than children who do not participate in VPK. Parents can select from one of several VPK program

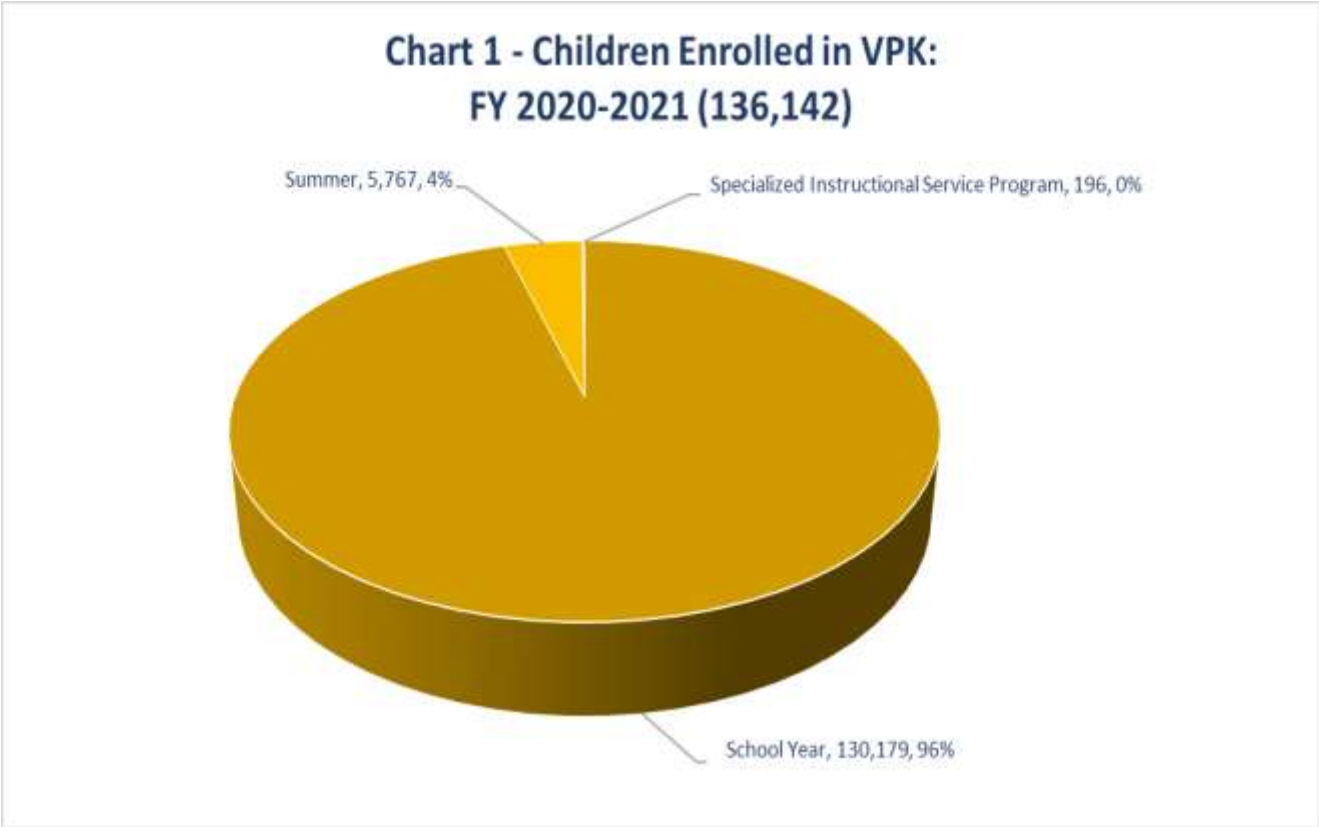
options available from private and public providers. Providers have flexibility to structure daily hours per week to meet the required number of instructional hours: **School-Year Program - 540 instructional hours; Summer Program - 300 instructional hours.**

VPK Specialized Instructional Services (SIS) is a program option available for VPK-age children with current individual educational plans (IEPs). This option allows parents of a VPK-age child to choose additional therapy services consistent with the child's IEP in lieu of attending VPK in a traditional classroom setting. Providers must be approved by FDOE and meet specific licensing or certification requirements based on the type of specialized service they provide.

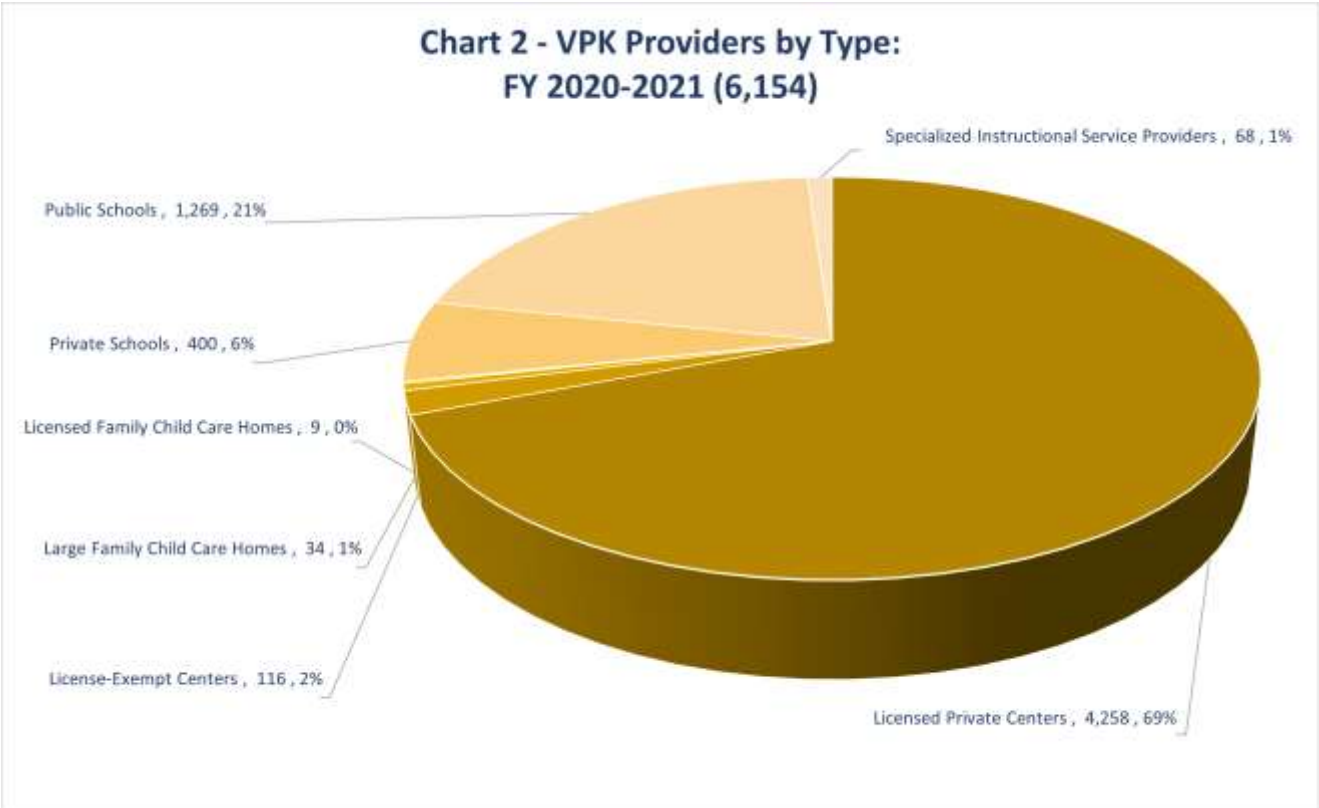


SINCE IT BEGAN IN 2005-06,  
MORE THAN 2.3 MILLION  
CHILDREN HAVE BENEFITED  
FROM VPK.

2020-21 VPK Provider and Enrollment Data



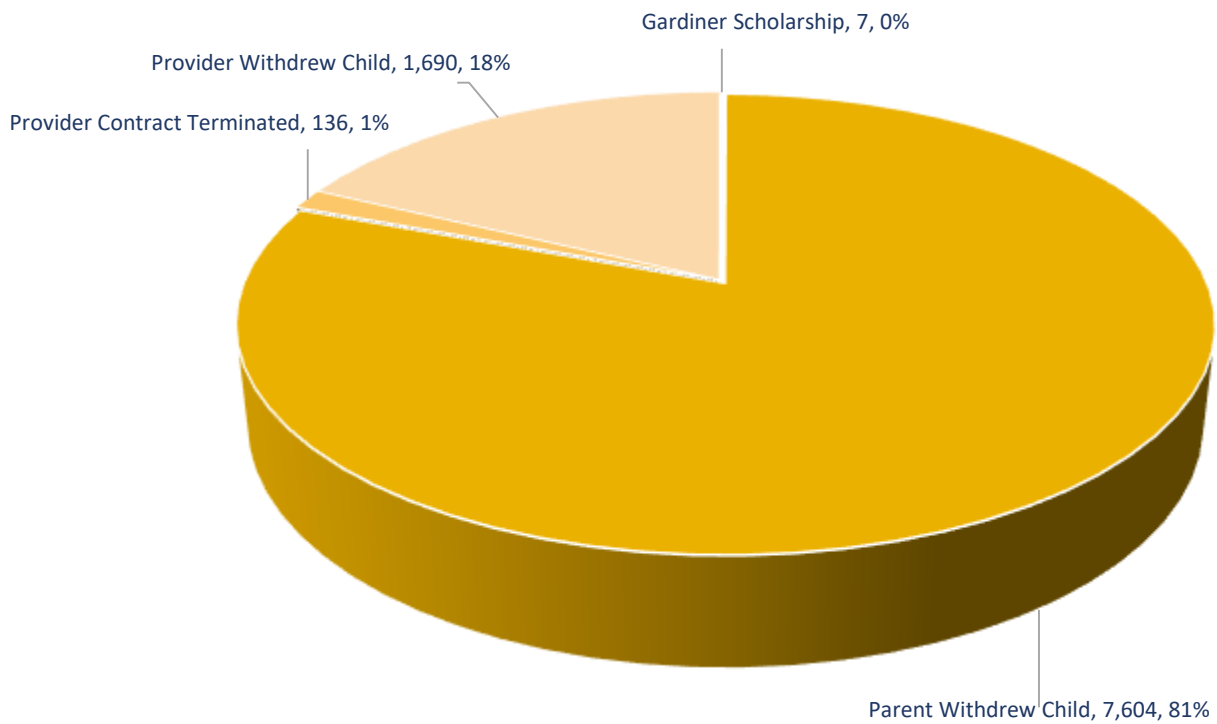
Source: August 12, 2021, VPK Estimating Conference.



Source: EFS Modernization database.

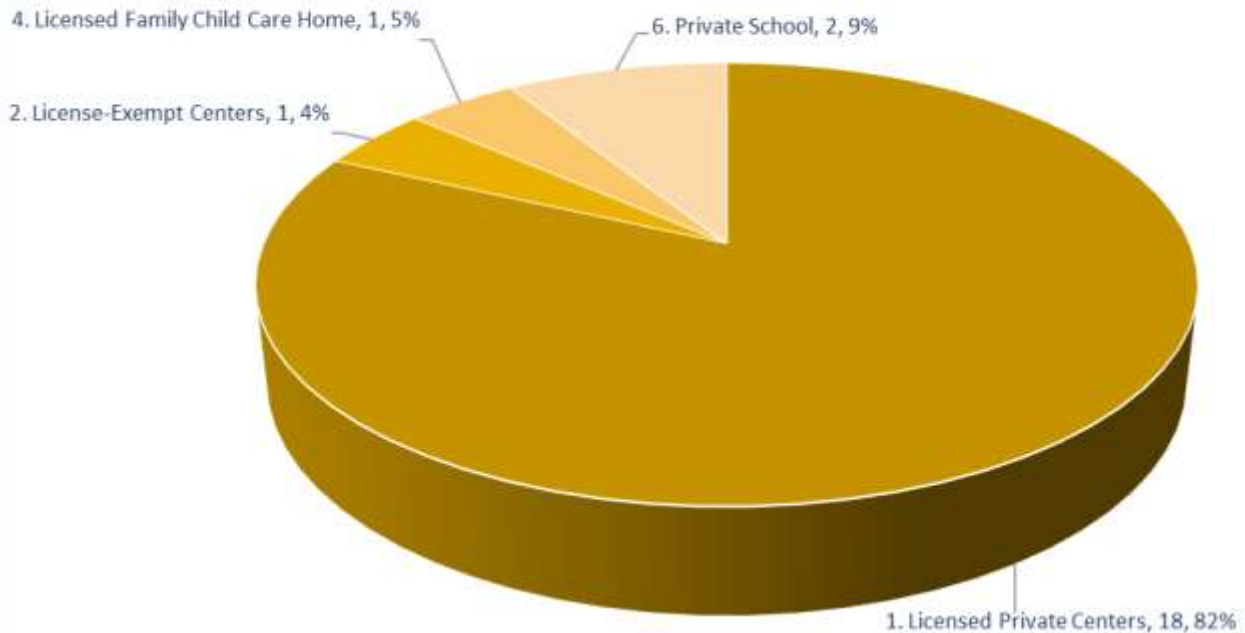


**Chart 3 - Voluntary Prekindergarten Disenrollments  
by Source of Action: FY 2020-2021 (9,437)**



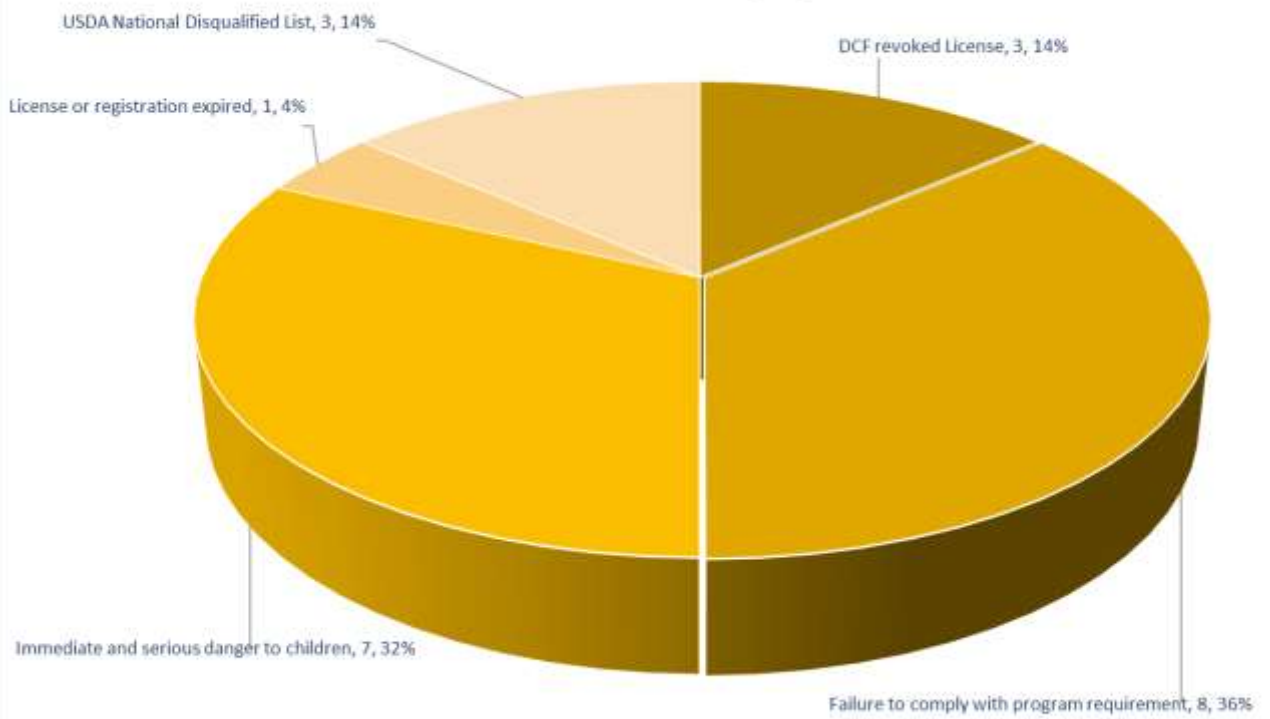
Source: EFS Modernization database.

**Chart 4 - VPK Provider Contracts Revoked  
by Provider Type: FY 2020-2021 (22)**



Source: EFS Modernization database.

**Chart 5 - VPK Provider Contracts Revoked by Cause:  
FY 2020-2021 (22)**



Source: EFS Modernization database.



# STATEWIDE INITIATIVES

## Family and Community Impact

Providing holistic services for families results in positive outcomes for children. The DEL and local ELCs have developed programs and initiatives to meet the diverse needs of families. By partnering with other state agencies and non-profit organizations, CCR&R staff enable families to connect with resources to improve the quality of life for their children.

### Family Engagement

The CCR&R State Network staff work with the SR and VPK Education programs to include family engagement in their initiatives.

CCR&R staff are included in the Inclusion Network, Transition to Kindergarten work group, Preschool Network and Infant Toddler Network to promote family engagement as a network component.



### Family Engagement Partnerships and Initiatives

The CCR&R State Network has a representative on the Florida Department of Education's Family Engagement Cadre and collaborates on family engagement initiatives such as Back to School, Dads Take Your Child to School Day, Family Engagement Month and Stop the Summer Slide campaigns.

Many ELCs and the CCR&R State Network partner with The Ounce of Prevention Fund of Florida for the Prevent Child Abuse Florida campaign. DEL and ELCs join the Ounce of Prevention in their campaign to focus attention on child abuse prevention by promoting activities and events that strengthen Florida's families and communities. Activities include their Pinwheels for Prevention and Safe Sleep campaigns and their Circle of Parents parenting program.

### Family Engagement Plans

The CCR&R State Network supports coalitions in designing and implementing family engagement plans. The CCR&R State Network supports ELCs, providers and families with toolkits and a sample engagement plan of activities to implement locally. The design of the toolkits and activities helps providers and coalitions conduct a family engagement self-assessment and develop family engagement plans that align with local needs. Each coalition is required to submit an annual family engagement plan report to the CCR&R State Network by August 31.

The CCR&R State Network also provides access to a variety of resources to strengthen family engagement at all levels. Building positive relationships between families and CCR&R staff at the local and state level enables CCR&R to help families engage in and make positive choices that impact their children's development and well-being.

### Family Engagement in Education Month

The CCR&R State Network and Florida Department of Education's DEL work to promote Family Engagement in Education Month during November. The CCR&R State Network shares resources and information with the ELCs and has a statewide contest that recognizes coalitions and how they share ways to encourage family engagement. Some coalitions work with child care providers to have special events or contests in their communities to promote family engagement.

### Children's Week

Florida's Children's Week is a special annual celebration that captures the true spirit and commitment Florida has made to its children and youth. Due to the COVID-19 pandemic, the event was cancelled for January 2021. The CCR&R State Network looks forward to partnering with the Children's Week staff and the ELC of the Big Bend to host the 2022 Children's Day at the Capitol and the annual Hanging of the Hands in the rotunda.

The CCR&R State Network encourages child care providers and ELCs to share their children's "hand" art to hang in the Capitol to remind legislators and the public of the important work they do to support children and families in Florida.



## Vroom

The CCR&R State Network promotes Vroom to encourage families to support their children’s cognitive, social and emotional development at home. Developed by the Bezos Family Foundation, the Vroom project translates the science of brain development during the first five years of life into common language and empowers parents and caregivers to turn everyday moments into brain-building moments by providing customized tips for interaction.

Vroom’s 1,000-plus brain-building tips arrive daily via a free smartphone app or through weekly texts. Tips and other materials are available at [www.joinvroom.org](http://www.joinvroom.org). The Florida Early Learning and Developmental Standards have Vroom tips aligned with many of the standards.

The CCR&R State Network, as well as most ELCs, have continued to engage families with Vroom through special events, newsletters, websites and social media. In May 2021, the CCR&R State Network was awarded a two-year subgrant to expand and enhance the integration of Vroom into outreach and services specifically for family child care homes. DEL partnered with The Florida Family Child Care Home Association to complete the subgrant application. In June 2021, DEL supplied 200 Vroom conference bags filled with books and Vroom materials to share with each attendee at the Florida Family Child Care Home Association Annual Conference.

## Vroom Week

Vroom Week is the last week in November. It is a week dedicated to promoting Vroom as a tool to engage families in their children’s learning and healthy development. The CCR&R State Network promotes Vroom Week through DEL’s social media, the Parents’ Pages newsletter and a statewide Vroom Week Contest. ELCs participate in contests and also host contests to promote Vroom at the local level.

IN MAY 2021, THE CCR&R STATE NETWORK WAS AWARDED A TWO-YEAR SUBGRANT TO EXPAND AND ENHANCE THE INTEGRATION OF VROOM INTO OUTREACH AND SERVICES SPECIFICALLY FOR FAMILY CHILD CARE HOMES.




## Head Start Collaboration Office

The Florida Head Start State Collaboration Office (FLHSSCO) operates within the Division of Early Learning and works to support and improve the collaboration and collaborative efforts between Head Start and other providers of educational, medical and social services in Florida to support the state’s most vulnerable children and families. The office coordinates federal, state and local policy to help ensure a high-quality and unified early care and education system for the state. In partnership with the Division of Early Learning and the Florida Head Start Association (FHSA), the collaboration office works to coordinate activities within the governor’s office, key state agencies and other early childhood associations and advocacy groups.

The Office of Head Start’s Program Information Report (PIR) offers summarized information on Head Start programs and enrollment and is available for the public. The most current PIR lists 126 Head Start programs by program type. Florida had 61 Head Start programs, 60

Early Head Start programs, two Migrant and Seasonal Head Start programs and three Migrant and Seasonal Early Head Start programs in operation. These programs served 37,393 children who had a full-day enrollment and 3,605 who had a part-day enrollment.

A yellow graphic element consisting of a triangle pointing to the right, with a white diagonal line running from the top-left corner to the bottom-right corner, creating a sense of movement or a transition.

**THE OFFICE COORDINATES  
FEDERAL, STATE AND LOCAL  
POLICY TO HELP ENSURE A  
HIGH-QUALITY AND UNIFIED  
EARLY CARE AND EDUCATION  
SYSTEM FOR THE STATE.**

Head Start State Collaboration Offices play an important role in helping to improve the lives of young children in their states by creating a visible presence for Head Start by assisting in the development of multi-agency and public and private partnerships at the state and local levels. Florida’s HSSCO initiated a Census 2020 campaign to ensure a quality count of all preschool-aged children in the state to increase the resources available to children and families. FLHSSCO serves as an advisory member of the Florida Community and State College Early Childhood Network to improve the availability and alignment of birth to five professional development systems.

To improve the birth to five professional development systems, the collaboration office serves as an advisory member of the Professional Development Advisory Committee, which is organized by the Children’s Forum. The office facilitates the Annual Florida Head Start Health Managers Meeting and serves as a member of the Oral Health Florida Leadership Council. In partnerships with other council members, the office helps to facilitate Head Start’s participation in the Basic Screening Survey and the analysis of Oral Health Program Information Report data.

The FLHSSCO serves on the FHSA Education Committee and One Goal Conference Committee to support early childhood educators. The office collaborated with the FHSA to establish the Social Services Competency Based Training (Family Development Credential) in collaboration with Tennessee State University to increase the quality of the Family Services workforce and improve issues related to Trauma Informed Care. The FLHSSCO also executed a contract to complete the Florida Early Learning Developmental Standards and Head Start Learning Outcomes Framework alignment. The office is a member of the CCDF plan review committee as well as an annual sponsor of Children’s Week, where early childhood agencies and advocates participate in activities and highlight issues concerning ECE and child welfare. The FLHSSCO continues to work with CCR&R staff on Family Engagement activities and to encourage parents and promote them to engage in learning activities with their children.

### Consumer Education for Families

The CCR&R State Network authors the Family Guide to Selecting Quality Early Learning Programs, the First Teacher Books and multiple Quality Checklists available on DEL’s website.



**Family Guide to Selecting Quality Early Learning Programs** helps parents learn about the types of early learning programs and services available in Florida and how to select quality early learning programs for their young children.

**The Quality Checklist** helps parents make informed decisions on selecting a provider to care for their children by providing quality indicators for child care centers as well as family child care homes.

**Quality Checklists: For Child Care Centers and Preschools** is a checklist for family child care homes, and there are two checklists parents can use when visiting potential early learning programs.

The First Teacher Books teach families about their children’s development and learning from birth to age 5 and include family activities aligned with the Florida Developmental and Early Learning Standards. The CCR&R Network offers these books, at no cost, in English, Spanish and Haitian Creole. These books are also available for digital download on DEL’s website.



### Help Me Grow

As part of the Help Me Grow National network, Help Me Grow Florida increases access to services for children who may show developmental, behavioral, physical or social concerns. The statewide system focuses on identifying developmental, physical and/or behavioral challenges in children ages birth through 8 and connecting the children and their families to local developmental, medical and behavioral services and support. In 2012, Florida became an affiliate of the Help Me Grow National network, launching initiatives in Hillsborough and Miami-Dade counties. A state coordinating office was established to provide infrastructure for a statewide system with the goal of statewide expansion. In 2016, the Children’s Forum became the designated fiscal agent.

During the 2020-2021 program year, Help Me Grow Florida served 37 counties through 13 local affiliate sites. The Help Me Grow affiliates work within their local communities to offer families information, resources and materials, and promote the healthy development of young children throughout the state. Help Me Grow can offer developmental/behavioral screenings, referrals for child development resources and follow-up with the family to ensure they are successfully connected to services. Help Me Grow collaborates with local service providers, community partners and healthcare providers to provide comprehensive services to families.

Help Me Grow Florida served 4,009 new children from 3,613 families and conducted 7,132 developmental and behavioral screenings. Help Me Grow Florida care coordinators made 3,857 referrals to community agencies and programs to assist families and children with their concerns and needs. 92 percent of children who received a referral were successfully connected to at least one service. (Source: Help Me Grow Annual Report 2020-2021).

## Supporting Florida's Child Care Providers and Teachers

DEL partners with early learning coalitions and Redlands Christian Migrant Association (RCMA) to provide guidance and professional development to child care providers and VPK teachers. DEL staff, VPK and SR regional facilitators, inclusion specialists, infant and toddler specialists, and provider services staff offer providers onsite support, professional development, coaching and family consultations. DEL implemented or continued the following initiatives to maintain and improve the quality of early education programs in Florida.



### Preschool Development Grant Birth Through Five

Through the foundational work of the first Preschool Development Grant, the Division of Early Learning (DEL) submitted and was awarded the Preschool Development Grant - Renewal Birth through Five (PDG-R).

This grant provides \$13,450,000 in funding each year for three years to build upon the initial PDG grant work. Through the first year of the PDG-R grant, DEL implemented measures that build on the existing framework and infrastructure to increase the quality, alignment and efficiency of Florida's early childhood care and education programs and services. The overarching priorities of PDG-R are listed below with the funding amounts for the approved activities.

Priority	Funding Amount
Family Knowledge Choice, Engagement	\$2,927,834
Professional Development	\$5,687,418
Quality Improvement	\$14,902,880
Systems and Data Integration	\$3,011,813

The Preschool Development Grant Birth Through Five (PDG B-5) has provided the focus and resources for DEL to complete the Strategic Plan, along with the following major accomplishments:

- The continued execution of multiple **Data Sharing Agreements** to dramatically expand data capacity that provides sustainable, cost-effective needs assessment capability, linking over 1,400 data fields across nearly every entity that serves young children and their families.



- Enhancements to **Florida’s Sunshine State Early Learning Information Portal (the Sunshine Portal)** through the first year and second of PDG-R. The University of Florida, Anita Zucker Center continues work on the Sunshine Portal to provide DEL, ELCs and strategic partners with detailed local- and state-level data to inform decisions. FLICCA 3.1 was launched on April 2, 2021, and development is in process for FLICCA 4.0.
- A comprehensive **Cost of Quality of Family Child Care Homes** study analyzed child care subsidy rates against the true cost of quality early childhood care and education, providing critical data to improve more equitable subsidy payment rates.
- The work of the **Professional Development Task Force** was completed in year one to improve best practices of the grant with a final report. This work will inform the direction and resource allocation for professional development and the continuation and sustainability of PDG-R professional development activities beyond the grant.
- Partnered with the Southern Regional Educational Board (SREB) to create a **Professional Development & Coaching Inventory**. SREB conducts a comprehensive review and assessment of publicly funded early childhood care and education professional development offered by state agencies and ELCs.
- **Mental health sub-grants** were issued to the ELCs in the late fall of PDGR year one to provide mental health supports to providers. ELCs selected supports to best meet the needs of their community and will work with the University of South Florida for the implementation study of the overall PDG-R activity. DEL continues to work with the ELCs as changes and revisions are needed.
- **Curricula training sub-grants** were issued to the ELCs in the late fall of PDGR year 1 to provide curricula training for providers in order to increase the fidelity of implementation. Of the 30 participating ELCs, 28 have engaged in curricula training, providing curricula and primarily web-based training to providers. The curricula and supplemental curricula focus on specific domains such as science, technology, engineering and math (STEM). DEL has worked closely with the ELCs in order to review and approve application revisions to better meet the needs of the providers within their areas.
- The distribution of **Professional Development Stipends**, increasing the knowledge and skills of early childhood education, as well as improving overall child outcomes. DEL works with the Panhandle Area Educational Consortium for the administrative processes involved with stipend distribution. The stipend course offerings fall within four categories: emergent literacy, practitioner and director continuing education, Communities of Practice facilitators and Infant Mental Health Endorsement. DEL intends to maintain the availability of the



stipends and scholarships and continue to support the literacy and mental health professional development of ECE professionals.

- Partnered with the Florida Association of Infant Mental Health (FAIMH), DEL increases the number of professionals with the **Florida Infant Mental Health Endorsement (FIMH-E®)** to expand ECE professionals' knowledge and skills, leading to the delivery of high-quality, culturally sensitive and relationship-focused care to children and their families. The project includes an infrastructure study, endorsement support, stipends for qualifying courses and reflective supervision. The University of South Florida provides the reflective supervision and consultation hours required by each category of FAIMH endorsement to help sustain endorsement throughout the state.
- DEL supports Florida State University's College of Medicine Autism Institute's **Baby Navigator**, a technology-supported platform, to assist providers and families of children ages 9-24 months in supporting social communication development and improving early detection of communication delays in babies. ELCs partner in this effort to encourage parents to join the Baby Navigator community, use the included Social Communication Growth Charts and screen their child for communication delay and early signs of autism. ELCs coordinate referrals for families with positive screening results to additional evaluation and/or early intervention.
- Partnered with the Children's Forum, DEL delivers **Transition to Kindergarten Regional Leadership Summits** to continue promoting peer learning, share best practices to ease educational transitions and improve partnerships between school districts and ELCs. These partnerships support early childhood educators, families and young children in the transition from prekindergarten to kindergarten with the goal of increasing early literacy skills and performance.
- DEL contracts with the University of North Florida to host **Inclusion Collaboration Summits** and convene a team to expand inclusion to all children in ECE. Partnerships are leveraged to better support transitions for children with special needs, learn about the services that each of the participating agencies offer, and understand how to utilize resources for supporting families who have young children with special needs and educators who serve them.

The PDG-R investments reflect the priorities of the unified strategic plan, respond to direct needs identified in the needs assessment and were strategically selected to build stronger systems for young children and their families that will be sustainable after the grant. Florida leadership across all agencies serving young children B-5 and their families are committed to leveraging these funds to work together more closely, solidify partnerships, coordinate services, streamline enrollment and eligibility determination, review current investments and


realign them to have greater impact, and more responsively serve families and children, particularly the most vulnerable.

### Cross Sector Referral Professional Development Training Modules & Child Care Resource and Referral Certification Evaluation

During 2019-20, as part of the Preschool Development Grant, DEL's CCR&R State Network began collaborating with the University of Florida's Lastinger Center for Learning (UF Lastinger Center) to develop eight hours of cross-sector professional development modules (i.e., CCR&R Training Modules) for CCR&R and referral agency specialists. Among other topics, the modules focus on early childhood education, child care subsidy, customer service, family and community engagement and working with vulnerable populations through a trauma-informed care approach.

The division continues to build on these efforts with the goal of strengthening the cross-sector referral system across all entities that connect the most vulnerable families to services. This includes CCR&R, Help Me Grow, Head Start/Early Head Start, Part C/B transition partners and other referral agencies. The CCR&R Training Modules and CCR&R Specialist Evaluation for certification were piloted in

October and November 2020. Pilot participants included 50 CCR&R staff and other referral agency specialists who provided feedback for training module enhancements. The enhancements were completed and the CCR&R Training Modules went live July 1, 2021. Currently, up to 500 CCR&R and referral agency specialists have access to the training modules each year.




THE DIVISION IS BUILDING ON THESE EFFORTS WITH THE GOAL OF STRENGTHENING THE CROSS SECTOR REFERRAL SYSTEM ACROSS ALL ENTITIES THAT CONNECT THE MOST VULNERABLE FAMILIES TO SERVICES.

### Joint Referral Collaboration Summits

The CCR&R Network began planning during the 2020-2021 year for an additional project, funded by the Preschool Development Grant. The Joint Referral Collaboration Summits project has a goal to enhance the work of Cross-Sector, share best practices, discuss opportunities for further coordination and create a more efficient system between agencies when working with referral services for families with birth to five children. The biannual summits and regional workgroup meetings provide a forum for agencies and stakeholders

involved to examine and promote joint referral services, alleviate unintentional barriers and ease administrative workflow to increase access to a full range of services for families. These actions will assist Florida’s families to become more informed consumers and become fully engaged in their child’s development, ultimately allowing for a seamless connection for services to meet their needs.

The first of two summits for the 2021-2022 program year was held on August 12, 2021, with more than 180 participants in attendance. The virtual summit was led by the Children’s Forum with collaboration from the Florida Diagnostic and Learning Resources System (FDLRS), who facilitated the breakout sessions as well as the continued regional workgroup meetings between summits. Key stakeholders include staff from: state and local CCR&R, Department of Health (Children’s Medical Services, Early Steps, Maternal, Infant and Early Childhood Home Visit Programs), Department of Education (Bureau of Exceptional Student Education, Bureau of Standards and Instructional Support, Division of Blind Services), Department of Children and Families (Local Review Teams, Coalition Against Domestic Violence), Head Start/Early Head Start, Association of Early Learning Coalitions, Help Me Grow, 2-1-1, and Child Find.



OVER THE NEXT TWO YEARS,  
ADDITIONAL IN-PERSON SUMMITS  
AND REGIONAL MEETINGS WILL BE  
HELD WITH STAKEHOLDERS/FRONT-  
LINE AGENCY STAFF TO ENSURE THE  
ACHIEVEMENT OF GOALS,  
OUTCOMES AND IMPACTS OF THIS  
PROJECT ARE EFFECTIVE.

Over the next two years, additional in-person summits and regional meetings will be held with stakeholders/front-line agency staff to ensure the achievement of goals, outcomes and impacts of this project are effective.

### Early Learning Professional Development Standards & Career Pathways

In 2019, the Florida Legislature passed House Bill 1027, which created section 1002.995, Florida Statutes, directing DEL to identify both formal and informal early learning career pathways.

As required, DEL promulgated an administrative rule (Rule 6M-4.735, Florida Administrative Code) which included formal and informal career pathways, Professional Development (PD)

standards and key competencies for early childhood educators in SR programs and directions to establish a process for stackable credentials.

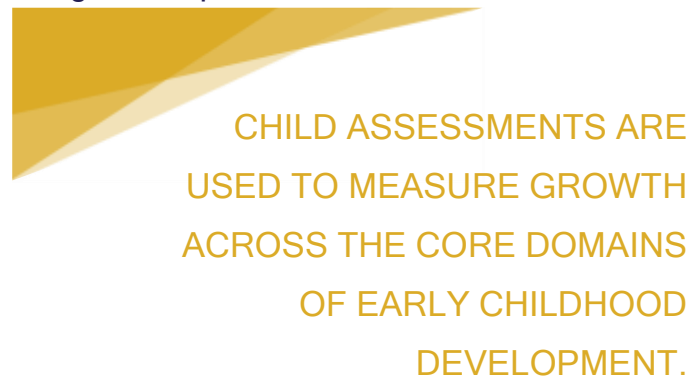
To support the career pathway work, utilizing PDG-R funding, DEL has been working on updating the Florida Early Childhood Professional Development Registry. This work is conducted in cooperation with our partners at DCF and the team of developers at Jacobs. A general facelift to the landing page and login section as well as other demographic and workforce selection additions.

- Naming conventions of the Levels associated with the Florida Early Learning Career Pathway have been revised to reflect the adopted Foundation Levels for Early Childhood Educators (ECE I, II and III) and Afterschool Educators (ASE I, II and III).
- **Career Planning Tool** - Career Planning Tool to help ECE professionals identify their career goals, document what they have already completed and identify PD that will help them achieve their goals.

Most items were complete by July 1, 2021.

### School Readiness Voluntary Child Assessments

During the 2018 legislative session, the Florida Legislature passed House Bill 1091 that increased quality and accountability in the SR Program. One aspect of the law focused on child assessment and offered qualifying providers a payment differential of five percent for implementing child assessments. Participation in child assessment is on a voluntary basis for eligible child care providers.



Child assessments are used to measure growth across the core domains of early childhood development. This provides teachers, early learning providers and parents with a way to guide instruction, to document learning and development over time and to complement developmentally appropriate curriculum.

DEL contracts with the following companies to enable early learning coalitions to purchase these assessments through a statewide contract: Assessment Technology, High Scope

Educational Research Foundation and Teaching Strategies.

In addition to measuring growth, the assessments must measure progress in the performance standards and provide appropriate accommodations for children with disabilities and English language learners. The law further stipulates that only qualified individuals may assess children.

Providers that voluntarily participated in child assessments received a 5-percent differential payment per eligible child/per completed assessment/per assessment period. A child is deemed eligible when the parents indicate consent for the assessment via the parent portal and the child has been enrolled at least 60 days prior to the end of the assessment period.

There are three assessment periods through the School Readiness year:

- Assessment Period 1 - August, September, October
- Assessment Period 2 - November, December, January
- Assessment Period 3 - February, March and April

For the 2020-21 year, 533 providers participated and assessed 12,839 children.

### Developmental Screening of School Readiness Program Children

Each child who participates in the SR Program must receive an annual developmental screening. The developmental screening captures a snapshot of a child's development at a single point in time, to provide information on the child's development and to track progress over time. Currently, the Ages & Stages Questionnaires®, Third Edition (ASQ®-3) and the Ages & Stages Questionnaires®: Social-Emotional, Second Edition (ASQ®:SE-2) are the developmental screening tools used in the SR Program.

The screeners are easy to use, family friendly and create the snapshot needed to catch developmental delays and celebrate milestones. The screening process identifies children not meeting the milestones for their age and who may benefit from further assessment and follow-up.

In fiscal year 2020-21, more than 137,243 screenings were performed in the SR Program.

## Number of Screenings Performed by Each Coalition in 2020-21

Coalition Name	Number of ASQ 3 Screenings
ELC of Alachua	1,924
ELC of Brevard	4,004
ELC of Broward	8,125
ELC of Duval	8,445
ELC of Escambia	3,215
ELC of Flagler and Volusia	4,885
ELC of Florida's Gateway	1,474
ELC of Florida's Heartland	892
ELC of Hillsborough	10,641
ELC of Indian River, Martin, Okeechobee	1,901
ELC of Lake	2,495
ELC of Manatee	3,164
ELC of Marion	1,618
ELC of Miami-Dade/Monroe	18,618
ELC of North Florida/Episcopal Children's Services	4091
ELC of Northwest Florida	2,163
ELC of Orange	5,513
ELC of Osceola County	2,288
ELC of Palm Beach	13,227
ELC of Pasco and Hernando	4,248
ELC of Pinellas	7,112
ELC of Polk	5,575
ELC of Santa Rosa	1,023
ELC of Sarasota County	3,760
ELC of Seminole	2,761
ELC of Southwest Florida	5,621
ELC of St. Lucie	2,614
ELC of the Big Bend Region	3,152
ELC of the Emerald Coast	939
ELC of the Nature Coast	1,755
<b>TOTAL</b>	<b>137,243</b>

Source: Data provided and verified by early learning coalitions.

## Florida State University (FSU) Center for Prevention and Early Intervention Policy 10 Components of Quality Care for Infants and Toddlers

The FSU 10 Components of Quality Care for Infants and Toddlers is a quality improvement tool developed by the FSU Center for Prevention and Early Intervention Policy (FSU CPEIP). The Center's focus is on infants and toddlers in the areas of school readiness, infant mental health, home visiting and quality child care practices, investigating what interventions are most effective, translating the related research findings into public policy and programs, and

evaluating the impact on children, families and communities. The 10 Components system addresses the gap between existing levels of infant-toddler care quality and the higher levels

**THE 10 COMPONENTS SYSTEM  
ADDRESSES THE GAP BETWEEN  
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UNIQUE DEVELOPMENTAL NEEDS OF  
INFANTS AND TODDLERS.**

of quality needed to support the unique developmental needs of infants and toddlers. Each component gives prominence to the social-emotional and relationship needs of infants and toddlers, identified by the latest research as the foundation for all future development.

Supported by the Preschool Development Grant, in early 2021, DEL and FSU CPEIP collaborated to provide 10 Components of Quality Signs of Quality Observational Tool training sessions, technical assistance webinars and coaching sessions to infant-toddler specialists, trainers, coaches and program managers at Florida’s early learning coalitions, with the goal of increasing the quality of infant-toddler programs statewide. The 10 Components system will be embedded into routine practice at participating early learning coalitions to support continuous quality improvement in infant and toddler programs by an active statewide cadre of FSU-approved 10 Components trainers who will:

- Provide 10 Components training to infant-toddler educators/providers.
- Use the 10 Components Signs of Quality tool to assess current quality and support quality improvements over time.

With continued funding through the Preschool Development Grant renewal (PDG-R), DEL has engaged FSU CPEIP to provide increased capacity and implementation support for the initiative through the following activities:

- Five additional virtual trainings on the 10 Components Signs of Quality Observation Tool
- Three train-the-trainer sessions on the provider/educator 10 Components training
- Virtual coaching hours for FSU-approved trainers/observers.

### School-Age SR Programs and Quality

In 2020-21, DEL provided services to 73,637 school-age children through 6,760 providers. The DEL continues to work closely with its partners to share information and resources to support school-age children in afterschool programs. With one-third of School Readiness children being of school age, DEL continues to seek opportunities to support school-age

children within its system of quality in care through strong partnerships, clearly aligned core competencies and career pathways, and resources to ensure school-age providers support children's academic needs.

DEL continues to serve as an active member of the Florida Afterschool Network (FAN). Through this partnership, the *Florida Standards for Quality Afterschool Standards* were finalized and published. DEL also worked with the Children's Forum to update the professional competencies for school-age providers. Finally, DEL participated in the Florida Afterschool Communication Collaborative (the Collaborative). The Collaborative meets weekly to highlight unique projects, discuss issues and concerns and share program updates.

Many discussions of the Collaborative focused on how to best support students through COVID. In 2020-2021, programs such as the Boys and Girls Club, the YMCA, and others provided online services or focused on assisting school-age children with virtual school and homework help.

DEL has focused on early childhood mental health, healthy social-emotional development and positive behavior supports. Moving forward, DEL will explore ways to support school age providers and the students they serve in these areas.

## **Professional Development**

The Division of Early Learning (DEL) provides access to high-quality training - online and face-to-face/instructor-led - on relevant early learning topics with a focus on early literacy. Highlighted in this section are courses developed by DEL, in collaboration with early education and care professionals and researchers from the perspective fields, and those developed and offered by the University of Florida Lastinger Center.

These professional development opportunities are part of DEL's collaborative efforts to continue to transform Florida's early learning workforce.

Due to the pandemic, instructor-led courses were not conducted during the 2020-21 year.



## 2020-21 Training History by DEL Course

DEL Online Courses	Completers
Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten (2018)	3,475
Integrating the Standards: Phonological Awareness (2017)	1,885
5 Emergent Literacy for VPK Instructors (2018)	4,455
Language and Vocabulary in the VPK Classroom (2009)	1,744
Mathematical Thinking for Early Learners (2015)	1,760
Working to Create Positive Learning Environments: Preventive Strategies (2017)	843
Developing the Socially and Emotionally Competent Child (2017)	698
English Language Learners in the VPK Classroom (2007)	668
How to Administer the Florida VPK Assessment (2017)	2,287
VPK Assessment Instructional Implications (2017)	1,797
VPK Director Credential Course (2016)	1,271
Implementing the Florida Standards in Early Learning Classrooms: Birth to Kindergarten (2018)	1,152
Implementing the Florida Standards in Infant and Toddler Classrooms: Birth through 2 Years (2018)	1,078
Core Competencies for Practitioners (2017)	464
<b>TOTAL</b>	<b>26,162</b>

### Early Learning Florida

DEL partners with the University of Florida (UF) Lastinger Center to provide statewide professional development opportunities designed to improve the quality of early child care and education by building the skills and knowledge of early childhood educators. The UF Lastinger Center, through its Early Learning Florida program, provides online job-embedded courses, calibrations and support for Communities of Practice facilitators and technical assistance coaches to accomplish the goals set forth below by DEL for the Early Learning Professional Development System:

- Increase the knowledge and skills of early childhood professionals.
- Increase the number of hours of professional development completed by early childhood professionals.
- Increase the number of people trained to facilitate Communities of Practice.
- Increase the number of people trained to provide technical assistance/coaching.

The following charts provide participation data for these courses.

Lastinger Center (UF) Instructor-Led Courses

Lastinger Center Instructor Led Courses [20 hours]	9/1/2020 12/15/2020 Completions [Fall Term]	12/16/2021 4/15/2021 Completions [Spring Term]	4/16/2021 8/31/2021 Completions [Summer Term]	4/1/2015 8/31/2021 TOTAL Completions Pilot to Date
Designing Infant and Toddler Learning Environments (ITLE)	124	112	43	1,718
Diseñando Entornos de Aprendizaje para Bebés y Niños Pequeños (ITLE-S)	43	34	N/A	343
Engaging Families of Infants and Toddlers (ITFE)	60	72	20	152
Participación Familiar: Involucrando a las Familias de Bebés y Niños Pequeños (ITFE-S)	26	18	N/A	226
Health, Safety and Nutrition for Infants and Toddlers (ITHSN)	82	45	38	610
Salud, Seguridad y Nutrición para Bebés y Niños Pequeños (ITHSN-S)	45	27	25	97
Infant and Early Childhood Mental Health Course 1: Theoretical Foundations (IECMH1)	31	N/A	N/A	31
Infant and Early Childhood Mental Health Course 2: Direct Service Skills (IECMH2)	N/A	12	N/A	12
Infant and Toddler Language Development (ITLD)	63	90	29	847
Infant and Toddler Social-Emotional Development (ITSE)	54	65	19	1,548
Fomentando el Desarrollo Socioemocional Saludable en los Bebés y Niños Pequeños (ITSE-S)	22	39	26	663
Infant Developmental Stages: The First Year of Life (IFYL)	13	23	22	285
Supporting Early Intervention with Infants and Toddlers (SEIIT)	16	33	13	320
Understanding Trauma-Informed Care with Infants and Toddlers (ITTIC)	20	29	N/A	160
Using Observation to Support Developmentally Appropriate Practice with Infants and Toddlers (ITDAP)	40	63	16	703
El Uso de la Observación para Promover la Práctica Apropiaada al Desarrollo con Bebés y Niños Pequeños(ITDAP-S)	23	35	20	79
Utilizando Observaciones para Informar el Cuidado y la Enseñanza Individualizada de Niños Preescolares (PKO-S)	28	14	N/A	237
Act 1: Getting Organized for Learning in Preschool (VPK 1)	137	70	28	1,035
Act 2: Planning for a Successful Year in Preschool (VPK 2)	13	27	N/A	175

Lastinger Center Instructor Led Courses [20 hours]	9/1/2020 12/15/2020 Completions [Fall Term]	12/16/2021 4/15/2021 Completions [Spring Term]	4/16/2021 8/31/2021 Completions [Summer Term]	4/1/2015 8/31/2021 TOTAL Completions Pilot to Date
Act 3: Designing Strategies and Refining Practice in Preschool (VPK 3)	10	N/A	N/A	10
Guiding Preschool Behavior and Building Classroom Community (PGB)	58	111	70	1,689
Inclusion in the Preschool Setting (IPS)	16	13	13	248
Instructional Support in Preschool: Quality of Feedback (PQF)	19	66	20	1,663
Preschool Family Engagement (PFE)	61	48	26	346
Preschool Growth and Development: Maximizing Learning Experiences (PGD)	41	57	16	786
Desarrollo y Crecimiento de Niños Preescolares (PGDS)	N/A	58	27	85
Preschool Health, Safety and Nutrition (PHSN)	50	57	46	693
Preschool Language Development (PLD)	24	41	22	1,599
Desarrollo del Lenguaje en Niños Preescolares (PLD-S)	28	32	11	440
Preschool Learning Environments (PLE)	47	38	17	858
Preschool Trauma Informed Care (PTIC)	93	32	N/A	317
Reframing Challenging Behaviors (RCB)	130	137	56	323
Screening and Assessing Young Dual Language Learners (DLL 2)	16	N/A	N/A	35
Strategies to Support Young Dual Language Learners in Preschool (DLL 3)	N/A	8	N/A	8
The Building Blocks of Preschool Literacy (PLIT)	25	31	25	424
Understanding and Promoting the Development and Learning of Young Dual Language Learners (DLL 1)	17	11	N/A	298
Using Observation to Inform Individualized Instruction in Preschool (PKO)	28	40	N/A	978
Why Ask Why: STEAM in Preschool Learning Environments (STEAM)	57	55	32	248
Effective Operations in Early Care and Education (EOECE)	55	120	19	680
Instructional Leadership in Early Care and Education (ILECE)	16	30	N/A	73
Professionalism in Early Childhood Education (PECE)	76	45	25	779
Professionalism in Early Childhood Education for Directors (PECE-D)	82	61	14	499
Organizational Leadership in Early Care and Education (OLECE)	13	10	N/A	79
<b>TOTALS</b>	<b>1,802</b>	<b>1,909</b>	<b>738</b>	<b>22,399</b>

Lastinger Center Online Courses [Asynchronous 1 2 hours]	9/1/20 11/30/20 Logins	12/1/2020 4/30/2021 Logins	5/1/2021 8/30/2021 Completions [Summer Term]	TOTAL Completions 6/1/17 4/30/2020
Child Safety and Prevention	2,496	3966	4400	69,127
Health and Sanitation	2,354	3808	4200	66,954
Planning for Emergencies	2,173	3677	3987	61,717
Precautions in Transporting Children	2,135	3206	3424	51,207
Preventing Child Abuse and Supporting Children in Trauma	2,083	3495	3779	58,577
Safe Sleep Practices	2,290	3544	3736	58,114
Safety in the Environment	2,048	3449	3749	58,934
Supporting the Social and Emotional Development of Children in Mixed-Age Groupings	1,629	2653	2818	42,230
Supporting the Social-Emotional Development of Infants and Toddlers	1,221	2156	3202	33,377
Supporting the Social-Emotional Development of Preschool Children	1,075	1893	1950	28,551
<b>TOTALS</b>	<b>19,504</b>	<b>31,847</b>	<b>35,245</b>	<b>528,788</b>

Professional Development [Coaches and Facilitators]	9/1/20 8/31/2021 Classes [12 month contract year]	9/1/20 8/31/2021 Participants [12 month contract year]
TA Coach (three-day Institute)	0	0
Communities of Practice (CoP)	0	0
Certified Coach Calibrations	10	180
CoP Calibrations	10	186
<b>TOTALS</b>	<b>20</b>	<b>366</b>

## VPK Regional Facilitator Network

The VPK regional facilitator network consists of eight regional facilitators (RFs) located around the state who serve as a local point of contact and provide support for VPK providers, coalition and district staff, VPK-approved trainers and other stakeholders in their assigned region. These supports include, but are not limited to, professional development, training, technical assistance and guidance aligned with appropriate practices for early childhood, adult learning and collaborative partnerships.

RFs serve with regional groups and organizations that work with VPK-age children, including those with special needs. They also work with coalitions and districts to host and facilitate meetings and technical assistance opportunities for VPK providers and to provide support for low-performing providers based on VPK Readiness Rates. This intentional effort aims to improve instructional quality and quantity while using both rigor and developmentally appropriate teaching practices so that children attending VPK meet the performance standards adopted for use in VPK.

## Instructor-Led and Online Trainings

During the 2020-21 program year, instructor-led courses were suspended due to a lack of demand from VPK providers and other stakeholders. VPK regional facilitators spent significant time and effort providing virtual study opportunities to support early childhood educators who took online VPK courses. Through six “Virtual Study Buddies” sessions, educators were able to ask questions and review “Big Ideas” or key concepts in the six courses required for VPK Providers on Probation who chose a Staff Development Plan. Statewide, VPK regional facilitators offered 216 “Virtual Study Buddies” sessions in 2020-21 with 865 early childhood educators successfully completing the sessions.

In addition, the VPK program offered 12 online courses in 2020-21. Continuing courses covered specific areas of emergent literacy, language and vocabulary, mathematical thinking, English language learners and standards, as well as content specifically for VPK program directors. As displayed previously, 26,162 early childhood educators completed online VPK courses in 2020-21. For more information regarding available instructor-led trainings, visit <http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training>.

## VPK Progress Monitoring Program Pilot/Renaissance Star Early Literacy Assessment

During 2020-21, DEL implemented the first year of a two-year voluntary pilot with private and public school year VPK providers beginning in January 2021. The implementation of the pilot establishes consistency in assessments between VPK and Kindergarten and provides a more comprehensive overview of the learning and growth continuum during early learning years. The pilot is funded through the Child Care Development Fund/CARES. Each participating VPK provider was provided with a tablet and headphones for each participating VPK class.

The Renaissance Star Early Literacy Assessment (SEL) is an online, computer-adaptive instrument that students complete independently. The SEL has 27 items and takes approximately 15-20 minutes to complete using the computer-adaptive procedures. This design allows for students to be assessed using items that appropriately match their ability level and has the ability to tailor each student's assessment based on their responses to the previous items. The SEL data and reports are used by the VPK Administrators and Teachers to assist in planning for instruction that meets the needs of the students. The Florida Center for Reading Research at Florida State University is conducting an evaluation study of the pilot and will continue through the end of the pilot in year two.

### Pilot Year 1 (2020-2021)

#### Participation

- VPK Students: 34,295
- School Districts: 45
- VPK Providers: 1,523 (69% Private and 31% Public School)

#### VPK Administrators and Teachers Professional Development

- Attended Live Sessions: 2,595 participants
- Viewed Recorded Sessions: 8,060 participants

## T.E.A.C.H.

The Florida Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood Scholarship Program - a partnership between DEL and the Children's Forum - offers scholarships for early childhood education providers to take classes that apply toward various levels of credentials and certification.

The program's purpose is to offer a mechanism for improving the overall quality of early childhood education programs by linking training and education to compensation, increasing wages while decreasing turnover and allowing educators to continue professional development.

Scholarships are available to center-based teachers, directors and family child care home providers who are working in early care and education centers and family child care homes. Recipients commit to at least one year of service with their current employer, which helps to reduce turnover and strengthen teaching practices.

According to the 2020-21 T.E.A.C.H. annual report:

- 5,031 scholars participated
- 1,863 were new applicants who had never had a T.E.A.C.H. scholarship
- 69 different training programs were attended
- 3.47 was the average GPA.

## Home Instruction for Parents of Preschool Youngsters (HIPPY)

The Home Instruction for Parents of Preschool Youngsters (HIPPY) program is an evidence-based, family-support home visiting model. During fiscal year 2020-21, the program served 2,094 children in 1,758 families, 59 percent of whom were Temporary Assistance for Needy Families (TANF) participants. Forty-two percent of children were continuing participants from the prior year(s) and the remaining 58 percent comprise children enrolled in the 2020-21 program year.

HIPPY staff engaged in 35,058 home visits with families with an average time per visit of 51 minutes. Program data reflect 80 percent of parents worked on HIPPY or educational activities for at least 15 minutes per day at least five days per week. Additionally, 83 percent

of HIPPY parents read to their children four or more times weekly and almost 50 percent of HIPPY children are read to daily. The average amount of time parents read to their children was 22 minutes.

Program evaluation results show that children and their families benefit from HIPPY program participation and that effects last through at least the third grade. Historically, data have consistently proven that participating children and families show an increase in kindergarten readiness, an increase in parental involvement and sustained student success in school.



### Transition to Kindergarten

DEL updated the Transition to Kindergarten website to include access to the Transition to Kindergarten Toolkit and additional resources. The Toolkit is a resource designed for use by districts, schools, providers, educators and families. The Toolkit contains 23 resources as editable and customizable templates that can be personalized as needed including event flyers, certificates and postcards. Other Toolkit resources include booklists aligned with Florida's Early Learning and Developmental Standards and tip sheets addressing various topics that are essential in the transition to kindergarten process.

In partnership with the Children's Forum, Head Start State Collaboration Office, Early Learning Coalitions (ELCs), Florida school districts and other community stakeholders, DEL provided three virtual Transition to Kindergarten Regional Summits in spring 2021 with a focus on early literacy and theme of Integrating Promising Practices to Support Early Literacy and Successful Transitions PreK-K. The summits included keynote speakers and 48 breakout sessions per summit. Approximately 886 participants attended the regional summits.

As an extension to the summits, DEL provided identified resources and materials for Transition to Kindergarten Resource Kits, specifically for participants of the 2021 Transition to Kindergarten Summits. Each Resource Kit included resources for instruction related to early literacy in preschool and kindergarten classrooms to support smooth transitions.



Transition to kindergarten initiative activities and resources were developed and provided in alignment with the supporting educators and family goals included in the Preschool Development Grant Birth Through Five (PDG B-5) received by Florida in 2020.

### Sunshine State Early Learning Information Portal

As part of Florida’s Preschool Development Grant, the Division of Early Learning (DEL) partnered with the Anita Zucker Center for Excellence in Early Childhood Studies at the University of Florida to create an interactive web portal that was updated annually. In 2018, a pilot was initiated to establish agreements with multiple state of Florida agencies to collect real-time data to construct comprehensive profiles of service for children throughout the state.



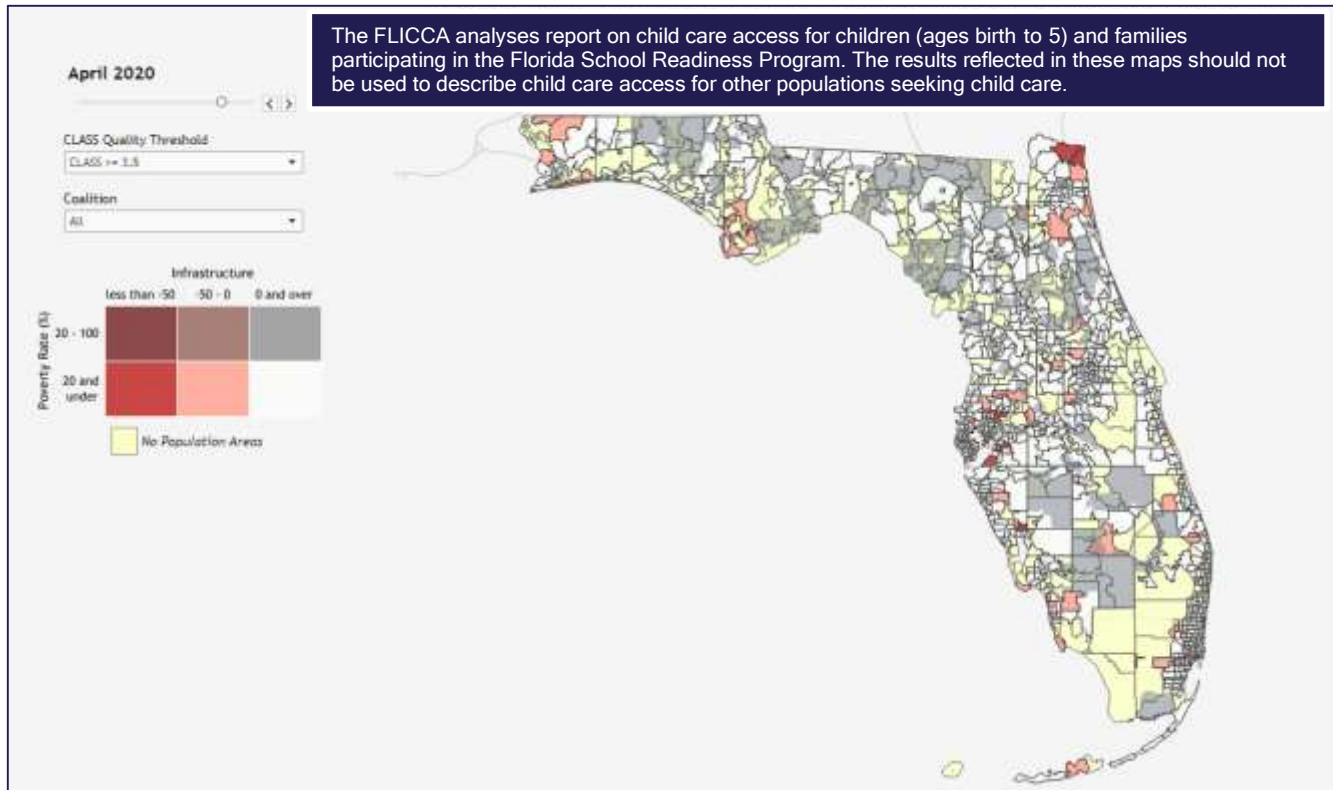
THE SUNSHINE PORTAL IS  
PROVIDING ONGOING  
INFORMATION CRITICAL TO  
IDENTIFYING PRIORITIES THAT  
WILL GUIDE SYSTEM  
REFINEMENTS.

Florida’s Sunshine State Early Learning Information Portal (The Sunshine Portal) upgrades the pilot project to provide centralized access to indicators about children, families and early childhood services. It provides a comprehensive and up-to-date view of the early childhood mixed delivery system, where information is linked at the child level and reported as state and local summaries of the risk factors, protective factors, service access, service quality and outcome indicators in user-friendly data visualizations (i.e., maps, tables and graphs). The Sunshine Portal will provide ongoing information critical to identifying priorities that will guide system refinements.

Below is an example of the visualization generated by the Sunshine Portal depicting the Florida Index of Child Care Access, illustrating the effect of availability infrastructure and demand for the School Readiness program.

The FLICCA analyses report on child care access for children (ages birth-to-5) and families participating in the Florida School Readiness Program. The results reflected in these maps should not be used to describe child care access for other populations seeking child care.

## Sunshine State Early Learning Information Portal Map Example



The map demonstrates a great deal of heterogeneity in access to child care, measured by the selection and infrastructure sub-indices, for families receiving subsidies across the state of Florida at the zip code level. Selection refers to whether parents are making decisions to enroll their children in the highest-quality care available. Infrastructure refers to the amount of high-quality care available, relative to the number of subsidy recipients needing care. Both sub-indices can be negative, zero or positive. This results in five possible combinations of selection and infrastructure across geographic locations where data is available, each revealing unique barriers to access. FLICCA 3.1 was launched in April 2021 and included the following improvements from FLICCA 3.0:

- **Inclusion of zip code labels.** Interactions with local Early Learning Coalitions during scheduled office hours revealed a need to provide more information on the maps to help policymakers identify specific zip codes within which intervention was necessary to improve access to quality child care. The additional zip code area labels provided a more intuitive user experience and supported more specific group discussions when analyzing the maps to identify geographic areas.

- **Inclusion of additional program quality thresholds.** This update included additional analyses that allow the user to view the impact of changing the CLASS quality threshold on infrastructure and selection at .5 intervals from 3.5 - 6.0.

Since the launch of the Sunshine Portal, state and local policymakers have used the system to determine areas of the state that have limited access to quality child care services among families and providers that participate in the Florida School Readiness Program. At the state level, the DEL has used FLICCA 3.1 to identify zip codes where infrastructure is insufficient to meet the need for quality child care. This information was used to inform state decisions in directing resources to the identified areas for interventions to increase quality child care infrastructure. Locally, early learning coalitions have used the FLICCA to inform their local Board of Directors on the adequacy of access to quality child care services, support strategic planning and target local initiatives to support increased access. The CEOs from the Early Learning Coalition of Flagler & Volusia Counties and the Early Learning Coalition of Pinellas County shared brief testimonials describing the benefit of the FLICCA in their work.

*“Flagler Volusia has found the Sunshine Portal data very enlightening when we compare the information here with other data available in our community. One of the best features is being able to choose different ‘layers of data’ and both drilling down and peeling back in specific areas of our large two-county coalition. We can’t wait to see what Dr. Knopf and his team bring next!”*

- DJ Lebo, CEO, Early Learning Coalition of Flagler & Volusia

*“ELC Pinellas used the FLICCA data as a driver in our 5-year strategic plan. The maps allowed us to pinpoint specific focus areas to ensure equitable access to quality early learning programs. Our community has adopted these maps to monitor our progress in strengthening our early learning system.”*

- Lindsay Carson, CEO, Early Learning Coalition of Pinellas

# ACCOUNTABILITY AND PROGRAM IMPROVEMENT

## VPK Provider Kindergarten Readiness Rates

The 2019-20 VPK program year was significantly impacted by the onset of COVID -19 due to VPK provider closures and child attendance. As part of Executive Order 2020-01, the 2019-20 VPK Provider Kindergarten Readiness Rates were suspended. Those are the rates that would have been released in early 2021.

The Star Early Literacy assessment has been administered as the statewide kindergarten screening since 2016. In the fall of 2020, public schools administered the screening to 133,632 kindergarteners, compared to 190,805 in Fall 2019, with 57 percent scoring 500 or higher, indicating those students were “ready for kindergarten.” The percent of children “ready” for kindergarten by program type or status is provided in the chart below:

### Readiness of Incoming Kindergarten Students Statewide - Fall 2020

Category	Total Children	Percent Ready”
All Public School Students	133,632	57%
All VPK Participants	102,555	63%
VPK Non-Completers	53,184	59%
Non-VPK Participants	40,398	45%
SR & VPK Participants	8,677	50%
VPK Completers	49,371	67%
SR Only Kindergarteners	11,682	51%

Source: 2019-20 VPK Readiness Rate match files and FLKRS final date files.

Since there were no 2019-20 VPK Provider Kindergarten Readiness Rates, providers that were previously on probation remained in that status. Providers operating under a good cause exemption for the 2019-20 VPK program year, received a renewal of that exemption if allowed by statute.

## School Readiness Program Assessment

During the 2018 legislative session, the Florida Legislature passed HB 1091 that increased quality and accountability in the SR Program. One aspect of the law focused on program assessment and improving the quality of teacher-child interactions in order to improve child outcomes.

The legislation required that only certified reliable observers conduct assessments in infant, toddler and preschool classrooms and at all provider types. It also specified that the program assessment include quality measures, including a minimum threshold for contracting and program improvement through an improvement plan. DEL chose the Classroom Assessment Scoring System® (CLASS) as the measure of quality for infant, toddler and preschool classrooms as it met the statutory requirements for use and has a strong evidence-based effect on child outcomes.

Through rule promulgation, DEL set initial contracting thresholds through Rule 6M-4.741, F.A.C., Program Assessment Requirements for the School Readiness Program. Rule 6M-4.740, F.A.C., further defined program assessment implementation, and a special Handbook was incorporated to outline protocols.

- As early as 2013, Florida was building capacity around CLASS® program assessment through the implementation of the Classroom Assessment Scoring System® (CLASS) Initiative. Through this initiative, Florida was able to develop a cadre of CLASS® trainers and observers.
- In 2014, specially earmarked dollars were used to launch a program assessment pilot called the Early Learning Performance Funding Project (ELPFP.) DEL and other stakeholders designed the ELPFP to reward SR providers who demonstrated higher levels of quality as measured by observation of the teacher-child interactions occurring within classrooms. Participants received higher differentials added to their base reimbursement. This five-year project taught Florida many lessons about the implementation of program assessment and successful strategies for improving teacher-child outcomes.

Rule 6M-4.740, F.A.C., stipulates that providers serving 20 percent or less of SR children and do not have any specific health and safety violations, i.e., no Class I violations and no more than three Class II violations in the prior two-year period, are exempt from the program assessment requirement. Family child care homes with two or fewer slots and those that offer only overnight services are also exempt provided they have no disqualifying violations. Early learning coalitions may waive the required minimum program assessment score in the event a provider is in an identified “child care” desert.

DEL set initial thresholds for contracting in 2019-2020 based on data gathered through CLASS assessments done under the auspices of the ELPFP, feedback from the early learning coalitions, the public and the education community. DEL increased these initial thresholds through subsequent rule revision. See chart below.

## School Readiness Program Assessment Threshold

Program Year	Minimum Contracting Threshold	Quality Improvement Threshold
2019-2020	2.51	3.0
2020-2021	3.5	4.0
2021-2022	3.5	4.0
2022-2023	4.0	n/a

Due to Executive Order 2020-01, which cancelled program assessments due to COVID-19 until June 2020, the rule was revised to retain the current thresholds. This meant that some providers would not have a program assessment conducted for the 2020-21 contract year. Because CLASS assessments were cancelled, 2019-20 SR contracts were extended for 2020-21. Further revision due to COVID-19 allowed providers with a prior year score to use that score for contracting in 2020-21 and provided a one-time exception for providers scoring below the minimum contracting threshold in 2020-21 to contract provided the provider participated in a Quality Improvement Plan. During the 2020-21 year, DEL supported online quality improvement and professional development as a COVID-19 response for teachers who were not able to work due to sites closures.

Quality Improvement Plan (QIP) strategies include the following:

- CLASS Group Coaching (formerly Making the Most of CLASSroom Interactions - MMCI) Training.
- Two (2) Early Childhood Training System (ECTS) courses.
- Professional development.
- Certified coaching visits.
- 20-hours of IACET- or DEL-approved training.
- Coalition-approved strategy (approved in their SR Plan).

## 2019–20 & 2020-21 CLASS Data Comparison

CLASS Score Range	2019 20 Number of Providers Statewide	2019 20 Percent of Providers Statewide	2020 21 Number of Providers Statewide	2020 21 Percent of Providers Statewide
1 - 2.5	1	<1%	0	<1%
2.51-2.99	83	2%	8	<1%
3.0-3.49	304	8%	123	4%
3.5-3.99	648	14%	361	11%
4.0-4.99	2,286	51%	1398	42%
5.0-5.99	1,060	24%	1,520	38%
6.0-7.0	97	2%	115	3%
<b>Totals</b>	<b>4,479</b>		<b>3,525</b>	

Source: From EFS Mod May 4, 2021.

Assessments were conducted in 2018-19, 2019-20 and 2020-21. COVID-19 related Executive Order (DOE EO 2020-01) cancelled all assessments for the remainder of the 2019-20 fiscal year; therefore, not all SR providers had an assessment for the 2020-21 contract year.

Only includes providers with an executed 2020-21 contract.

## Differential Payments

Legislation that passed in 2018 (HB 1091) and mentioned previously also required that DEL develop, no later than July 1, 2019, a differential payment program based on quality measures adopted by DEL.

As established in Rule 6M-4.500, F.A.C., Child Attendance and Provider Reimbursement, providers with a CLASS composite score of 4.00 to 4.99 receive a 4-percent QPI differential. Providers that receive program assessment composite scores of 5.00 to 5.99 receive a 7-percent differential, and providers that receive program assessment composite scores of 6.00 to 7.00 receive a 10-percent differential. A child care provider that is currently on a Quality Improvement Plan is not eligible for the QPI.

*\*CLASS® is a standardized observational tool, with supporting national research that measures the quality of teacher-to-child interactions on a 1- 7-point scale. It measures classroom quality through three domains and multiple dimensions: Emotional support - positive climate, negative climate, teacher sensitivity and regard for student perspectives; Classroom organization - behavior management, productivity and instructional learning formats and Instructional support - concept development, quality of feedback and language modeling.*

# SPECIAL FOCUS NETWORKS


## Warm Line Services

The Inclusion Network has more than 120 members including early childhood inclusion specialists from each of the 30 early learning coalitions.

The DEL coordinates monthly webinars and one Inclusion retreat a year to share information, learn from guest speakers and discuss current needs related to children with developmental delays and disabilities for the Network. As part of their early learning services, each early learning coalition offers Warm Line services to assist parents and providers with information and referrals for child evaluations and inclusive services.

The inclusion specialists respond after a developmental screening has indicated areas of concern in a child or when a warm line call comes through the early learning coalition. The inclusion specialist will contact the early learning provider to offer observations of the child in the early learning environment and will rescreen the child as part of the inclusion services.

The inclusion specialists support early learning providers and parents with technical assistance, plan focused interventions for individual children who require additional supports and link early interventions for children prior to kindergarten entry. They also follow up with early learning providers to assure that there are no other needs for additional supports for the child, the family or the early childhood educator.



AS PART OF THEIR EARLY  
LEARNING SERVICES, EACH  
EARLY LEARNING COALITION  
OFFERS WARM LINE SERVICES TO  
ASSIST PARENTS AND PROVIDERS  
WITH INFORMATION AND  
REFERRALS FOR CHILD  
EVALUATIONS AND INCLUSIVE  
SERVICES.



## Warm Line & Inclusion Assistance Activities

Services Performed	# of Activities
<b>General Strategies</b> Observation and strategies to address developmental concerns so all children are engaged in the learning process in all settings. <b>Note:</b> These children do NOT have an identified special need.	22,348
<b>Social-Emotional</b> Observations and strategies to address social-emotional/behavioral concerns, to help children succeed in the early learning environment.	11,455
<b>Identified Special Needs/IDEA/ADA</b> Observations and strategies to address each child’s individual educational plan (IEP/IFSP). <b>Note:</b> These children have an identified special need. Information provided to early learning programs and families on ADA and other anti-discrimination laws.	907
<b>Special Health Care Needs TA/504 Plan</b> Observations and strategies to support children who have a medical concern, such as asthma, diabetes, severe allergies or congenital conditions that require assistance beyond “quality” or “delay.”	143
<b>General Quality Improvement</b> Observations and strategies to assist early learning programs, such as supporting teachers, classroom management guidance, curriculum support and environmental adaptations.	12,524
<b>Technical Assistance Totals</b> support early learning providers and parents with technical assistance, plan-focused interventions for individual children who require additional supports and link early interventions for children prior to kindergarten entry.	44,493
<b>Referrals to other agencies</b>	5,914

## Infant/Toddler Specialist Network

DEL coordinates an infant-toddler network designed to support coalition staff who manage local infant-toddler initiatives or work in a direct support role to providers serving young children from birth to 36 months old. The network promotes state and local resources to increase access to quality care that supports responsive relationships between teachers, infants/toddlers and their families.

An effective, efficient and accountable infant-toddler network provides support for access and quality initiatives conducted statewide and in local areas. DEL launched the infant-toddler initiative in 2017 with the goal of deepening the learning and engagement of the network to support its work with infant-toddler programs and educators. The network consists of a minimum of one infant-toddler specialist per coalition.

Florida's Infant-Toddler Specialists provide technical assistance, training and support on:

- Developmentally appropriate practices.
- Developmental standards.
- Quality improvement strategies.
- Professional development.

Supports for Florida's Infant-Toddler Network:

- 10 Components of Quality Care for Infants and Toddlers System, developed by the FSU Center for Prevention and Early Intervention Policy, provides a framework for continuous quality improvement, (<https://cpeip.fsu.edu/>).
- Active Implementation model - National Implementation Research Network (<https://nirn.fpg.unc.edu/>). Supports for Florida's Infant-Toddler Network in 2020-21 included:
- Monthly conference calls with guest speakers providing current, research-based information on important topics such as understanding child development to support early intervention, the importance of the use of language in infant and toddler classrooms and understanding the biting child.
- The FSU 10 Components of Quality Care for Infants and Toddlers observation training initiative, funded by PDG-R. This training allows early learning coalition staff to support continuous quality improvement in infant-toddler programs using the 10 Components Signs of Quality observation tool. This initiative included virtual technical assistance and coaching for training participants.
- Active Implementation model - National Implementation Research Network (<https://nirn.fpg.unc.edu/>).

## Preschool Network

In September 2018, DEL identified the 10 Preschool Quality Indicators. Using these indicators, the Preschool Network Steering Committee, consisting of a panel of experts from across the state, identified the three priority needs specific to each indicator.

Beginning in January 2019, DEL, in collaboration with early learning coalitions, school districts and early learning providers, established the Preschool Network. The Preschool Network includes 145 individuals representing all regions of Florida with the purpose of promoting community connections and state and local resources to increase access to quality care that supports responsive relationships between teachers, preschoolers and their families. Through the development and use of the Preschool Quality Indicators listed below, the Preschool Network strives to ensure that every child care provider is offering safe, healthy environments along with developmentally appropriate experiences and practices for the children they serve.

Identified Quality Indicators:

- Education, Training and Support
- Safe and Healthy Program Practices
- Family Engagement
- Classroom Environment and Interactions
- Comprehensive Early Learning Standards and Curricula
- Assessment of Child Progress

# EARLY LEARNING COALITIONS

## Provider Financial Supports

### Brevard

The coalition participated in:

- **Early Learning Florida - UF Lastinger Center for Early Learning Florida:** 124 participants received stipends for course completion.
- **Mini Grants:** *Professional Development Mini-grants for Early Learning Providers* (stipends for eligible early learning/child care staff based on approved classes and/or trainings) and *Infrastructure Mini-grants for Early Learning Providers* (operating costs).
- **Scholarships:** Several Family Child Care Home Providers attended the 30<sup>th</sup> National Family Child Care Conference.
- **Early Learning Entrepreneurs Program:** Partnering with United Way, three participants participated in the Business Institute for Early Learning Entrepreneurs Program. Two successfully graduated.

### Duval

The ELC of Duval has an incentive program for provider staff who participate in the Guiding Stars of Duval, a quality rating and improvement system. The incentive program's intent is to improve child care quality by reducing staff turnover and encouraging continuing education. To be eligible, the provider must have a star rating, be in good standing with DCF and have a current license or a valid accreditation certificate. In addition, staff must meet specific criteria regarding the length of employment, training and education. A total of \$1,989,230 was distributed to 595 teachers as a wage incentive for the Guiding Stars of Duval program.

### Emerald Coast

During fiscal year 2020-2021, the Division of Early Learning updated the list of approved School Readiness curricula. In order for providers to contract with us for fiscal year 2020-2021, they would need new or updated curriculum. To support the contracted School Readiness programs, the Early Learning Coalition assisted in purchasing approved curriculum for 64 programs. The associated child assessment access was also provided as an incentive for teachers to complete individual child assessments. The coalition purchased a set of the Creative Curriculum as well as Teaching Strategies, providing each program using this specific curriculum unlimited access to online teaching tools to support the implementation of the curriculum.

### Florida's Heartland

In response to the public health crisis, support was offered to providers in the ELCFH service area through the Office of Early Learning initiated grants. In addition to the below grants, the ELCFH delivered needed health and safety products such as facemasks, disinfectant and hand sanitizer as available to provider sites.

### Hillsborough

Broken supply chains and rising costs in 2020 prevented many early learning programs and business owners from obtaining the necessary supplies required to operate their programs during COVID-19. Led by the ELCHC Board of Directors, a supply drive to get medical-grade infrared thermometers, hand sanitizers, cleaning spray, face masks and other essential items was launched in June-July 2020. More than \$89,000 was raised, and in early August 2020,

600 programs in Hillsborough County received the supplies during a festive drive-through event designed to celebrate the work of early learning professionals during a pandemic.

### Marion

Child care providers benefited directly from classroom and consumable Infant/toddler supports such as 144 Investigation, language & literacy kits, and 51 cribs with emergency attachments and sheets. Marion County (ELCMC) hosted 24 trainings at no cost for 469 participants with a total investment of approximately \$104,155.25. ELCMC reimbursed 39 contracted child care providers for the purchase of curricula with a total investment of \$77,701.74. ELCMC provided incentive payments to providers based on their Program Assessment scores and their service to School Readiness/VPK enrolled children for a total of 104 child care providers at a total of \$226,000.

### Northwest Florida

PDG-R Mental Health funding allowed the employment of one mental health specialist to provide both awareness and assistance to all contracted providers to utilize the ASQ-SE screenings for children in their care to address any social/emotional needs early.

"Rock, the Block Party" is a 2-hour in-person teacher training about the benefits of block play. Teachers participating in this initiative received:

- unit blocks for their participating classroom.
- a stipend for attending the 2-hour training.
- a stipend for participating in (2) Communities of Practice.

Early learning professionals participating in the Coalition's 2020-2021 pilot infant and toddler quality initiative, Building Better Beginnings (BBB), were also eligible for stipends, and each received one infant and toddler toolbox consisting of supplies, toys, activities and other infant and toddler resources needed to enhance and support their classroom.

### Palm Beach

Of providers the coalition contracted with in 2020-21, 649 served ages birth to 12 months. To keep providers informed, the coalition:

- Provided webinars, newsletters and email and 466 virtual and in-person trainings
- Launched the ASPIRE program to support providers with hiring and training teachers new to the field.
- Worked with over 90 community partners.
- Partnered with FAU School of Social Work and their interns to support behavioral health.
- Created Community School Readiness Collaboratives continued to work with small groups of providers and community stakeholders towards school readiness goals.

### Pinellas

COVID-19 had a significant impact on many in the child care industry last year. The coalition provided comprehensive supports to stabilize the industry, protect children and teachers, and ensure access to care. The coalition distributed the awarded \$13,260,242 in grants to 688 child care providers, along with \$3,786,000 (CARES) from Pinellas County. Child care providers used funds to cover revenue and fixed costs such as rent, utilities and staffing. The coalition also partnered with FAIMH and the Juvenile Welfare Board of Pinellas County for the "Faces are Essential" campaign that allowed the ELC to purchase and distribute 10,000 clear masks to over 600 child care providers in Pinellas County.

The Coalition is committed to helping child care providers recruit, upskill and retain a qualified workforce through leveraged partnerships and in-house programming. **Engage** is designed to offset the cost of hiring new staff and incentivize instructors to begin a career in early learning. The **Professional Development Assistance Program (PDAP)** leverages TEACH dollars and covers associated wrap fees allowing SR teachers the opportunity to pursue formal education without out-of-pocket expenses. **Elevate** provides retention incentives via wage subsidies for early educators based upon their progress on the Florida Early Learning and Afterschool Career Pathway. The program is designed to support retention and incentivize educational advancement of early educators.

**Polk**

Through the Coronavirus Response and Relief Supplemental Appropriations Act 2021 (CRSSA), almost 300 Polk County child care centers received grants ranging from \$3K to \$19.5K allowing them to remain open during the COVID-19 crisis. A media release was sent out to highlight the reactions of two child care owners with praise for child care providers from CEO Dr. Marc Hutek: *“Our child care programs have been the unsung heroes through this pandemic and in many cases have been the only way our working parents have been able to continue keeping the world around us up and running.”*

As a result of the news coverage there was more public awareness of the importance of child care centers and their critical need of financial support during the COVID-19 pandemic.

**Southwest Florida**

The Early Learning Coalition of Southwest Florida, through the Division of Early Learning (DEL), allocated more than \$10.6 million to support Southwest Florida’s youngest learners. These funds, from Child Care and Development Funds (CCDF), General Revenue (GR), Preschool Development Grant (PDG), and Coronavirus Aid, Relief and Economic Security Act (CARES Act), were used to provide the resources and support needed to help providers remain open or re-open as soon as they could safely do so.

School Readiness (SR) Funds	\$26,988,170
SR Local Match Funds	\$598,107
Voluntary Prekindergarten Education (VPK) Program Funds	\$16,529,460
Coronavirus Aid, Relief and Economic Security (CARES) Act Funds	\$4,507,120
Coronavirus Response and Relief Supplemental Appropriations Funds	\$3,544,500
Preschool Development Grant (PDG) Funds	\$59,090
Other Local Revenues (including In-kind)	\$27,745
<b>Total</b>	<b>\$52,254,192</b>

## Training and Technical Assistance

### Brevard

Virtual trainings included professional standards and competencies, career pathways, advisory structures, articulation, workforce information and financing. Feedback from providers found virtual trainings offered more flexibility and required learning new technical skills.

- Virtual provider “chats” were implemented. Topics were based on needs identified through open discussion forums. Chats included a mindful selection of community partners to provide a rich provision of information, updates and networking.
- ELCB staff, bilingual in Spanish, Creole and Greek, offered tailored trainings to assist individuals with limited English proficiency. Trainings promoted social, emotional and physical health and safety, and cognitive development of children to improve the knowledge and skills of the child care workforce.

### Emerald Coast

The coalition offered several trainings for providers like Conscious Discipline for Pre-K, a comprehensive 16-hour training on how to guide children along their journey of emotional self-regulation. Participants who successfully completed the training had an opportunity to select materials to support challenging behaviors in the classroom. The coalition then purchased the selected items. Participants used the items shown in the training to improve the positive environment and emotional regulation in their classrooms.

### Florida’s Heartland

Training and technical assistance were facilitated virtually throughout FY 2020-21. Key areas of support included teacher supportive interactions with young children, developmentally appropriate practices in the classroom including positive discipline techniques and child and teacher health and safety during the pandemic. Technical assistance focused on child nutrition helped to promote healthy eating habits at provider sites and in the home.

### Hillsborough

On May 21, 2021, the Early Learning Coalition of Hillsborough County hosted the 2nd Early Childhood Conference called "Teacher's Night Out." The event was designed to reinvigorate and reward early educators for their dedication to the field. Early childhood professionals had an opportunity to gather with others safely and carefully, listen to hand-selected informational speakers and spend an evening networking. Selected developmentally appropriate materials were distributed and QR codes with links directly to lesson plans were available to connect those materials to resources. This event provided an opportunity, after more than a year of virtual professional development, to resume face-to-face learning.

### Marion

Child Assessment and CLASS Initiatives were supported through various courses including Intro to Teaching Strategies Gold, Time to Sign, Conscious Discipline and Infant/Toddler CLASS Group Coaching (MMCI). In addition to these courses, providers participating in Child Assessment received TS-Gold specific classroom supports including iPads to assist them in using the updated applications. Thousands of books have been given out to providers and families alike made available all year long to anyone who visits one of the coalition’s box libraries, attends coalition events or becomes a Read Aloud Partner.



## Northwest Florida

In partnership with St. Joe Community Foundation supporting Bay and Gulf counties, the coalition purchased Personal Protection Equipment (PPE) for providers and cleaning supplies to mitigate the COVID-19 pandemic. The coalition provided a drive-by event for providers to stop by and pick up these items, distributing them to 56 child care programs and family child care homes.

## Pinellas

**The Professional Development Institute (PDI)** is an extension of the Coalition's Professional Development department set to improve the quality of services, support and education for young children. Programs are designed to enhance the knowledge, skills and professional advancement of early childhood professionals through various classes, courses and conferences offered in face-to-face or web-based formats. Programs include implementation materials and participant stipends. Early educators may choose from a variety of program and training topics such as Child Assessment, Family Engagement, Executive Functioning, VPK, CLASS and Curriculum. All PDI offerings include CEUs and may be used to meet annual in-service requirements and/or toward Staff or Director's Credential renewal.

## Sarasota

A classroom-based, tech-driven, data-proven language and literacy program exhibits remarkable results at Sarasota child care centers. The 12-week program, called LENA Grow, uses "talk pedometer" technology coupled with ELC-led weekly coaching sessions to boost teacher-child interactions. ELC Sarasota early childhood specialists meet one-on-one with teachers within a few days of recorded results for more impactful, targeted assistance. Since the program's inception in 2020, every participating Sarasota classroom exceeded LENA achievement thresholds and saw a significant rise in PK CLASS scores. The incredible success prompted the coalition to be featured in LENA's national blog.

## Southwest Florida

Training and technical assistance are offered to all providers contracting with the coalition. These include:

- Early Learning Standards
- Book Embedded Vocabulary Instruction LVP2 - Using language in books to teach vocabulary
- Dialogic Reading ILVP3 - interactive shared picture book **reading** practice designed to enhance young children's language and literacy skills.
- Math 1, Making Sense of Sets and Numbers
- Math 2, Counting and Operating with Numbers
- Math 3, Patterns, Measurement, and Data
- Math 4 Shapes and Spatial Relationships
- Gross Motor Experiences - To help support teachers promote healthy development of gross motor skills. Support early childhood educators in planning and implementing gross motor experiences in the classroom. To help children engage in structured and unstructured physical activity in the classroom and on the playground.
- Think, Show, Tell and Talk #8844 - Emergent Literacy teaching and activities

## Quality Activities for Infant and Toddler Care

### Brevard

ELCB devoted two staff members for engagement in the DEL's Infant Toddler Network. Staff participates in robust monthly network meetings, facilitated by DEL, including other coalitions and keynote speakers. Staff members are trained in FSU Ten Components of Quality Care for Infants and Toddlers. Coalition staff are observing known gaps in available infant care in some areas of the community. Due to this continued observation, discussions are ongoing and will continue to develop strategies to increase the availability of high-quality infant programs in the community.

### Duval

The ELC of Duval implemented several quality activities and services to enhance infant and toddler care, including developmental screenings, teacher training and coaching.

- Developmental Health and Inclusion screened 3,351 infants and toddlers (birth - 33 months), of whom 1,523 had close to or below the cut-off score. In some instances, additional services were provided such as child observations, learning plans and referrals.
- The ELC of Duval conducted IACET Accredited training to support infant and toddler teachers, including 'Overview of Infant and Toddler CLASS Assessments, 'More Than Baby Talk' and 'Infant and Toddler Development.'
- The ELC of Duval managed certified coaching services for 120 centers and family child care homes through the Workforce Development Grant. Infant and toddler classrooms whose center selected coaching as their strategy for the Quality Improvement Plan received twenty hours of certified coaching.

### Emerald Coast

The Early Learning Coalition of the Emerald Coast provided multiple trainings on both *The Creative Curriculum for Infants, Toddlers, & Twos* and *Conscious Discipline Infant and Toddler Cohort*. These trainings were divided by age range of the children for which the participant was responsible. Curriculum textbooks and materials were provided to assist in the implementation of the curriculum in the classroom.

### Florida's Gateway

Florida's Gateway (ELCFG) was happy to provide a Community Family Engagement project and to align the project with Children's Week activities for the 2020-2021 year.

The coalition provided literacy activity kits to 1,944 families, distributed through each School Readiness program. The family activity kit was based on the idea of spending time together outside while using educational materials to explore along the way. The coalition also provided helpful tools such as binoculars, a compass, a backpack and a book as the foundation of the activity. The book title was "Let's Go on a Hike."

ELCFG also provided nature scavenger hunt pages, CCRR resources and infant items for families with infants. In addition, Florida Parks and Recreation information was included.

## Florida's Heartland

Provider needs that were observed during monitoring were addressed through individual technical assistance. Infant/Toddler Group Coaching: *Making the Most of Classroom Interactions* trainings were provided to contracted provider sites. Technical assistance visits focused on infant/toddler care, including room arrangements, safety practices and developmentally appropriate practices were provided throughout the year.

## Hillsborough County

The 2020-2021 fiscal year marked the second year for the Hillsborough Infant Toddler Initiative (HITI), a program designed to provide resources to strengthen the quality and availability of infant and toddler care in Hillsborough County. In its second year, the focus was on providing coaching, technical assistance, program improvements, professional development and classroom materials for indoor and outdoor experiences. This year, the family engagement activities were broadened as families participated in "Anytime is 3T's Time" a project supported by PNC Bank to improve parents' awareness of strategies to support children ages 0-3 learning through ordinary daily interactions

## Marion

The coalition serves its communities' infants and toddlers through quality initiatives that provide opportunities that both educate and offer enhancements through incentives for all child care providers and parents willing to participate. Programs like "Infant Basic Needs" (diaper bags loaded with care kits, educational materials and gift cards for formula), "Success by Six" (distributed 118,235 diapers, and 107 Pack 'n Plays), "Parents as Teachers" (parent education and supports), and "The 3t's" (Tune in, Talk More, Take Turns) are just a few of the ways the coalition met community's needs.

## Northwest Florida

The Coalition initiated an infant and toddler quality initiative Building Better Beginnings (BBB), as a pilot during the 2020-2021 year addressing high teacher turnover, low wages, the need for qualified staff and the concern that continuity of care not being addressed in our most vulnerable child care classrooms. The BBB Quality Initiative emphasizes the teacher providing care in the infant and toddler classrooms utilizing the FSU 10 Components of Quality Care for Infants and Toddlers. This model is used as a framework to identify quality indicators for effective practices in the classroom.

## Pinellas

The coalition's Infant Toddler Program, **Right from the Start**, operates within the Professional Development Department and focuses on quality through training, technical assistance and coaching for families, providers and teachers serving children ages 0-3. The **Infant Toddler Warm Line** provides technical assistance and connects providers and families to ELC and community resources. **The Infant Capacity Grant** incentivizes providers to increase their infant capacity by offsetting the infrastructure cost of startup. The Infant Toddler Program also offers Quest. **Quest** is a Gold Standard™ CDA training and preparation program with an Infant Toddler Endorsement. Participants receive 120 hours of targeted instruction, on-the-job Training (OJT) and pre/post assessments aligned with the Council for Professional Recognition's CDA requirements and standards. Upon training completion, candidates are guided through the process of using TEACH Scholarship funds to cover the Council's assessment fee and completion bonus.

## Sarasota

An invaluable resource for connecting parents with quality child care, that's exactly what the ELC Sarasota's Look For the Stars (LFTS) program has done for nearly 15 years. This unique quality improvement system rates local child care centers based on a 0 to 5 scale.

Created and managed by the Coalition, the program assesses providers using the CLASS tool with a strong focus on teacher-child interactions. 80 percent of ELC's SR providers voluntarily participate, thus impacting the future success of our most vulnerable children. LFTS raises the bar for quality care as 90% of participants continue to maintain 3-star level or higher.

### Southwest Florida

The coalition provided activities (training/monitoring) to enhance infant and toddler care which included the following:

- 149 CLASS observations were conducted in all four counties in infant and toddler classrooms. Upon completion of these observations, all providers were given the opportunity to receive technical assistance to help improve interactions between teachers and children. Providers were given items to help support and strengthen the development of a child's self-awareness and to increase texture sensory oral exploration and awareness. Items for fine motor skills, hand-eye coordination, matching colors and shapes and early mathematical spatial awareness, as well as critical and abstract thinking, language and early literacy and physical core development were also given. Some of these items included soft infant bookshelves, toddler wall hanging bookshelves fill and fan floor tummy time mats, texture chew rings, soft chew books, maestro baby instruments, floor mirrors, shapes and sequencing blocks, stacking peg boards, soft flex blocks, stacking and nesting sensory toys, what's inside soft feely box, silly sensory feeling and sensory puzzles.

## Inclusion

### Brevard

Calls for assistance and calls made to the warm line were answered timely and processed to provide resources and additional needed supports.

- 75 total warm line calls were received during the fiscal year with concerns including, autism resources and diagnosis, speech/language concerns, child find referral assistance, IEP education and behavioral support.
- 51 referrals to partners, like Early Steps and FDLRS/Child Find were created.
- 4008 ASQ-3 developmental and 977 ASQ:SE-2 social-emotional screenings were completed.
- 950 targeted interventions were provided because of screenings with identified developmental concerns.
- 155 interventions for screenings with identified social and emotional concerns.

### Emerald Coast

Inclusion services are offered to children, their parents and the child's teachers in a way that improves the quality of communication, resulting in a more positive classroom environment for the child. Teachers have direct access to our Early Education Specialists who perform Inclusion Services and can request on-site classroom observations and technical assistance. All of the 939 child screenings (ASQs) submitted to the Coalition during fiscal year 2020-2021 were reviewed. The Early Education Specialist followed up with the families of 270 children based on developmental concerns revealed by the screening tool score. Parents were offered referral information to have their child assessed by Early Steps, Child Find or a behavior therapy agency.

## Florida's Heartland

Inclusion services were primarily facilitated virtually during FY 2020-21. A heavy emphasis by the ELCFH Child Development Support Services team was placed on helping families complete the ASQ and ASQ:SE, including kits with materials to use in the home to make the screening process playful. The newly launched ELCFH Book Bag Buddies program, with the support of local partners and community members, provided a good book, companion cuddle toy, sturdy backpack and a homemade quilt to children in need. A total of 193 bags were distributed to children in the ELCFH four-county service area.

## Marion

In 2020-2021, Help Me Grow connected 108 families and 131 individual children with community partners within our HMG database. During the 2020-2021 fiscal year ELCMC partnered with Ocala Electric and StayWell to conduct our first-ever Virtual Books, Balls and Blocks event. In the spring of 2021, HMG hosted our first drive-thru event, Help Me Grow...On the Go! Of 411 opportunities, 37 were in-person and 5 were virtual community events within Marion County that ELCMC participated in, hosted, organized or partnered with (reaching approximately 22, 357 participants) prior to COVID-19, as an avenue for distributing inclusion resources and education.

## North Florida

Conscious Discipline Success: Through PDG Mental Health funding, the coalition was able to offer 33 providers access to Becky Bailey's "Building Resilient Schools and Homes" E-Course.

- Participating providers received access to the course, the accompanying workbook and several Conscious Discipline classrooms kits including the "Feeling Buddies Kit."
- Every provider surveyed responded they felt the training and materials increased their confidence in implementing social-emotional strategies in the classroom.
- Direct quote from a surveyed participant: *"I loved this training and am very excited to have it fully implemented in our school for the next school year. This was one of the better trainings I have received in early childhood and is very applicable."*

## Northwest Florida

With the addition of DRG funding, the Coalition purchased Mental Health Classroom Kits that the Inclusion Team delivered to classrooms they were working in. Kits included calming materials, sensory items and other social-emotional resources to enhance inclusive environments and support the classroom teacher in implementing targeted practices as determined by each child's needs.

The Coalition's Inclusion Team collaborated with the Coalition's Help Me Grow (HMG) team to assist with screenings and care coordination with non-school readiness children needing additional services and assistance. Partnering with HMG to help manage the time spent contacting parents and scheduling appointments for screenings made it possible for the Inclusion Team to spend more time in the centers providing technical assistance to teachers as well as working directly with the children until they could begin receiving their services.

## Pinellas

Early learning educators saw an increase in trauma and toxic stress cases among young children last year. Specialists utilized virtual communication and technical assistance sessions to give families the best guidance and resources.

- 71 child care providers and ELC staff members completed their Level One professional certification in trauma and resilience. This training helps to improve classroom outcomes. ELCPC's Developmental Specialists continued the Tucker Tuesday program. This program provided on-site intensive coaching and technical assistance to

individual classrooms. Behavior Specialists started a new weekly initiative, called Super Stars, to educate providers on trauma-informed care. Many classrooms also found success in the Pyramid Model program, where weekly coaching guidance was provided to support developmental milestones and increase student retention.

### Sarasota

As a direct result of the increasing number of calls to the Warm Line, the ELC Sarasota expanded and enhanced its classroom-based, mental health intervention program. In a targeted effort to better meet the needs of both children and teachers, the coalition contracted pediatric clinical specialists to provide one-on-one, on-site support and strategies to tackle challenging behavior. Each case typically calls for three or more visits. Recent survey data shows all respondents were pleased with the services and most said the interventions were easy to understand and implement. Positive outcomes were also reported by directors regarding improvement in the child's behavior.

### Southwest Florida

The Inclusion Coordinator is available for on-site environmental technical assistance and educational support for programming, teacher and challenging behavior observations. The coalition's Inclusion Coordinator provided technical assistance to community child care providers and teachers through 328 phone conferences, 308 email and 14 on-site connections, 34 observations, 57 collaborative conferences with other agencies and 191 family conferences.

## Appendix A - Early Learning Coalition Service Delivery Fiscal Year 2020-21

Coalition (Counties Served)	CCR&R	School Readiness	VPK	Inclusion
Alachua	✓	✓	✓	✓
Big Bend (Leon-Gadsden-Liberty-Taylor-Jefferson-Madison-Wakulla)	✓	✓	✓	✓
Brevard	✓	✓	✓	✓
Broward	✓	✓	✓	✓
Duval	✓	✓	✓	✓
Emerald Coast	✓	✓	✓	✓
Escambia	✓	✓	✓	✓
Flagler and Volusia	✓	✓	✓	✓
Florida's Gateway (Union-Columbia-Suwannee-Lafayette-Hamilton)	✓	✓	✓	✓
Florida's Heartland (Charlotte-DeSoto-Hardee-Highlands)	✓	✓	✓	✓
Hillsborough	✓	✓	✓	✓
IRMO (Indian River-Martin-Okeechobee)	✓	✓	✓	✓
Lake	✓	✓	✓	✓
Manatee	✓	✓	✓	✓
Marion	✓	✓	✓	✓
Miami-Dade/Monroe	✓	✓	✓	✓
Nature Coast (Citrus-Sumter-Dixie-Levy- Gilchrist)	✓	✓	✓	✓
North Florida (Clay-Nassau-Baker-Bradford-Putnam-St. Johns)	Episcopal Children's Services	Episcopal Children's Services	Episcopal Children's Services	Episcopal Children's Services
NW Florida (Calhoun-Franklin-Gulf-Homes-Jackson-Washington-Bay)	✓	✓	✓	✓
Orange	Community Coordinated Care for Children	Community Coordinated Care for Children	Community Coordinated Care for Children	✓
Osceola	Community Coordinated Care for Children	Community Coordinated Care for Children	Community Coordinated Care for Children	✓
Palm Beach	✓	✓	✓	✓

## Appendix A - Early Learning Coalition Service Delivery Fiscal Year 2020-21 - Continued

Coalition (Counties Served)	CCR&R	School Readiness	VPK	Inclusion
Pasco and Hernando	✓	✓	✓	✓
Pinellas	✓	✓	✓	✓
Polk	✓	✓	✓	✓
Santa Rosa	✓	✓	✓	✓
Sarasota	✓	✓	✓	✓
Seminole	✓	✓	✓	✓
Southwest Florida (Collier-Lee-Hendry-Glades)	✓	✓	✓	✓
St. Lucie	✓	✓	✓	✓



## Appendix B - Percentage of Children in School Readiness Compared to Children in Poverty by Early Learning Coalition

Percent of Eligible Children in School Readiness Program  
Paid Enrollments\* by Early Learning Coalition: Fiscal Year 2020-21

Early Learning Coalition	School Readiness Children Enrolled Age 0-5*	Number of Children Age 0-5 Below 150 Percent of Federal Poverty Level	Percent of School Readiness Children Age 0-5 Compared to Number Below 150 Percent of Federal Poverty Level
State	135,903	527,643	26%
ELC of Alachua County	1,897	5,324	36%
ELC of the Big Bend Region	3,637	11,427	32%
ELC of Brevard	3,877	11,599	33%
ELC of Broward County	8,979	45,834	20%
ELC of Duval	9,899	29,480	34%
ELC of the Emerald Coast	1,526	6,390	24%
ELC of Escambia County	2,409	9,405	26%
ELC of Flagler & Volusia Counties	4,868	14,852	33%
ELC of Florida's Gateway	1,381	4,714	29%
ELC of Florida's Heartland	1,644	9,672	17%
ELC of Hillsborough County	10,584	40,436	26%
ELC of Indian River, Martin, and Okeechobee Counties	2,041	7,568	27%
ELC of Lake County	2,272	8,373	27%
ELC of Manatee County	2,550	9,083	28%
ELC of Marion County	2,165	9,849	22%
ELC of Miami-Dade/Monroe	15,638	78,395	20%
ELC of the Nature Coast	1,629	8,174	20%
ELC of North Florida	3,361	13,771	24%
ELC of Northwest Florida	2,467	8,615	29%
ELC of Orange County	10,515	38,952	27%
ELC of Osceola County	2,187	12,090	18%
ELC of Palm Beach County	11,133	31,551	35%
ELC of Pasco and Hernando Counties	4,207	15,604	27%
ELC of Pinellas	6,176	17,762	35%
ELC of Polk County	5,662	23,862	24%
ELC of St. Lucie	2,516	8,545	29%
ELC of Santa Rosa	763	3,529	22%
ELC of Sarasota	1,487	5,201	29%
ELC of Seminole	2,199	8,282	27%
ELC of Southwest Florida	4,715	29,304	16%
RCMA**	1,519	NA	NA

Sources: US Census Bureau - Census 2010; American Community Survey 2015-2019; Florida Demographic Estimating Conference, March 2021, Florida Demographic Database, 2021.

Source: Division of Early Learning, EFS Modernization School Readiness enrollment data.

\* School Readiness paid enrollments include infants, toddlers, 2-year-olds, and preschool 3-year-olds, 4-year-olds and 5-year-olds. First Responder children are not included.

\*\*RCMA serves children in multiple counties.

## Appendix C - Percentage of Children in School Readiness Compared to Children in Poverty by County

Percent of Eligible Children in School Readiness Program  
Paid Enrollments\* by Early Learning Coalition: Fiscal Year 2020-21

County	School Readiness Children Enrolled Age 0-5*	Number of Children Age 0-5 Below 150 Percent of Federal Poverty Level	Percent of School Readiness Children Age 0-5 Compared to Number Below 150 Percent of Federal Poverty Level
State	135,903	527,643	26%
Alachua	1,897	5,324	36%
Baker	262	724	36%
Bay	1,411	4,776	30%
Bradford	244	798	31%
Brevard	3,877	11,599	33%
Broward	8,979	45,834	20%
Calhoun	63	224	28%
Charlotte	771	3,098	25%
Citrus	728	3,819	19%
Clay	905	4,958	18%
Collier	970	8,064	12%
Columbia	897	2,302	39%
Miami-Dade	15,335	77,137	20%
Desoto	124	1,554	8%
Dixie	48	586	8%
Duval	9,899	29,480	34%
Escambia	2,409	9,405	26%
Flagler	653	2,538	26%
Franklin	34	313	11%
Gadsden	488	1,879	26%
Gilchrist	77	719	11%
Glades	25	409	6%
Gulf	45	273	16%
Hamilton	102	574	18%
Hardee	162	1,664	10%
Hendry	336	2,203	15%
Hernando	881	4,012	22%
Highlands	587	3,356	17%
Hillsborough	10,584	40,436	26%
Holmes	147	610	24%
Indian River	808	3,351	24%
Jackson	546	1,556	35%
Jefferson	114	562	20%
Lafayette	17	251	7%
Lake	2,272	8,373	27%
Lee	3,384	18,628	18%
Leon	2,422	6,356	38%

## Appendix C - Percentage of Children in School Readiness Compared to Children in Poverty by County - Continued

Percent of Eligible Children in School Readiness Program  
Paid Enrollments\* by County: Fiscal Year 2020-21

County	School Readiness Children Enrolled Age 0-5*	Number of Children Age 0-5 Below 150 Percent of Federal Poverty Level	Percent of School Readiness Children Age 0-5 Compared to Number Below 150 Percent of Federal Poverty Level
Levy	358	1,391	26%
Liberty	32	229	14%
Madison	193	808	24%
Manatee	2,550	9,083	28%
Marion	2,165	9,849	22%
Martin	886	2,457	36%
Monroe	303	1,258	24%
Nassau	236	1,221	19%
Okaloosa	1,207	4,552	27%
Okeechobee	347	1,760	20%
Orange	10,515	38,952	27%
Osceola	2,187	12,090	18%
Palm Beach	11,133	31,551	35%
Pasco	3,326	11,592	29%
Pinellas	6,176	17,762	35%
Polk	5,662	23,862	24%
Putnam	850	3,107	27%
St. Johns	864	2,963	29%
St. Lucie	2,516	8,545	29%
Santa Rosa	763	3,529	22%
Sarasota	1,487	5,201	29%
Seminole	2,199	8,282	27%
Sumter	418	1,659	25%
Suwannee	284	1,231	23%
Taylor	171	739	23%
Union	81	356	23%
Volusia	4,215	12,314	34%
Wakulla	217	854	25%
Walton	319	1,838	17%
Washington	221	863	26%
RCMA	1,519	N/A	N/A

Sources: US Census Bureau - Census 2010; American Community Survey 2015-2019; Florida Demographic Estimating Conference, March 2021, Florida Demographic Database, 2021.

Source: Division of Early Learning, EFS Modernization School Readiness enrollment data

\* School Readiness paid enrollments include infants, toddlers, 2-year-olds and preschool 3-year-olds, 4-year-olds and 5-year-olds. First Responder children are not included.

RCMA serves children in multiple counties.



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