

2018-19



## OFFICE OF EARLY LEARNING ANNUAL REPORT

### *Improving Program Quality*

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



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

The annual report for the Office 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 office at 850-717-8550.

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## Executive Summary

During the 2018-19 fiscal year the Office of Early Learning (OEL) focused on implementing initiatives and strategies to improve and expand the quality of early childhood care and education programs and services in Florida for children, families and teachers.



### 2018-19 Highlights

- As required by 2018 House Bill 1091, OEL:
  - Adopted a **program assessment** for School Readiness Program providers serving children, ages birth to 5, that measures the quality of teacher-child interactions. Required components of program assessment include quality measures, including a minimum threshold for contracting purposes; program improvement through an improvement plan; exemptions; and performance incentives. Classroom Assessment Scoring System® (CLASS) was selected through a competitive procurement process as the program assessment tool.
  - Identified and contracted with valid, reliable, and developmentally appropriate observation-based **child assessments** that can be used at least three times a year. Three child assessment vendors were selected through a competitive procurement process – Assessment Technology Incorporated, CorAdvantage and Teaching Strategies. These child assessment tools measure growth across the core domains of early childhood development as outlined by the Florida Early Learning and Developmental Standards.
  - Implemented **differential payments** as quality performance incentives for School Readiness child care providers, which was adopted in Rule 6M-4.500, Florida Administrative Code (F.A.C.)
- Launched on July 1, 2018, the of eligibility and enrollment features in EFS Modernization (EFS Mod) - the single statewide information system for School Readiness and Voluntary Prekindergarten (VPK) services. In what was supposed to be the final phase of a three-and-a-half year project, EFS Mod has continued to be a work-in-progress, stemming primarily from data migration challenges. Efforts devoted to ensuring data accuracy delayed the roll-out of VPK and School Readiness attendance and reimbursement modules.
- 2019 House Bill 1027, directed OEL to:
  - Develop early learning professional development training and course standards for SR providers.
  - Identify both formal and informal career pathways for early childhood care and education teachers.
  - Require the credentials and certifications of this section to align with the training for K-12 teachers, reading coaches, and school principals in section (s.) 1001.215(3), Florida Statutes. (F.S.)
- In December 2018, the OEL, applied for the federal Preschool Development Grant Birth through Five (PDG B-5), and was awarded \$8.52 million dollars for the grant period of December 31, 2018 to December 30, 2019. The grant was designed to support states in **coordinating and aligning existing early childhood care and education (ECE) programs, resources, and services.**

Please read through this annual report for a more complete picture of early learning in the state of Florida this past year.



## Financial Review

In fiscal year 2018-19, The Office of Early Learning (OEL) received over \$1 billion in funding. In addition to School Readiness, Voluntary Prekindergarten (VPK) and Child Care Resource and Referral Services (CCR&R), funding was included for the following programs.

- Child Care Executive Partnership (CCEP)**  
A program that matches local public and private funds with government funding for eligible working parents.
- Redlands Christian Migrant Association (RCMA)**  
An organization that provides child care and early education to children of migrant farmworkers and rural low-income families in Florida.
- Home Instruction for Parents of Preschool Youngsters (HIPPY)**  
A parent involvement home visitation program for eligible parents to help prepare the 3-, 4- and 5-year-old children for success in school and life.
- Teacher Education and Compensation Helps (T.E.A.C.H.)**  
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**  
A one-stop call center designed to increase access to services for children who may show developmental, behavioral, physical or social challenges.



**Note: The Office of Early Learning transitioned to a single statewide system (EFS Modernization) on June 30, 2018. Due to continued efforts to ensure data accuracy stemming from data migration and related issues, all enrollment, attendance and financial data included in the report is estimated and does not include final 2018-19 reconciliation information.**





## 2018-19 Budget for the Office of Early Learning

Program	Budget
Local Coalitions and Redlands Christian Migrant Association (RCMA) – School Readiness Program	675,177,228
Local Coalitions – Voluntary Prekindergarten (VPK) Program	398,444,762
VPK Standards and Accountability	1,629,791
Child Care Executive Partnership (CCEP)	15,000,000
Teacher Education and Compensation Helps (T.E.A.C.H.)	10,000,000
Home Instruction for Parents of Preschool Youngsters (HIPPY)	3,900,000
Early Learning Performance Funding Project	15,500,000
Help Me Grow Florida Network	2,233,957
Online Early Learning Professional Development System	3,000,000
Data Systems and Services	3,265,010
VPK Outreach and Monitoring	721,000
School Readiness Fraud Grants (restitution payments to Local Coalitions)	950,000
School Readiness Program Assessment	6,000,000
Preschool Development Grant Birth through 5 (PDG B-5)	8,507,000
Books to Babies	150,000
Little Havana Activities and Nutrition Center	100,000
Preschool Emergency Alert Response Learning Center (P.E.A.R.L.S.)	800,000
Riviera Beach Pilot Project	150,000
Administration and Program Support	12,423,278
<b>Total Budget</b>	<b>1,157,952,026</b>

## Expenditures

The following tables show expenditures for the School Readiness and VPK programs during fiscal year 2018-19 at the state and coalition levels.

## 2018-19 Office of Early Learning Statewide Contract Expenditures

Program/Project	Contractor	Expenditures
Teacher Education and Compensation Helps (T.E.A.C.H.)	The Children's Forum	9,985,852
School Readiness Program and Child Care Executive Partnership Program (CCEP)	Redlands Christian Migrant Association (RCMA)	13,266,405
Home Instruction for Parents of Preschool Youngsters (HIPPY)	University of South Florida	3,461,869
Technology support	University of North Florida	1,717,137
Help Me Grow Florida Network	The Children's Forum	2,197,871
Online Early Learning Professional Development System	University of Florida Lastinger Center	2,601,565
Other Contracts	Various	1,867,110
<b>Total Statewide Contract Expenditures</b>		<b>35,097,809</b>

Source: OEL Statewide Contract Expenditure Workbooks FY 2018-19



### 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>	Costs identified in federal regulations that include the following: <ul style="list-style-type: none"> <li>- Salaries and related costs of 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 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 complete required application and eligibility documentation</li> <li>- Determining child and family eligibility</li> <li>- Recruiting eligible child care providers</li> <li>- Processing and tracking attendance records</li> <li>- Developing 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 screenings and assessments, character development, developmentally appropriate practices, and health and safety.</li> <li>- Quality activities for supporting quality infant and toddler care.</li> <li>- Inclusion and warm-line services including developmental and health screenings.</li> </ul>





## 2018-19 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	12,097,115	85.5%	4.5%	14.5%	5.0%	85.7%
Big Bend	17,494,389	79.8%	4.3%	20.2%	6.6%	79.8%
Brevard	20,923,060	86.9%	3.8%	13.1%	3.6%	86.9%
Broward	53,774,168	82.8%	3.7%	17.2%	7.9%	84.3%
Duval	35,707,257	76.2%	3.0%	23.8%	14.6%	78.8%
Emerald Coast	8,038,972	80.1%	4.5%	19.9%	8.5%	81.2%
Escambia	14,302,805	80.0%	4.3%	20.0%	7.9%	80.9%
Flagler and Volusia	15,831,404	83.0%	5.1%	17.0%	7.2%	83.1%
Gateway	8,119,443	82.1%	1.9%	17.9%	9.8%	82.3%
Heartland	10,672,803	82.0%	3.6%	18.0%	7.4%	82.0%
Hillsborough	52,715,698	80.2%	5.2%	19.8%	8.7%	80.2%
IRMO	8,119,234	80.9%	3.9%	19.1%	7.8%	80.9%
Lake	7,286,542	77.6%	4.6%	22.4%	9.2%	79.2%
Manatee	9,679,837	78.2%	3.9%	21.8%	14.7%	78.2%
Marion	10,759,599	83.7%	3.0%	16.3%	7.9%	83.7%
Miami-Dade/Monroe	126,630,941	84.4%	3.0%	15.6%	5.8%	84.4%
Nature Coast	8,331,977	78.0%	5.0%	22.0%	8.2%	78.0%
North Florida	16,664,501	80.1%	4.4%	19.9%	10.0%	80.1%
Northwest Florida	13,161,139	81.6%	2.6%	18.4%	8.1%	83.4%
Orange	46,811,160	81.3%	2.5%	18.7%	10.4%	81.3%
Osceola	6,719,293	79.2%	4.1%	20.8%	9.1%	79.2%
Palm Beach	46,742,301	84.4%	3.6%	15.6%	6.1%	86.1%
Pasco-Hernando	16,068,430	82.2%	2.6%	17.8%	8.4%	84.3%
Pinellas	33,332,270	81.6%	4.1%	18.4%	8.6%	82.0%
Polk	23,963,550	79.9%	3.3%	20.1%	10.0%	81.1%
St. Lucie	10,540,724	81.1%	3.8%	18.9%	10.7%	81.3%
Santa Rosa	3,771,568	80.7%	4.6%	19.3%	5.9%	80.7%
Sarasota	6,609,790	81.3%	3.8%	18.7%	8.1%	81.4%
Seminole	9,940,712	84.6%	3.9%	15.4%	5.7%	84.8%
Southwest Florida	25,805,280	83.8%	2.2%	16.2%	6.8%	85.2%
Redlands (RCMA)	13,434,681	81.4%	4.8%	18.6%	1.5%	81.4%
Statewide	694,050,643	82.1%	3.6%	17.9%	7.9%	82.7%

Source: OEL SR Expenditure Workbooks FY 2018-19 data as of November 2019; does not reflect final expenditure reconciliations.

\*Includes quality performance differentials, contracted slots and gold seal quality costs.



## 2018-19 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	1,745	6.4	274.4	547,955	314.01
Big Bend	3,919	4.8	825.1	747,231	190.67
Brevard	3,337	13.1	254.0	791,385	237.15
Broward	8,431	17.7	477.1	1,995,960	236.74
Duval	7,282	14.3	508.2	1,058,913	145.42
Emerald Coast	1,331	4.7	280.8	360,593	270.92
Escambia	2,651	2.5	1,082.0	614,844	231.93
Flagler and Volusia	3,006	4.2	715.7	808,125	268.84
Gateway	1,452	2.0	733.3	154,791	106.61
Heartland	1,501	12.5	120.3	385,552	256.86
Hillsborough	10,299	4.0	2,574.8	2,752,115	267.22
IRMO	1,788	3.7	489.9	315,554	176.48
Lake	1,463	3.8	388.1	332,733	227.43
Manatee	1,808	8.5	213.5	375,857	207.89
Marion	2,326	2.2	1,047.7	320,647	137.85
Miami-Dade/Monroe	18,720	69.3	270.0	3,855,249	205.94
Nature Coast	1,523	8.9	171.1	414,874	272.41
North Florida	3,329	4.8	687.8	735,704	221.00
Northwest Florida	1,893	4.2	456.1	337,752	178.42
Orange	8,988	26.7	336.6	1,188,112	132.19
Osceola	1,622	4.7	342.9	277,727	171.23
Palm Beach	8,442	17.0	497.8	1,687,395	199.88
Pasco-Hernando	3,013	5.8	524.0	411,091	136.44
Pinellas	5,067	10.9	464.9	1,378,804	272.11
Polk	4,986	11.8	424.0	799,456	160.34
St. Lucie	2,180	5.4	407.5	400,142	183.55
Santa Rosa	666	1.8	370.0	173,875	261.07
Sarasota	1,039	5.8	180.1	253,178	243.67
Seminole	1,561	0.7	2,230.0	388,227	248.70
Southwest Florida	4,289	5.1	841.0	559,456	130.44
<b>Statewide</b>	<b>119,655</b>	<b>287.0</b>	<b>417.0</b>	<b>24,423,297</b>	<b>204.11</b>

\* From EFS Mod Enrollment data for the Fiscal Year, with days calculated based on the enrollment start and end dates. FTEs were weighted based on the unit of care associated with the enrollment: Full-time = 1.0 FTE, Part-time = .6 FTE.

\*\* Self-reported by ELCs on annual Revenue & Expenditure Reports; Includes contracted staff as of November 2019; does not reflect final expenditure and reporting reconciliations.



## 2018-19 Coalition-Level Voluntary Prekindergarten Program Expenditures

Coalition	Total Administrative Expenditures	Total Direct Services Expenditures	Total All Expenditures	% for Admin
Alachua	60,166	4,172,800	4,232,966	1.4%
Big Bend	238,665	5,943,553	6,182,218	4.0%
Brevard	361,701	10,884,104	11,245,805	3.3%
Broward	1,542,981	38,402,316	39,945,297	4.0%
Duval	732,375	22,061,332	22,793,707	3.3%
Emerald Coast	195,814	5,463,651	5,659,465	3.6%
Escambia	201,808	4,550,944	4,752,752	4.4%
Flagler and Volusia	391,725	9,784,247	10,175,972	4.0%
Gateway	28,973	2,770,145	2,799,118	1.0%
Heartland	119,131	4,085,486	4,204,617	2.9%
Hillsborough	1,072,279	26,960,589	28,032,868	4.0%
IRMO	139,516	5,888,312	6,027,828	2.4%
Lake	217,463	5,709,733	5,927,196	3.8%
Manatee	218,499	6,337,276	6,555,775	3.4%
Marion	160,057	5,147,819	5,307,876	3.1%
Miami-Dade/Monroe	1,120,299	53,042,077	54,162,376	2.1%
Nature Coast	177,468	4,440,875	4,618,343	4.0%
North Florida	483,089	13,604,118	14,087,207	3.6%
Northwest Florida	146,744	3,695,364	3,842,108	4.0%
Orange	1,183,535	29,588,378	30,771,913	4.0%
Osceola	326,314	8,057,102	8,383,416	4.1%
Palm Beach	1,065,515	27,271,890	28,337,405	3.9%
Pasco-Hernando	382,453	12,709,423	13,091,876	3.0%
Pinellas	576,532	14,646,285	15,222,817	3.9%
Polk	430,980	10,723,518	11,154,498	4.0%
St. Lucie	152,740	5,743,431	5,896,171	2.7%
Santa Rosa	94,735	2,543,729	2,638,464	3.7%
Sarasota	141,871	4,783,547	4,925,418	3.0%
Seminole	387,604	9,727,216	10,114,820	4.0%
Southwest Florida	779,110	19,346,497	20,125,607	4.0%
Statewide	13,130,142	378,085,759	391,215,901	3.5%

Source: OEL VPK Expenditure Workbooks FY 2018-19 as of November 2019; does not reflect final expenditure reconciliations.



2018-19 Voluntary Prekindergarten Program Administrative Staff and Overhead

Coalition	Number VPK Children (by FTE) Served	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	1,737	0.6	2,714.1	60,166	34.6
Big Bend	2,637	1.3	2,109.6	238,665	90.5
Brevard	4,530	6.2	736.6	361,701	79.8
Broward	15,556	2.6	5,983.1	1,542,981	99.2
Duval	8,974	4.3	2,096.7	732,375	81.6
Emerald Coast	2,275	1.3	1,805.6	195,814	86.1
Escambia	1,921	4.2	461.8	201,808	105.1
Flagler and Volusia	4,239	0.8	5,298.8	391,725	92.4
Gateway	1,111	0.02	55,550.0	28,973	26.1
Heartland	1,855	1.0	1,912.4	119,131	64.2
Hillsborough	11,914	4.0	2,978.5	1,072,279	90.0
IRMO	2,401	1.4	1,778.5	139,516	58.1
Lake	2,387	1.2	1,940.7	217,463	91.1
Manatee	2,649	1.3	1,991.7	218,499	82.5
Marion	2,245	0.8	2,915.6	160,057	71.3
Miami-Dade/Monroe	20,991	25.5	823.5	1,120,299	53.4
Nature Coast	1,920	0.1	19,200.0	177,468	92.4
North Florida	5,675	1.7	3,439.4	483,089	85.1
Northwest Florida	1,629	0.9	1,916.5	146,744	90.1
Orange	12,361	18.8	657.5	1,183,535	95.7
Osceola	3,386	1.2	2,730.6	326,314	96.4
Palm Beach	10,757	2.8	3,897.5	1,065,515	99.1
Pasco-Hernando	5,324	1.3	4,259.2	382,453	71.8
Pinellas	6,107	2.0	3,053.5	576,532	94.4
Polk	4,480	3.2	1,413.2	430,980	96.2
St. Lucie	2,381	0.7	3,663.1	152,740	64.1
Santa Rosa	1,082	0.2	5,410.0	94,735	87.6
Sarasota	1,972	2.7	738.6	141,871	71.9
Seminole	4,047	0.2	20,235.0	387,604	95.8
Southwest Florida **	7,268	0.4	19,126.3	779,110	107.2
Statewide	155,813	92.2	1,689.6	13,130,142	84.3

\*Self-reported by ELCs on annual Revenue & Expenditure Report; Includes contracted staff as of November 2019; does not reflect final expenditure and reporting reconciliations.

\*\*Includes RCMA.



## 2018-19 Quality Expenditures

### Statewide

The Children's Forum (T.E.A.C.H.)	9,530,746
Redlands Christian Migrant Association (RCMA)	228,553
The Children's Forum (Help Me Grow Florida Network)	2,197,871
Paul H. Brooks Publishing Co., Inc.	63,893
University of Florida Lastinger Center Online Early Learning Professional Development System	2,601,565
University of Florida Lastinger Center Health and Safety	102,476
University of Florida - Early Learning Performance Funding Project	48,346
Infinity	460,544
Teachstone Training	490,475
WELS System Foundation	192,186
Books to Babies	121,650
<b>TOTAL</b>	<b>16,038,305</b>

Source: OEL School Readiness Workbooks FY 2018-19

### Early Learning Coalitions

Comprehensive Consumer Education	9,507,537
Early Learning Standards, Curriculum, Health and Development Screening and Assessment	3,631,767
Provider Training/Technical Assistance and Financial Support	26,122,669
Provider Tiered Reimbursement Differentials	1,317,483
Quality Activities for Infant and Toddler Care	7,751,927
Inclusion	3,462,539
<b>TOTAL</b>	<b>51,793,922</b>

Source: OEL School Readiness Workbooks FY 2018-19



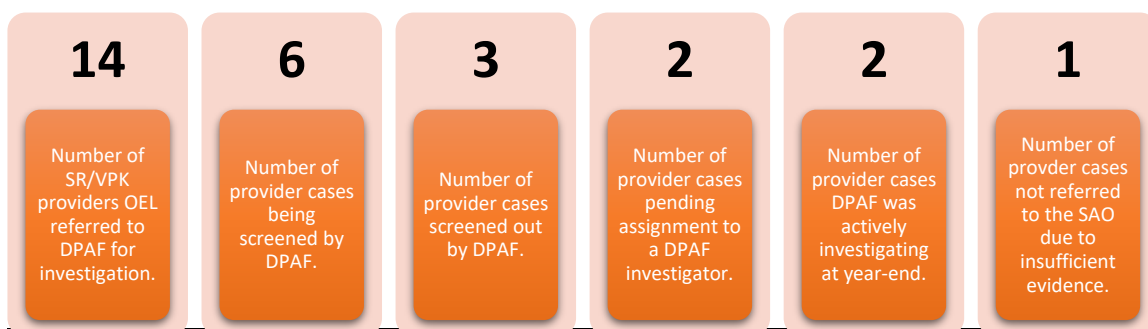
# From the Inspector General’s Office: Preventing Fraud in the School Readiness and Voluntary Prekindergarten Education Programs

Working with early learning coalitions and Redlands Christian Migrant Association (RCMA), the Office of Early Learning’s (OEL) Office of Inspector General (OIG) continued efforts to prevent and detect instances of fraud in the statewide early learning system of services. 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 identification of potential fraudulent activity.

As a result, the OEL’s OIG referred suspected fraud cases for the School Readiness and VPK programs to the 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 FY 2018-19, the total restitution ordered was \$504,870.03 and OEL collected \$382,964.77 in restitution payments that were from cases referred in prior fiscal years.

## FY 2018-19 Provider Fraud Case Referrals and Status \*







## FY 2018-19 Recipient Fraud Case Referrals and Status\*

223	Number of recipients of School Readiness child care support referred to DPAF for criminal investigation.
142	Number of School Readiness recipient cases DPAF did not investigate due to being screened out or workload issues.
46	Number of School Readiness recipient cases in screening status or pending assignment to a DPAF investigator.
16	Number of School Readiness recipient cases that DPAF is actively investigating or a request was made for overpayment/over issuance assistance.
12	Number of School Readiness recipient cases DPAF referred to SAO for criminal prosecution.**
5	Number of School Readiness recipient cases DPAF decided to not refer to the SAO due to insufficient evidence, no intent to defraud, or other reasons.
2	Number of School Readiness recipient cases sent to DPAF that are still awaiting status.

\*\*One case had adjudication withheld; however, the case resulted in restitution of \$2,239.88.

\*Data Source: Fraud Referral System as of July 1, 2019





# Early Care and Education in Florida at a Glance

## State Administration

### Office of Early Learning

The Florida Department of Education’s Office of Early Learning (OEL) 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.

OEL is fully accountable to the Commissioner of Education but independently exercises all powers, duties and functions prescribed by law.

The office administers federal and state child care funds and partners with 30 local early learning coalitions and the Redlands Christian Migrant Association (RCMA) to deliver comprehensive early childhood care and education services statewide.



### General Functions

- The office oversees three main early learning programs: School Readiness Program, Voluntary Prekindergarten (VPK) Education Program, and Child Care Resource and Referral Services (CCR&R).
- OEL governs 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 addressing developmentally appropriate curricula.
- Other duties related to early learning programs and outlined in federal and/or state regulations for the governor’s office including federal reporting requirements, programmatic/financial monitoring and other oversight tasks.

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

Programs/Services	2017-18	2018-19	2018-19 Waiting List
School Readiness	201,608	208,746	22,399
VPK	174,416	174,141	N/A
VPK Specialized Instructional Services	158	178	N/A
<b>VPK Total</b>	<b>174,574</b>	<b>174,319</b>	<b>N/A</b>

Sources: School Readiness - EFS Modernization enrollment data as of November 2019.

VPK - August 6, 2019 VPK Estimating Conference.

Waiting List - EFS Modernization data as of November 2019.



## Local Administration

### Early Learning Coalitions and RCMA

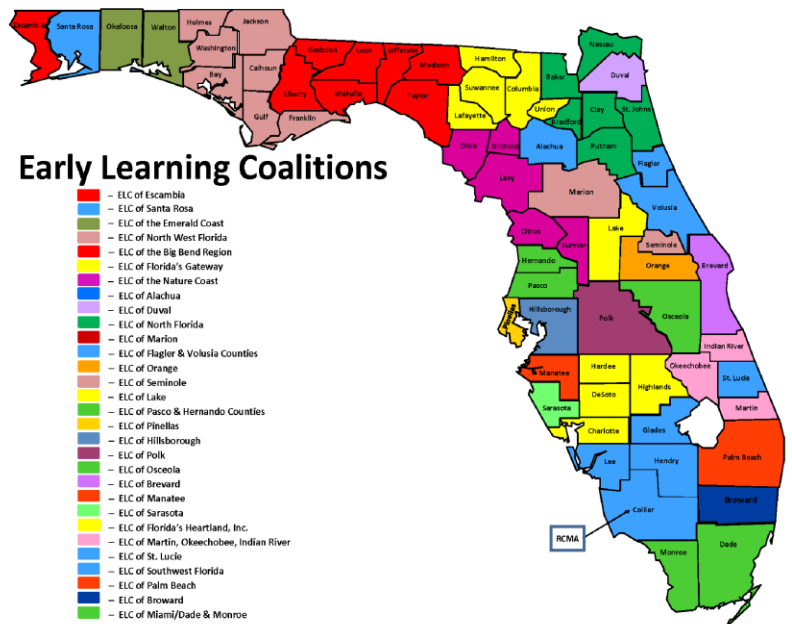
The 30 early learning coalitions and RCMA work to meet the early care and education needs of local communities by planning services based on the area's needs, creating networks of public and private providers, establishing public and private partnerships to leverage economies of scale, and collecting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

### General Functions of Early Learning Coalitions and RCMA

Resource and Referral Services	• Eligibility, enrollment, outreach and consumer education.
Child Care/Early Education Services	• Local oversight of School Readiness and VPK programs, child screenings, compliance services, supporting quality improvement.
Comprehensive Services	• Preventions and intervention, resource linkages, staff development.
Child Care Executive Partnership (CCEP)	• CCEP expands 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.
IT System Services	• Support single point of entry, coalition websites and participant data files.
Service Provider Payments	• Reimbursement of child care and early education providers.

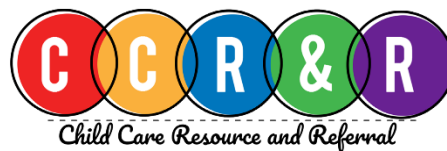
## Statewide Collaboration

Partnerships and collaboration are essential to the goals of a comprehensive early childhood care and education system such as Florida's. Each of OEL's program areas - CCR&R, SR and VPK - focus 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, recognizing 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 and social and emotional development, and standards and guidelines from the CCR&R, SR and VPK programs. OEL's programs share goals, information, resources and include staff from all three programs in initiatives, trainings and presentations to other stakeholders. OEL'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.





## Programs and Services



### Child Care Resource and Referral Program

Funded by the Child Care and Development Block Grant, Florida's Child Care Resource and Referral (CCR&R) program provides numerous services to families, child care providers and communities. The Office of Early Learning (OEL) is responsible for the statewide resource and referral network and contracts with 30 early learning coalitions and Redlands Christian Migrant Association (RCMA) to ensure there are services available in each of Florida's 67 counties. Each 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 ensures 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 state network. Each early learning coalition has a designated CCR&R coordinator to lead the work of the CCR&R program at their organization. In recognition of this vital role, the CCR&R State Network developed a training tool – **CCR&R Coordinator Guide**. The CCR&R Coordinator Guide is available to assist new CCR&R coordinators in learning CCR&R program requirements, expectations, best practices and other key program elements.



These other key program elements include, but are not limited to: CCR&R reports and forms, family and community engagement and partnerships, trauma-informed services, CCR&R and inclusion, equity, consumer education resources, community resources, provider services and quality assurance. The CCR&R Coordinator Guide is instrumental in helping new CCR&R coordinators prepare for and achieve CCR&R Coordinator Certification.

The CCR&R Coordinator Guide includes best practices that the CCR&R State Network encourages to enhance program service delivery statewide.

## 2018-19 CCR&R Service Requests

24,000

- Number of requests for assistance through the State CCR&R's toll free number and CCR&R's Help Inbox.

180,000

- Number of requests for information about VPK.

11,000

- Approximate number of legally operating child care providers, maintained in a directory by early learning coalitions.



### School Readiness Program

The School Readiness Program helps working parents maintain employment by assisting them with access to early education for their children while they work. Funding is provided for early childhood care and education so young children can be successful in school and in the future.

The Office of Early Learning (OEL) administers the program at the state level. Early learning coalitions administer School Readiness 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.

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 OEL, as well as kindergarten screening.



## School Readiness Program - 10 Year Waiting List History

Due to the high need for services, the School Readiness Program has averaged a waiting list of more than 22,000 children for the past fiscal year. To help families who are currently waiting for School Readiness services, OEL 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, the Child Care Executive Partnership and other locally funded programs that offer free or reduced child care. Local CCR&R programs also provide families with lists of locally funded community resources to help families until School Readiness Program funding becomes available.

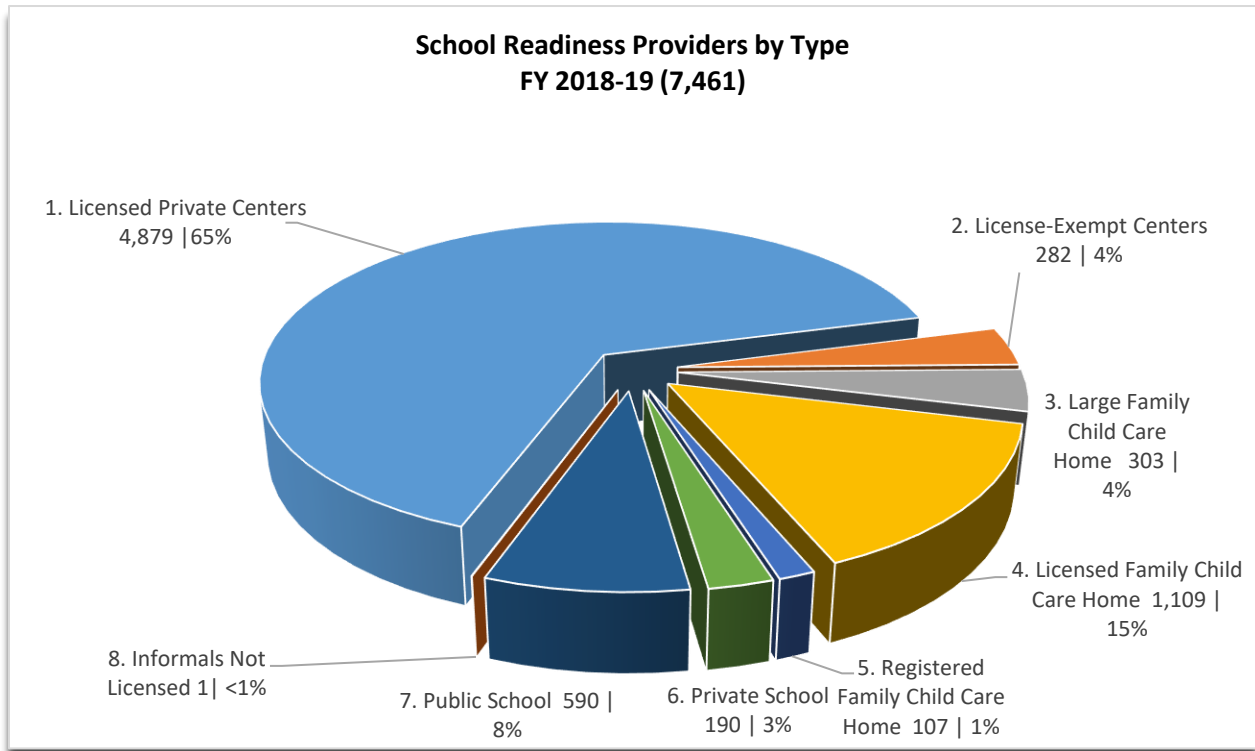


Fiscal Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
July	74,796	85,013	80,500	78,892	60,659	56,471	53,380	38,308	28,197	25,302
August	80,751	90,791	84,098	68,414	57,750	64,687	52,527	43,945	33,593	34,597
September	84,369	90,685	85,751	73,168	49,419	68,811	50,249	44,132	33,626	35,215
October	87,553	91,957	81,607	68,516	47,826	68,950	42,560	40,356	34,071	30,702
November	87,329	88,979	77,069	71,933	42,609	68,437	35,317	36,478	33,194	17,813
December	87,697	78,906	75,110	67,676	36,770	64,548	30,926	31,915	31,237	21,695
January	88,105	74,452	75,365	60,259	36,684	61,840	29,106	31,508	30,326	18,588
February	84,218	67,988	71,803	58,134	37,121	58,614	25,774	28,835	29,553	16,945
March	66,947	68,033	64,780	58,322	37,867	51,397	25,941	25,871	29,064	18,552
April	62,235	70,869	66,206	57,182	43,624	53,596	27,260	26,053	27,227	17,525
May	77,146	74,497	65,255	45,959	47,956	56,748	34,730	25,469	28,939	16,628
June	80,157	78,324	68,747	65,032	52,336	59,057	36,872	26,550	31,399	15,231
<b>Monthly Average</b>	80,109	80,041	74,691	64,457	45,885	61,096	37,054	33,285	30,869	22,399
<b>Monthly Maximum</b>	88,105	91,957	85,751	78,892	60,659	68,950	53,380	44,132	34,071	35,215
<b>Monthly Minimum</b>	62,235	67,988	64,780	45,959	36,684	51,397	25,774	25,469	27,227	15,231

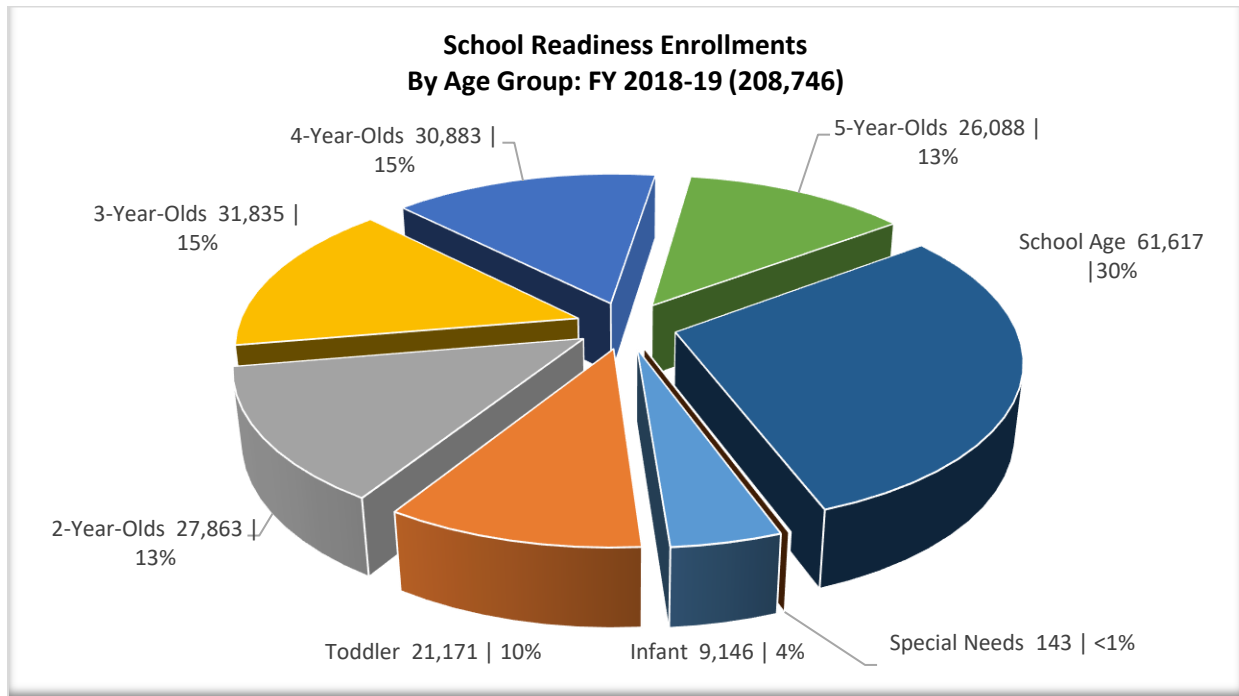
Source: EFS Modernization data as of November 2019.



## 2018-19 School Readiness Program Provider and Enrollment Data



Source: EFS Modernization data as of November 2019.

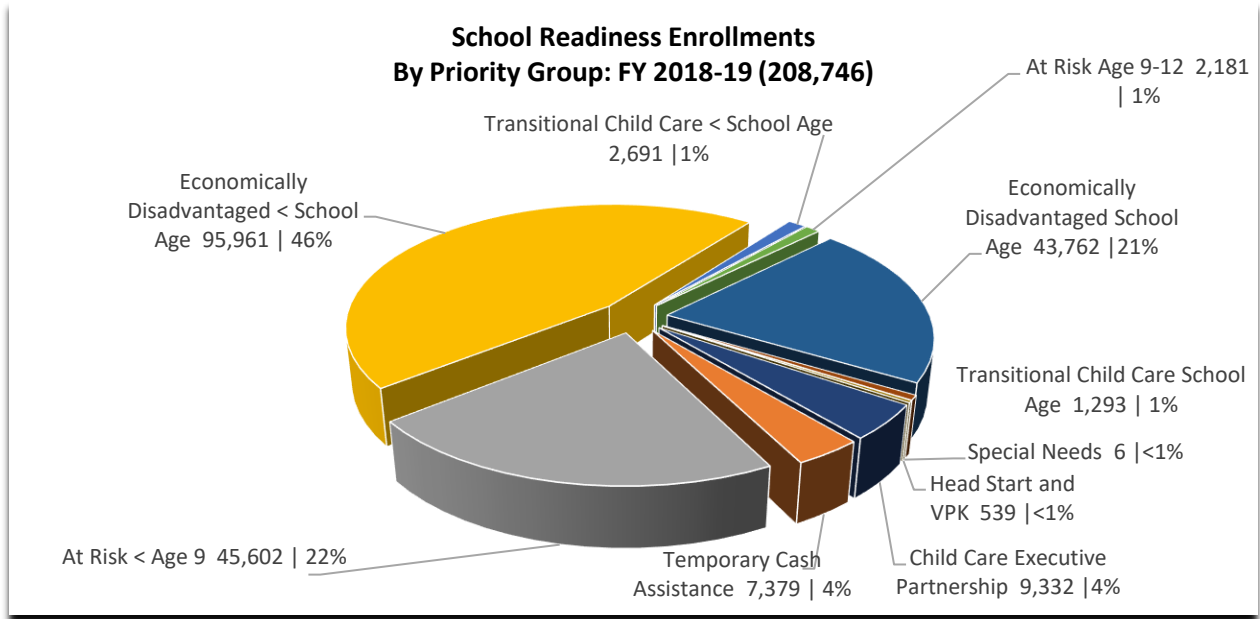


Source: EFS Modernization data as of November 2019.

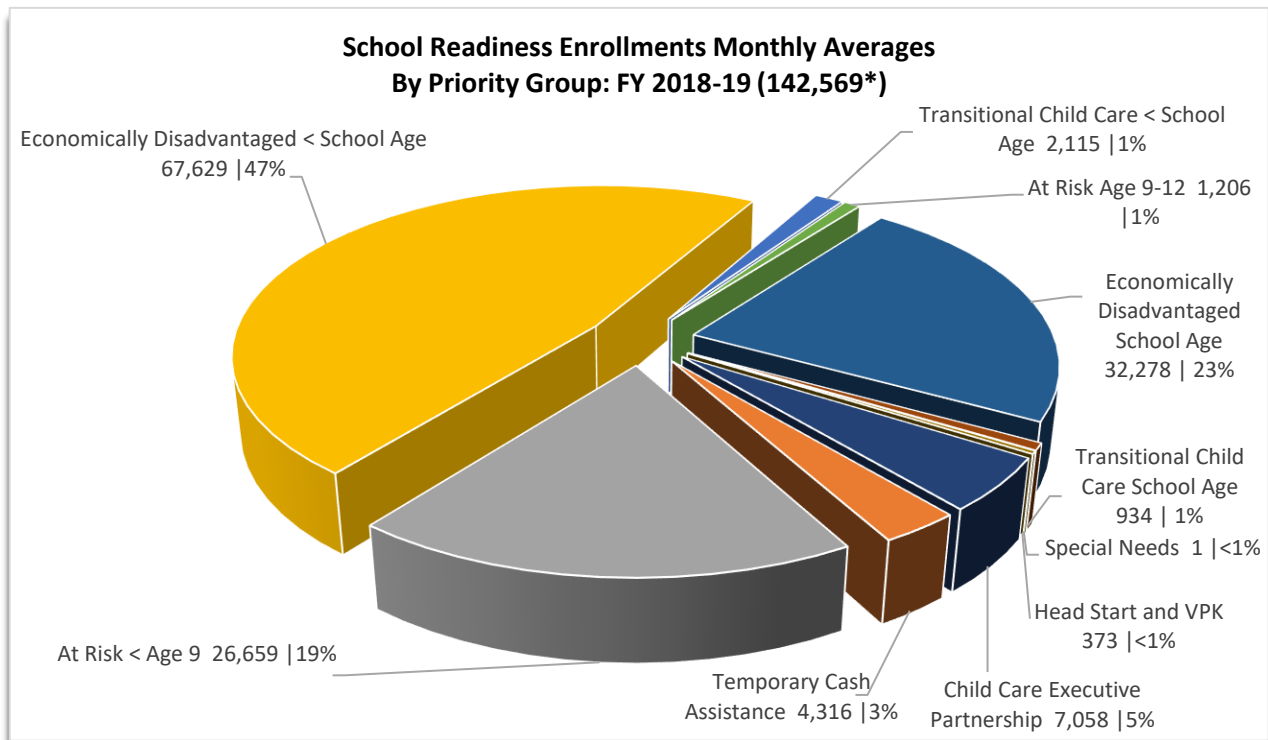




2018-19 School Readiness Program Provider and Enrollment Data



Source: EFS Modernization data as of November 2019.

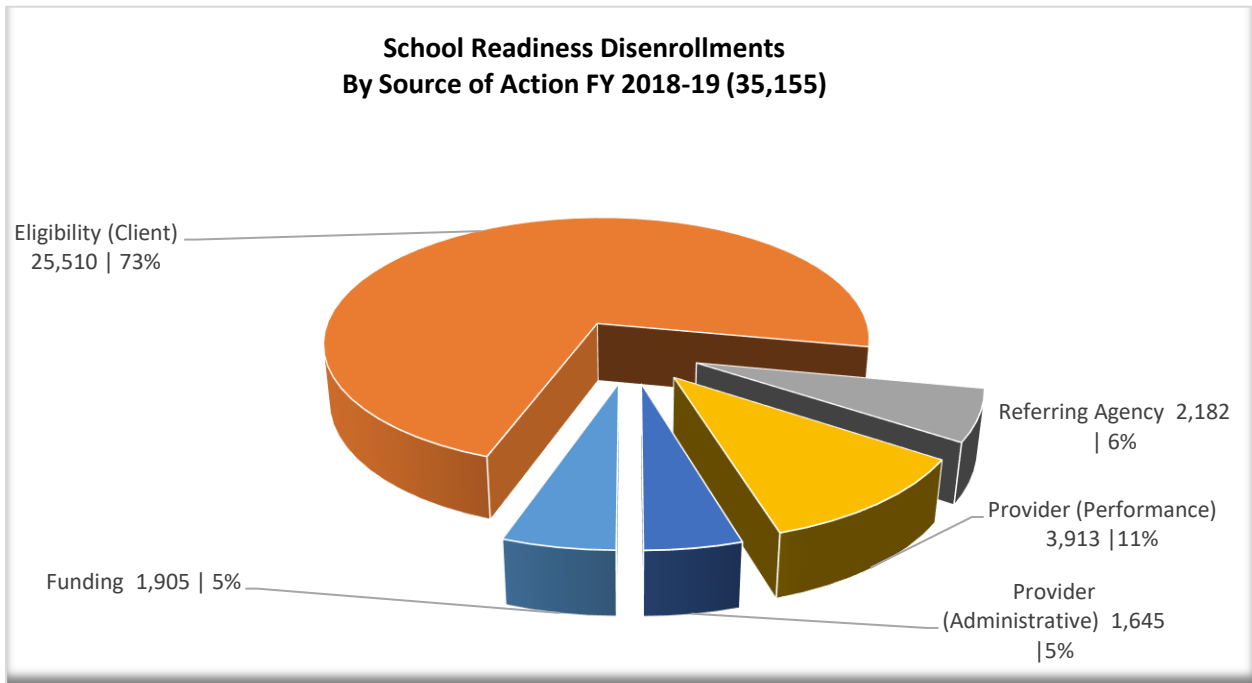


Source: EFS Modernization data as of November 2019.

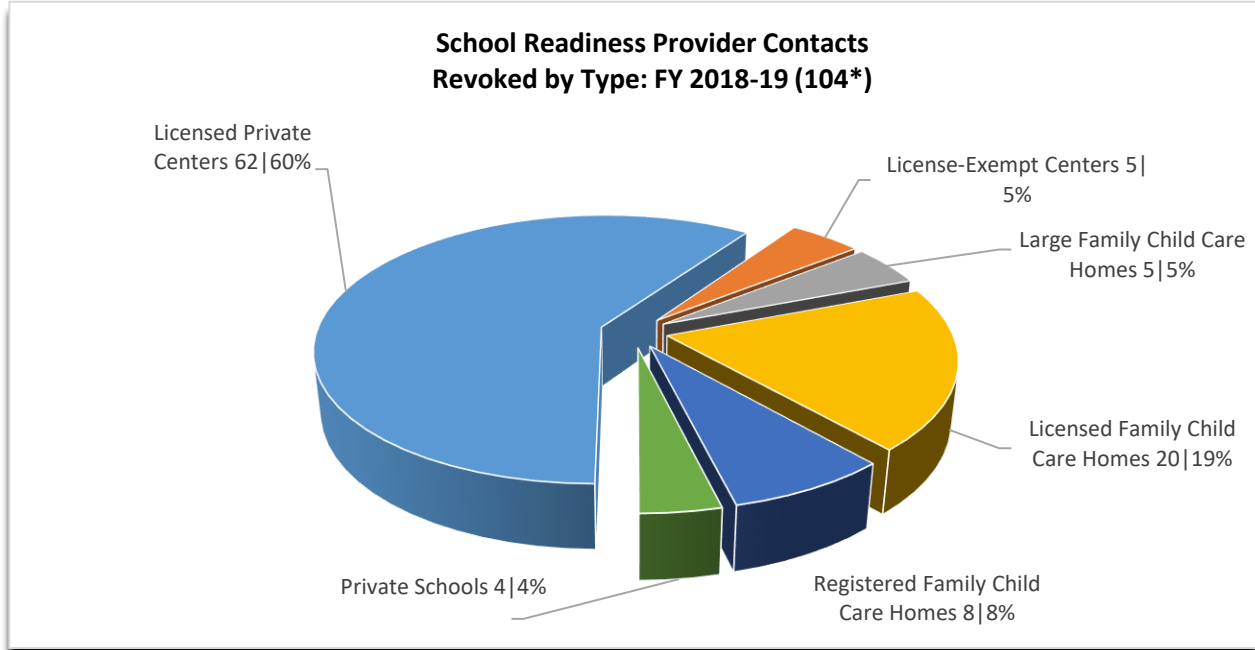
\*Children funded in multiple priority groups were counted in the priority group with most days enrolled.



2018-19 School Readiness Program Provider and Enrollment Data



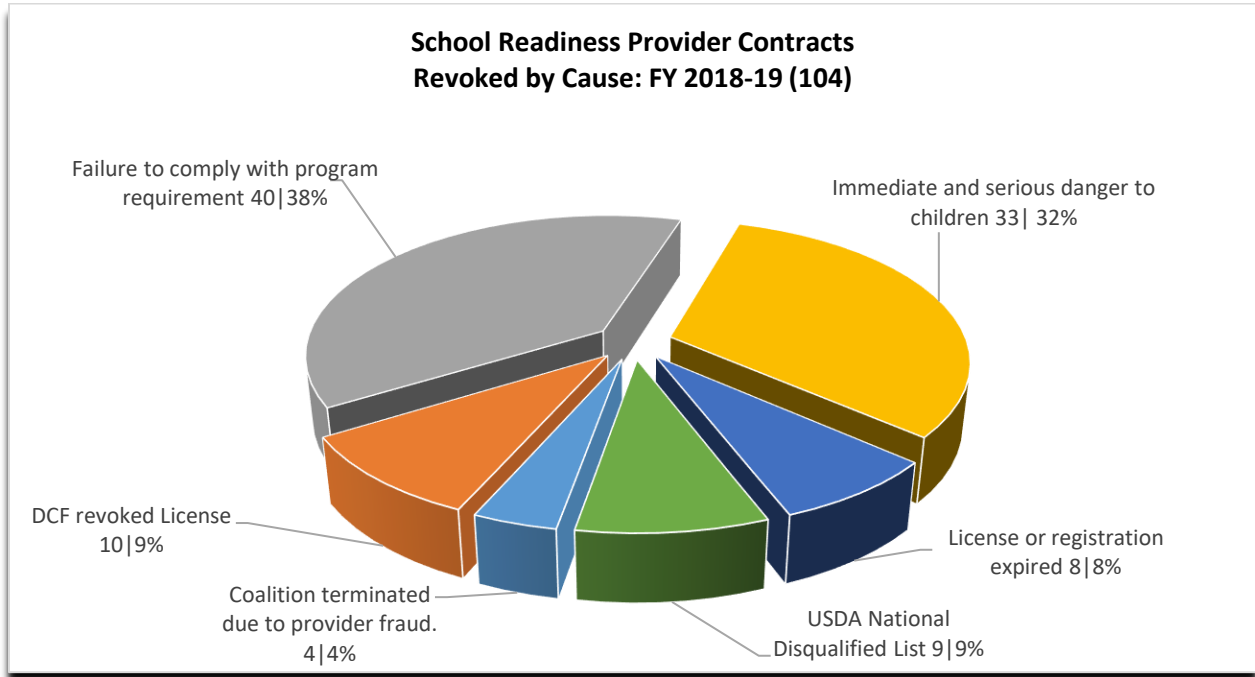
Source: EFS Modernization data as of November 2019.



\* Coalitions did not revoke any provider contracts in the category of Public Schools or Informals Not Licensed.  
Source: EFS Modernization data as of November 2019.



## 2018-19 School Readiness Program Provider and Enrollment Data



Source: EFS Modernization data as of November 2019.



### Voluntary Prekindergarten Education Program



The Voluntary Prekindergarten (VPK) Education Program prepares children for success in school and in 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 Feb. 2 through Sept. 1 may postpone enrolling their child until the following year when they are 5. OEL administers VPK program operations at the state level. Mandated by the Florida Constitution, the program originated in 2002 from a ballot initiative proposing an amendment. Since it began in 2005-06, more than two million children have participated in and benefited from VPK. Data collected by the Department of Education show that children who participate in VPK are much more ready for kindergarten than children who do not participate in VPK.

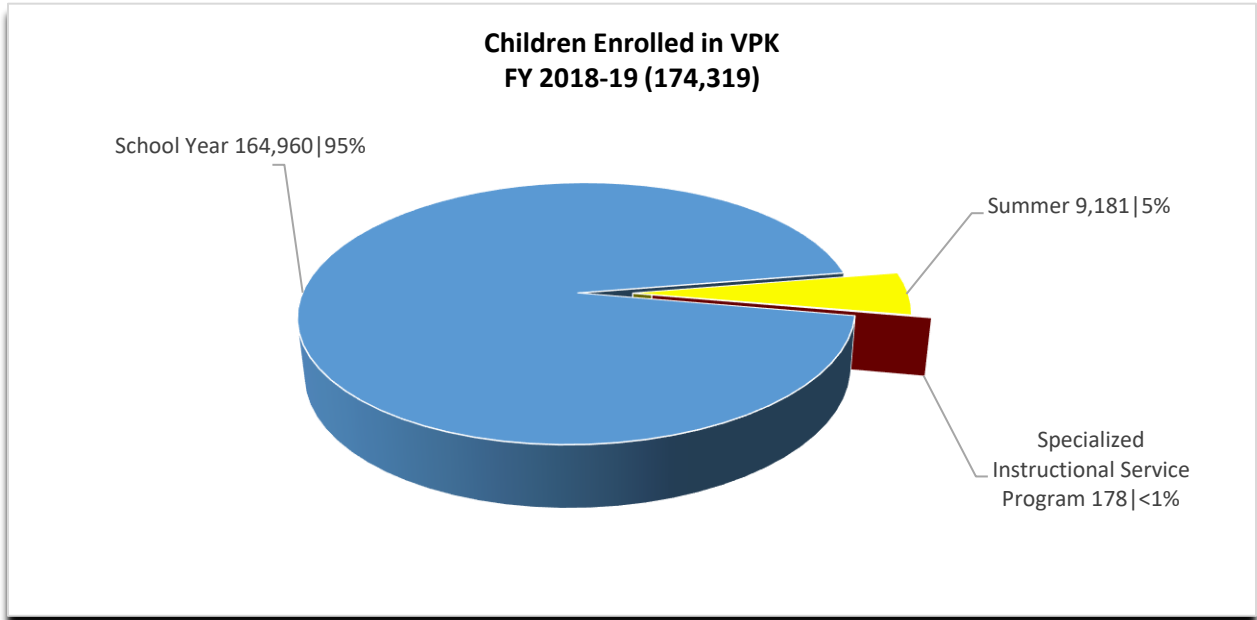
Parents can select from one of several VPK program options available from private and public providers. Providers have flexibility to structure daily hours per week to meet the required number of instructional hours: **School-Year Program - 540 Instructional Hours and Summer Program - 300 Instructional Hours.**

VPK Specialized Instructional Services (SIS) is a program option available for VPK-age children with current individualized educational plans (IEP). 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 DOE and meet specific licensing or certification requirements based on the type of specialized service they provide.

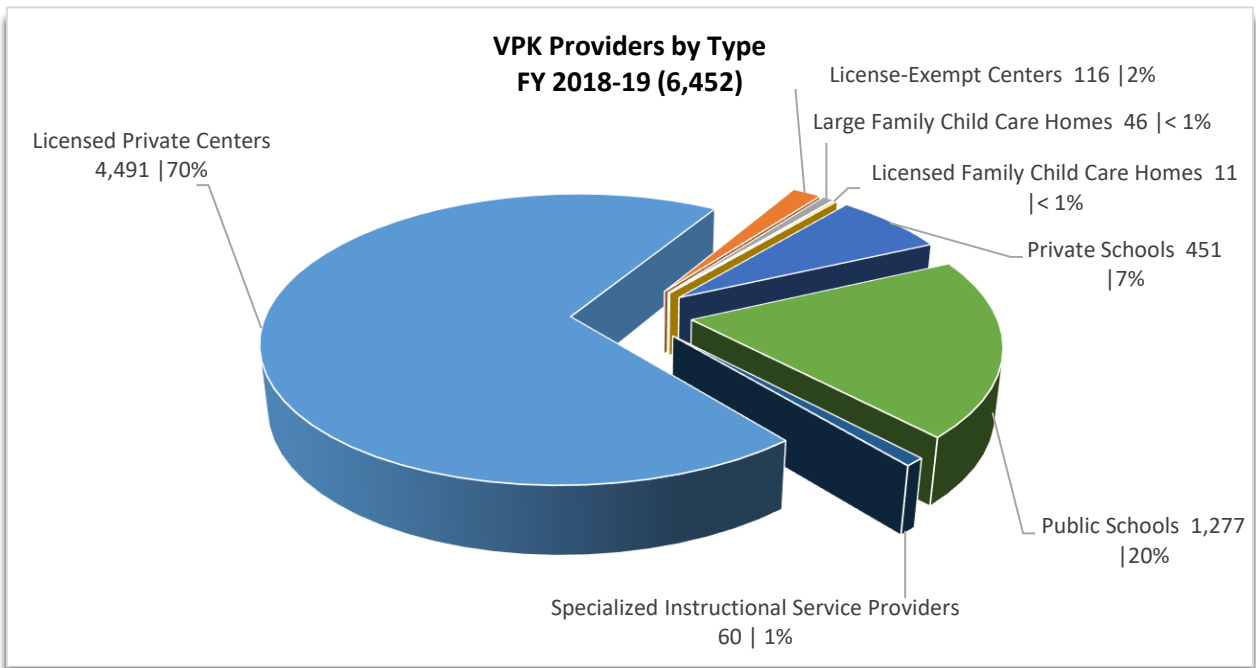




2018-19 VPK Program Provider and Enrollment Data



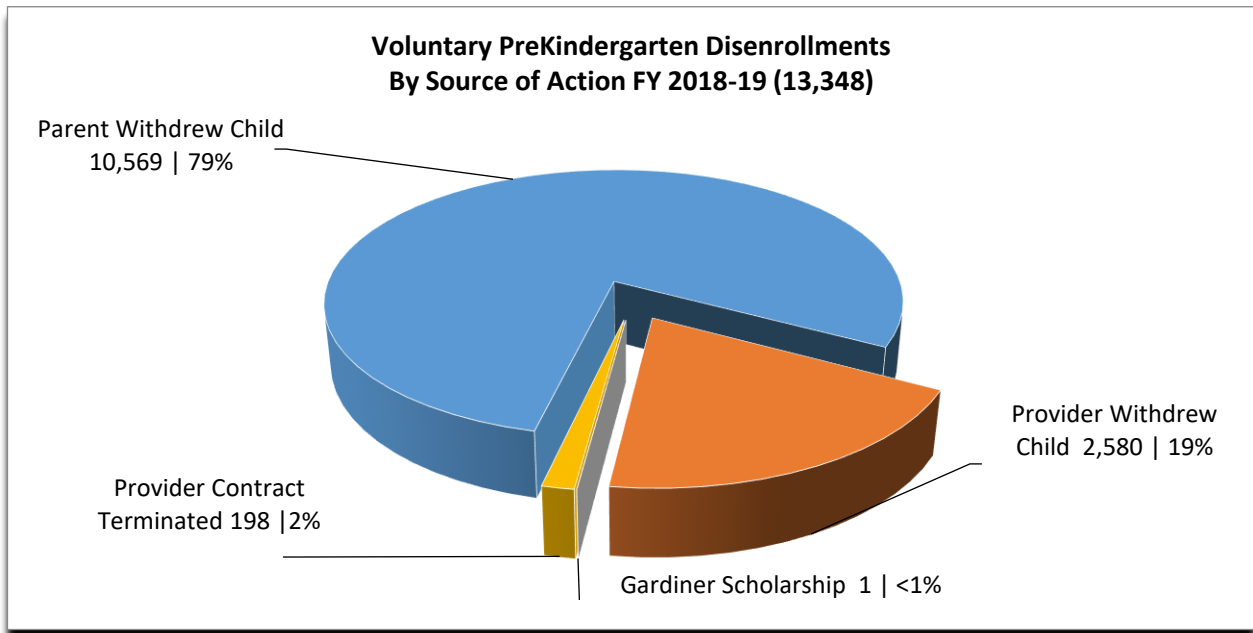
Source: August 6, 2019 VPK Estimating Conference.



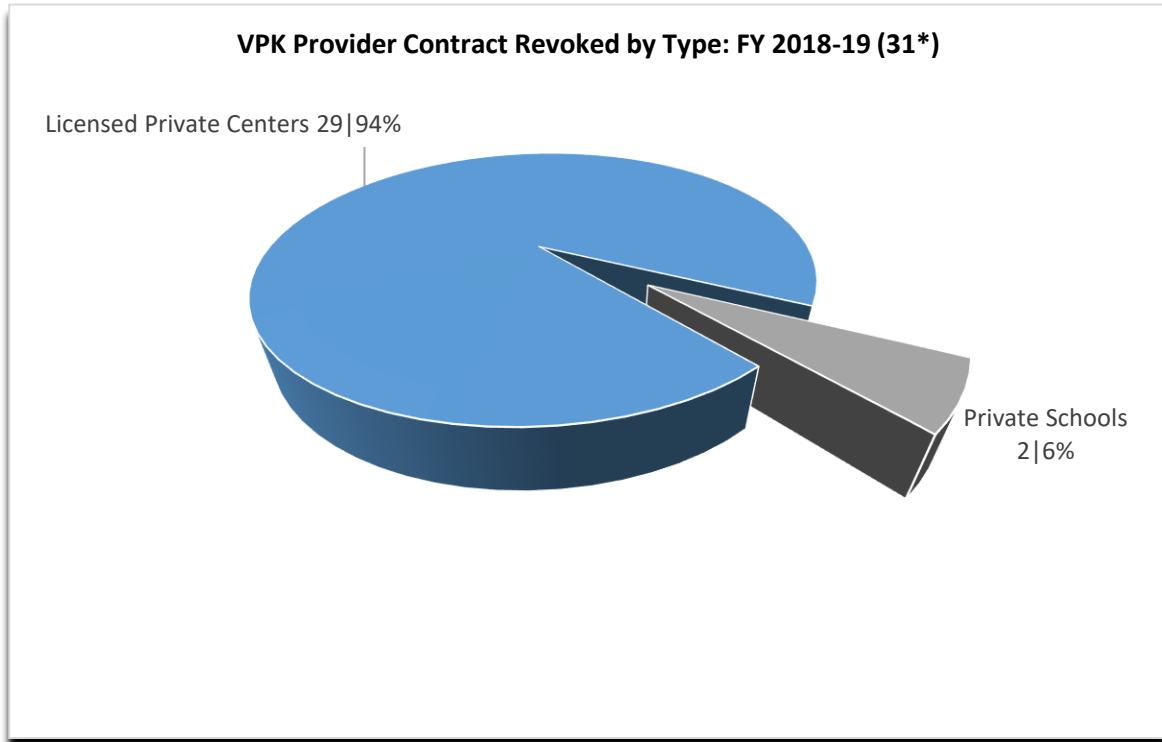
Source: EFS Modernization data as of November 2019.



2018-19 VPK Program Provider and Enrollment Data



Source: EFS Modernization data as of November 2019.

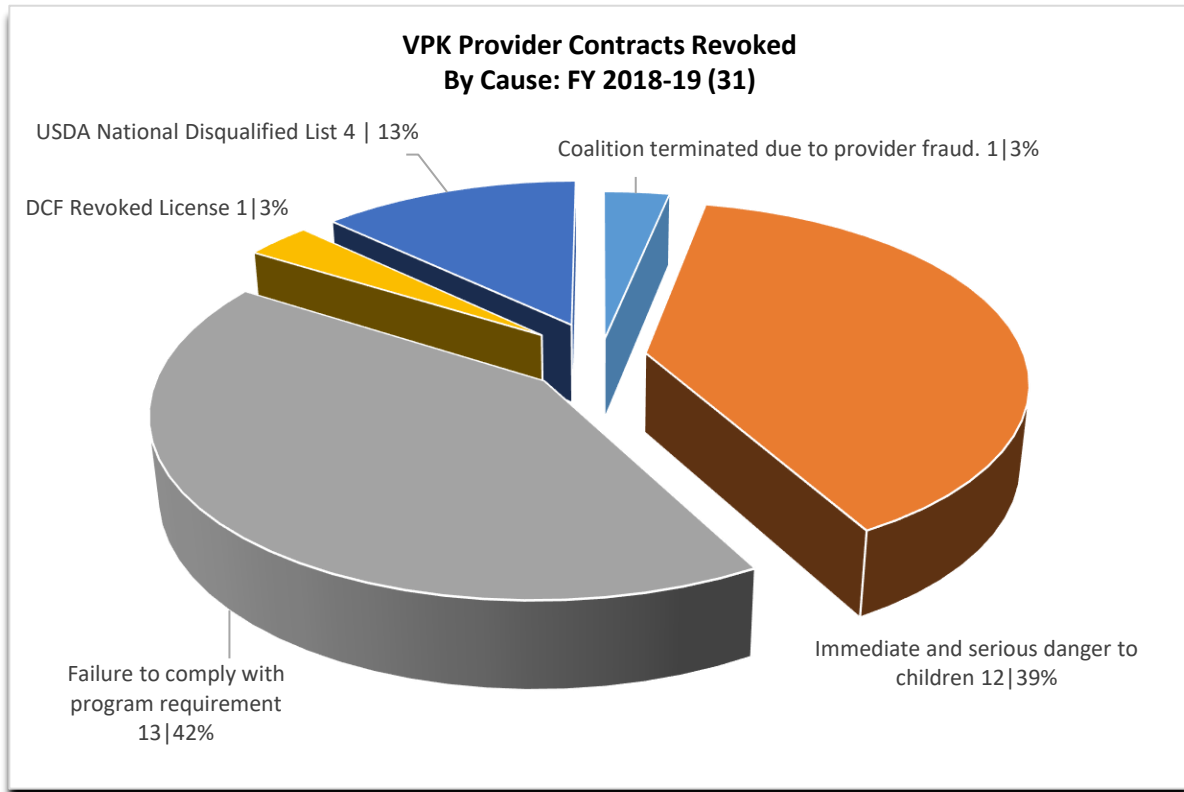


Source: EFS Modernization data as of November 2019.

\* Coalitions did not revoke any provider contracts in the categories of License-Exempt Centers, Large Family Child Care Homes, Licensed Family Child Care Homes, Public Schools or Specialized Instructional Service Providers.



2018-19 VPK Program Provider and Enrollment Data



Source: EFS Modernization data as of November 2019.



# Statewide Initiatives

## Families and Community Impact

Providing holistic services for families results in positive outcomes for children. The Office of Early Learning (OEL) and local early learning coalitions have developed programs and initiatives to meet the diverse needs of families. By partnering with other state agencies and non-profit organizations, Child Care Resource and Referral (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 School Readiness and Voluntary Prekindergarten (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, Stop the Summer Slide campaigns, Dads Take Your Child to School Day and Family Engagement Month.

Many early learning coalitions and the State CCR&R Network partner with The Ounce of Prevention Fund of Florida for the Prevent Child Abuse Florida campaign. OEL and early learning coalitions join the Ounce of Prevention in their campaign to focus attention on the prevention of child abuse by promoting activities and events that strengthen Florida’s families and communities. Many of the early learning coalitions and OEL participate in their Pinwheels for Prevention and Safe Sleep campaigns and use their Circle of

Parents parenting program.

## Family Engagement Plans

The CCR&R State Network continues to support coalitions in designing and implementing their family engagement plans. The CCR&R State Network supports early learning coalitions, providers and families by providing toolkits. These toolkits are designed to help providers and coalitions conduct a family engagement self-assessment and develop family engagement plans. The 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 become better informed and make positive choices that impact their child’s development and well-being.

## Family Engagement in Education Month

The State CCR&R Network collaborates with the Florida Department of Education to promote Family Engagement in Education Month during November. The State CCR&R Network shares resources and information with the early learning coalitions and has a statewide contest where coalitions share ways they 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. The CCR&R State Network partners with the Children’s Week staff and the Early Learning Coalition of the Big Bend staff to make Children’s Day at the Capitol with the Hanging of the Hands in the rotunda a success. The CCR&R State Network helps to inform child care providers and early learning coalitions about the process of sharing their children’s hand-art to hang in the Capitol to remind legislators and the public of the important work they do to support issues that affect children and families in Florida. Volunteers from OEL assist with the Hanging of the Hands and Children’s Day at the Capitol.



## Vroom

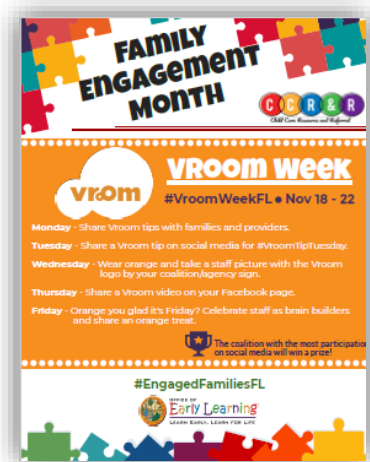


The CCR&R State Network completed another successful year in partnership with Vroom. The State CCR&R Network was selected by Child Care Aware of America (CCAoA) to mentor CCR&R programs in other states that serve as Vroom Ambassadors. CCAoA invited the State CCR&R Network to contribute articles that were featured in their Program Spotlight and the Child Care Aware of America Blog. Developed by the Bezos Family Foundation, the Vroom project for family engagement translates the science of brain development during the first five years of life into common language. Vroom empowers parents and caregivers to turn everyday moments into brain-building moments by providing customized tips for interaction. Vroom’s

1,000+ brain-building tips arrive daily via a free smartphone app. Tips and other materials are available at [www.joinvroom.org](http://www.joinvroom.org). The CCR&R State Network as well as most early learning coalitions have continued to engage families with Vroom through special events, newsletters, websites and social media.

## Vroom Week

Vroom Week is the third week in November. It is a week selected by Child Care Aware of America to promote Vroom as a tool to engage families in their children’s learning and healthy development. In partnership with CCAoA, the State CCR&R Network promotes Vroom week through OEL’s social media, the Parents’ Pages newsletter and a statewide Vroom Week Contest. Many of the early learning coalitions participate in the contests and some have contests to promote Vroom at the local level.





## Consumer Education for Families



CCR&R updated the Family Guide: To Selecting Quality Early Learning Programs, the Quality Checklists and the First Teacher Books.

The Family Guide helps parents recognize quality early learning programs for their young children and learn about the types of early learning programs and services available in Florida.

The Quality Checklist help 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. CCR&R has updated The Quality Checklists: For Child Care Centers and Preschools and has created a checklist for Family Child Care Homes. There are now two checklists that parents can use when visiting potential early learning programs. The First Teacher Books are designed for families to learn about their child's development and learning from birth to age 5 and contain activities for families to use that align with the Florida Developmental and Early Learning Standards. CCR&R has translated The First Teacher Books into Spanish and Haitian Creole to meet the needs of the families that are served in Florida.

## Help Me Grow

As part of the Help Me Grow National Center, Help Me Grow Florida is designed to increase access to services for children

who may show developmental, behavioral, physical or social challenges. The statewide system focuses on identifying developmental, physical and/or behavioral challenges in children ages birth through 8 years and connecting the children and their families to local developmental, medical and behavioral services and support. In 2012, Florida became an affiliate of Help Me Grow National, launching initiatives in Hillsborough and Miami-Dade counties. The 2014 Legislature approved \$2 million to establish a state coordinating office, provide infrastructure for a state program and launch five additional Florida affiliate sites. In 2016, the Children's Forum became the designated fiscal agent. Currently, 12 established affiliates serve 32 counties across the state and offer families information, resources and materials; referrals with advocacy and follow-up; children's health and developmental screenings; enrollment in community programs; and networking opportunities for families, service providers and community partners.



During the 2018-19 year, Help Me Grow Florida served 6,471 children from 5,731 families, an increase of 25.41% in children served and an increase in 34.98% in families served from the 2017-18 year. There were 6,830 child developmental screenings conducted, an increase of 24.07% from the previous year. 77% of the families who contacted Help Me Grow Florida were successfully connected to needed services. The health care practitioner communities' use of Help Me Grow Florida's services, such as referring families to Help Me Grow Florida for developmental screenings and other Help Me Grow services, resulted in 1,342 referrals, an increase of 42.31% in 2018-19. (Source: *Help Me Grow Annual Report 2018-19*)



### Supporting Florida's Child Care Providers and Teachers

OEL partners with early learning coalitions and Redlands Christian Migrant Association (RCMA) to provide guidance and professional development to child care providers and VPK teachers. In addition to the OEL 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. The OEL implemented or continued the following initiatives to maintain and improve the quality of early education programs in Florida.

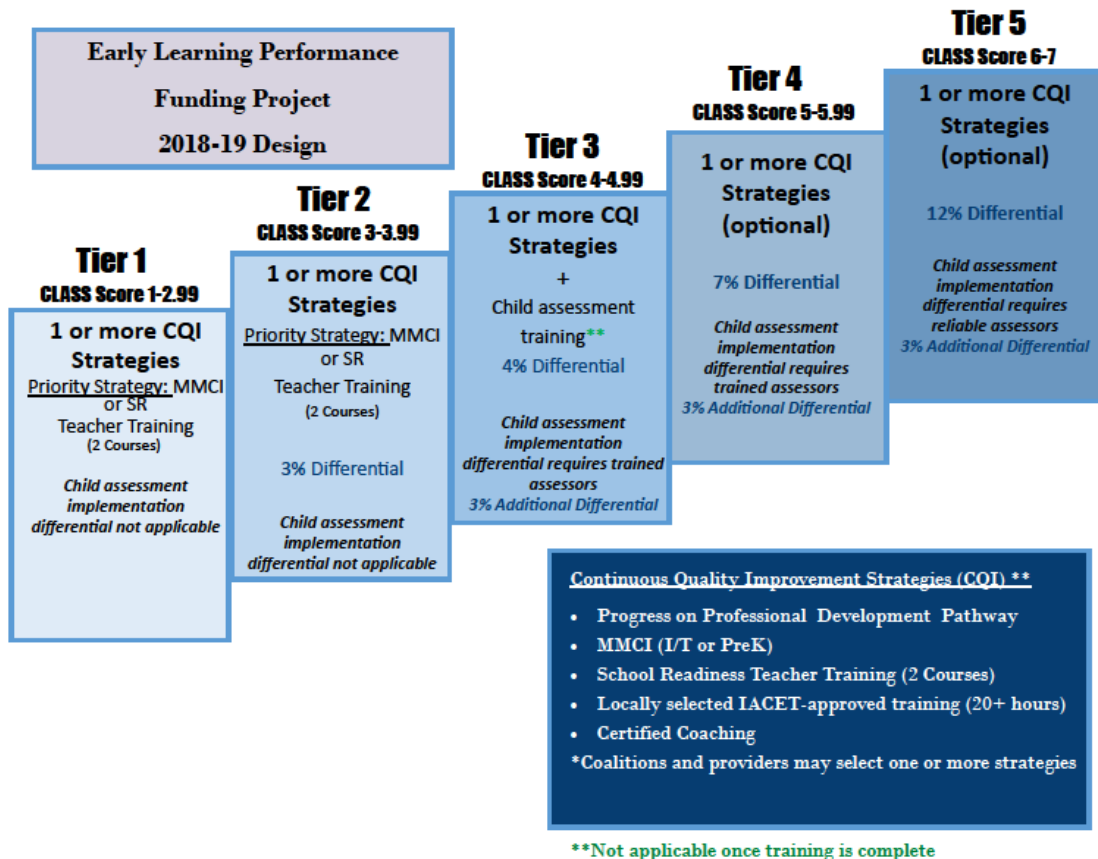
#### Early Learning Performance Funding Project (PFP)



The Florida Legislature created the Early Learning Performance Funding Project through the 2014-15 General Appropriations Act and again approved the project for the 2018-19 fiscal year. Over the last five years, the project provided performance-based funding for School Readiness Program providers with high-need populations that demonstrate improved program quality as measured by assessing teacher-child interactions using the Classroom Assessment Scoring System® (CLASS). The OEL gained valuable information from evaluation studies over the first (4) years of the project and hopes to glean more information about birth to kindergarten entry classrooms, their teachers and provider types through a cumulative evaluation currently being conducted by the University of Florida. Previous project research validated the use of targeted instruction in teacher-child interactions and coaching using a certified model as an effective means of improving interactions as measured by CLASS. Close to 10,000 teachers received intervention strategies to improve interactions and more than 1300 providers received performance-based funding for improving outcomes for School Readiness children throughout the state during the 2018-19 project.

## The three key elements of the project.

- 1) Higher differential rates based on program assessment composite scores and for implementing child assessments.
- 2) Professional development interventions to significantly improve the levels of teacher-child interaction.
- 3) The use of pre and post classroom observations to measure teacher-child interactions.



The University of Florida and Yale University conducted research on Years 2 – 4 of the project and concluded that the project shows a significant, positive effect on early childhood program quality and child outcomes among at-risk children and the teachers who support them. The University of Florida is under contract to evaluate Year 5 results and to carry out a cumulative evaluation of the 5-year project.

## 2018 Legislative Session Impacts to Early Learning

The 2018 Florida Legislature passed sweeping legislation (House Bill 1091) affecting SR providers, early learning coalitions and the OEL. The Governor signed the act into law in March 2018. The law (Chapter 2018-136) is a dramatic step toward defining quality within our state.

Building on the previous program assessment implementation done in PFP, OEL was poised to implement the legislation using known systems and procedures, effectively phasing out the PFP project and creating permanent infrastructure for School Readiness program assessment.



Below is a high-level summary of the new School Readiness mandate:

### CLASS Program Assessment

The statewide capacity-building Classroom Assessment Scoring System® (CLASS) Initiative offers CLASS trainings to early learning coalition and RCMA staff, Head Start/Early Head Start staff, OEL staff, training partners and early education representatives from the provider association. An observation-based program assessment, CLASS measures the strength of teacher-child interactions. Requirements under the law include quality measures, including a minimum threshold for contracting purposes and program improvement through an improvement plan.

The initial annual thresholds established in Rule 6M-4.741 Program Assessment Requirements for the School Readiness Program, F.A.C., were:

- Contract Minimum Score: 2.51.
- A score between 2.51 and 2.99 warrants a 12-month Quality Improvement Plan (QIP).
- With a score of 5.00 or higher, only biennial program assessment is required.

CLASS met the statutory requirements to measure program quality. The use of CLASS is well established in our state after several years of a CLASS Initiative (described later in this report). It is required that only certified reliable observers conduct assessments in infant, toddler and preschool classrooms and at all provider types. OEL uses CLASS composites to indicate a provider's CLASS score. Composite scores are determined by averaging the dimension scores for observations, except Negative Climate. Reliable observers assess fifty percent of randomly selected classrooms at each care level.

Providers could be exempt from assessment provided they served 20% or less of filled SR slots out of their maximum licensed capacity and they did not have any Class I violations and no more than (3) Class II violations in the prior two-year period. 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. In addition to exemptions, ELCs may waive program assessment scores in the event a provider is in an identified "child care" desert.

Providers placed on a QIP may participate in the following strategies:

- MMCI Training
- (2) Early Childhood Training System (ECTS) Courses
- Professional Development
- Certified Coaching Visits
- 20-hours of IACET- or OEL-approved training
- Coalition approved strategy (Approved in SR Plan)

OEL enhanced an existing system to begin the implementation of the legislation and then designed and developed a new and improved version of a provider registration system for program assessments, called the Quality Performance System (QPS). Providers that are required to have a program assessment must complete the registration process in the QPS.



### SR Voluntary Pre and Post Child Assessments

The second key factor in the legislation required OEL to adopt child assessment tools that are valid, reliable and developmentally appropriate for use on a voluntary basis as pre-assessment and post-assessment tools in School Readiness Programs.

The assessment is used to measure growth across the core domains of early childhood development and allow providers to implement the child assessments for additional compensation. 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. The following companies contract with OEL so early learning coalitions are able to purchase their 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 (December 2017) and provide for appropriate accommodations for children with disabilities and English Language learners. The law further stipulates that only qualified individuals may assess children.

The Florida Legislature also recognized the importance of family engagement and incorporated requirements for family access to child and program assessment data in recent legislation. For this reason, it is required that child assessment data be in a format for use in the single statewide information system.

### Differential Payments

The third key factor required that OEL develop, no later than July 1, 2019, a differential payment program based on quality measures adopted by OEL.

As established in Rule 6M-4.500 Child Attendance and Provider Reimbursement, F.A.C., providers with a composite score of 4.00 to 4.99 receive a 4% QPI differential. Providers that receive program assessment composite scores of 5.00 to 5.99 receive a 7% differential and providers that receive program assessment composite scores of 6.00 to 7.00 receive a 10% differential. A child care provider that is currently on a Quality Improvement Plan, pursuant to rule 6M-4.740, F.A.C., is not eligible for the QPI.

### Developmental Screening

All children, ages birth to 5, who participate in the School Readiness Program must receive an annual developmental screening. The purpose of a developmental screening is to capture 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 School Readiness program. The screeners are easy-to-use, family-friendly and create the snapshot needed to catch delays *and* celebrate milestones. Information is used after the screening process to identify children who may not meet the milestones appropriate for their age as well as, those who may benefit from further assessment and follow-up. In fiscal year 2018-19, there were more than 91,956 screenings performed on children attending the School Readiness Program.



The number of screenings performed in each early learning coalition during 2018-19 is shown below.

EARLY LEARNING COALITION	TOTAL SCREENINGS
Alachua	2,069
Big Bend	3,513
Brevard	4,086
Broward	3,563
Duval	8,417
Emerald Coast	1,377
Escambia County	3633
Flagler and Volusia	3,809
Florida's Gateway	1,034
Florida's Heartland	793
Hillsborough County	9,786
IRMO	1,342
Lake County	2,618
Manatee	2,244
MDM	14,348
Marion County	1,512
Nature Coast	1,020
North West Florida	820
North Florida	4,427
Orange County	9,664
Osceola County	1,842
Palm Beach	22,411
Pasco Hernando	4,882
Pinellas County	4,462
Polk County	7,076
Santa Rosa	717
Sarasota	5,092
Seminole	2,000
SLC	2,804
Southwest Florida	7,393
<b>STATE TOTAL</b>	<b>91,956</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

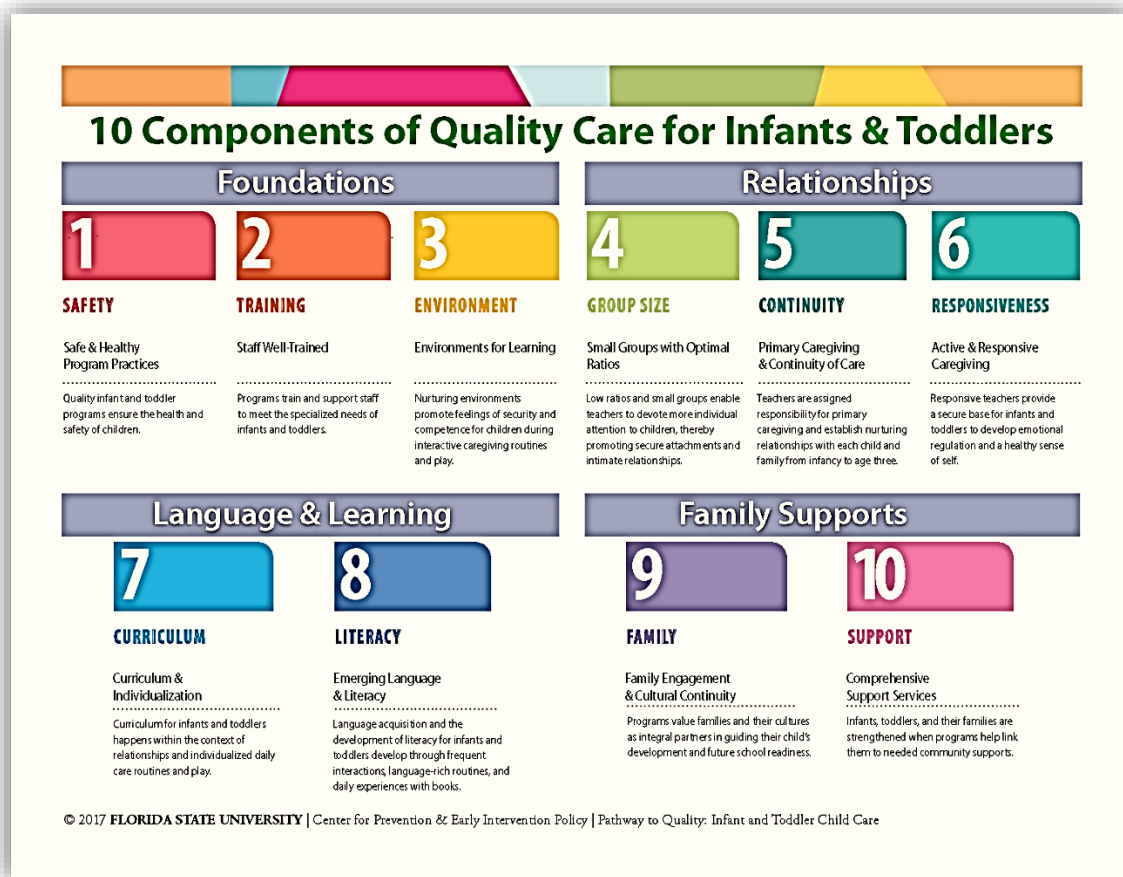
Implemented with the goals of increasing quality of infant-toddler programs statewide, the 10 Components System will be embedded into routine practice at early learning coalitions to support continuous quality improvement in infant and toddler programs by an active statewide cadre of FSU-Approved 10 Components of Quality trainers.



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 (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 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.

In 2019, OEL and the FSU Center for Prevention and Early Intervention Policy (CPEIP) collaborated on:

- 10 Components of Quality Train the Trainer sessions.
- 10 Components training offered by ELCs to infant-toddler educators/providers.
- Use of the 10 Components tool to assess current quality and support quality improvements over time.



## Strategies to Support Racial Equity for Children and Families

Advancing equity is a key strategy and priority to leveling the playing field for vulnerable and underserved young children who experience factors that place them at risk of school failure. In order to advance equity and the ways in which historical and current inequities have shaped the early childhood field, an understanding of the broader





societal context of biases is needed to challenge these perspectives. This includes, reviewing current policies or practices, laws, systems, and institutional practices that keep social inequities in place. Across all roles and settings, advancing equity for vulnerable and underserved children and their families begins with an adaptive change.

In November 2016, OEL created the Early Learning Equity Task Force (Task Force), which currently boasts approximately 50 members from OEL, early learning coalitions and other stakeholder groups to learn new solutions together.

On May 24, 2017, the Erickson Institute and Build Initiative conducted a training on equity for the Task Force and OEL executive and extended leadership. After this training, the task force identified 10 systemic challenges that limit eligible children from full participation in the School Readiness program and agreed to examine ways to address each challenge to ensure equity access to services for all. The Task Force continuously works on establishing close relationships and alliances with stakeholders such as early learning coalitions, state agencies, Florida's public universities and other social service agencies to initiate conversations around implicit bias, using statistics, and to prompt adaptive change.

After three years in operation, the Task Force made the recommendation to OEL that training was needed for all stakeholders to collectively build a base of knowledge and understanding of issues related to race, class, culture, gender, sex, ability, language, religion, and other identities. The hope is that by initiating this educational process for all, our early learning field can work from a greater place of strength to have greater impact for vulnerable and underserved children and their families. Additionally, in 2018, the Task Force created the following goals and actions steps:

### **GOAL 1**

*Provide ongoing training to early childhood education structure and their leaders.*

#### **Action Steps**

1. Engage Early Learning Coalition (ELC) Executive Directors, ELC Board Members and other ELC partners to attend regional racial equity learning exchanges.
2. Engage ELC lead trainer/coach and other ELC partners' trainers/coaches to attend an equity institute.
3. Engage lead trainers and coaches to develop training plans for the ongoing training of ELC staff, early learning providers and other local partner agencies.
4. Identify a tool to measure the process and outcomes of educating stakeholders.

### **GOAL 2**

*Strengthen the Early Learning Equity Task Force by joining forces with other state agencies and partners.*

#### **Action Steps**

1. Hold regular meetings for sharing equity efforts statewide.
2. Engage in annual face-to-face meetings where equity efforts are shared and networking is encouraged.

### **GOAL 3**

*Analyze and Refine Current Legislation and Policies to Promote Improved Child Outcomes through an equity lens.*



### ACTION STEPS

1. Identify a tool and process for state leadership (e.g. state agencies, State Advisory Council, Children and Youth Cabinet) to analyze any potential policy changes for positive or negative impact on families with young children.
2. Develop a format for briefs and reports to educate external partners on the impact of policy considerations through a 2gen lens.
3. Engage state agencies, State Advisory Council, and the Children and Youth Cabinet to meet annually to develop language to share with legislative committees for propose changes to statute.
4. Encourage OEL, ELC Selected Board Members, ELC Executive Directors and other ELC partners to hold annual meetings for the revision of rules and policies to reflect the legislative intent/changes.

In 2019, the OEL and the Florida Institute for Child Welfare collaborated with funds through the Preschool Development Grant, to bring a series of Racial Equity Learning Exchanges to **222 participants**, in the state of Florida, as recommended by the Task Force.

Trainers, coaches, early learning coalitions' executive directors, early learning coalitions' board members and partner agencies members attended to learn about definitions and concepts that help them build individual and organizational capacity to understand the intersections of race, poverty and equity. The trainings introduced concepts about racial identity formation that can help participants identify their personal and professional points of racial identity development and how it affects their understanding and behaviors regarding issues of race and ethnicity. The training facilitated an interactive experience with dyads and small groups, for participants to safely practice talking about the intersections of race, poverty, equity and the need for early childhood education and child welfare reform.

### School-Age Quality

School-age children comprise approximately 30 percent of the School Readiness Program enrollment in Florida, and OEL continues to seek new opportunities to support school-age providers and incorporate them into the system of quality in care. In 2017-2018, OEL identified a need for greater collaboration with partnering organizations, a review of the After School Standards and their alignment with the Core Competencies, and an overall understanding of School Readiness Program providers serving school-age children. Needs identified in 2017-18 set the scope of work for this year.

In 2018-19, the Office supported the Florida Afterschool Network's (FAN) efforts to review and update the Florida Standards for Quality Afterschool Programs and ensure the standards provided inclusive and equitable programming for all children. The Children's Forum convened a Task Force to review core competencies and career pathways. The work continues into 2020, but the Office has worked as part of the task force to ensure an alignment between the afterschool standards and core competencies for afterschool practitioners. Once complete, the Office will include the Core Competencies as part of professional development efforts to school-age providers.

During the spring of 2019, all School Readiness Program providers who serve school-age children were surveyed to gain insight into provider type, kinds of programming offered, and professional development needs among those who serve school-age children. The survey response rate was approximately 30%. Results indicated Private Centers are the main provider type with the majority offering tutoring and homework help in their afterschool programs.



Providers were asked to identify ways in which the Office may better support their efforts, and respondents highlighted a need for training on healthy social-emotional development and positive behavior supports, as well as resources for homework help.

## Florida Early Learning and Afterschool Career Pathway

Professional development for early childhood professionals has become a centerpiece of Florida’s early learning system. On January 30, 2019, Governor DeSantis signed Executive Order #19-31 increasing the number of early childhood professionals with a degree, expanding access to career and technical education, dedicating new funding to workforce development and apprenticeship programs, and improving articulation from two to four year programs. House Bill 1027, also passed in 2019, provides for identification of formal and informal career pathways; aligns credentials to established professional standards and core competencies; and provides for a progression of attainable, competency-based stackable micro-credentials and certifications with a focus on: infants/toddlers, dual language learners, serving children with special needs, trauma informed practice, and emergent literacy and language that strengthen knowledge and teaching practices and improves outcomes for children to increase kindergarten readiness and early grade success.

## Professional Development

OEL provides access to training on relevant early learning topics. The courses give early learning professionals the opportunity to learn best practices, receive coaching and participate in communities of practice.

**2018-19 Training History by OEL Course**

OEL Online Courses	7/01/18- 6/30/19 Completers
Preschool Standards: 3 Years Old to Kindergarten (2018)	7,146
Integrating the Standards: Phonological Awareness (2017)	860
Emergent Literacy for VPK Instructors (2018)	3,365
Language and Vocabulary in the VPK Classroom (2009)	2,067
Mathematical Thinking for Early Learners (2015)	2,288
Working to Create Positive Learning Environments: Preventive Strategies (2017)	1,169
Developing the Socially and Emotionally Competent Child (2017)	909
English Language Learners in the VPK Classroom (2007)	800
How to Administer the Florida VPK Assessment (2017)	1,446
VPK Assessment Instructional Implications (2017)	941
VPK Director Credential Course (2016)	1,587
Standards: Birth to Kindergarten (2018)	1,468
Infant and Toddler Standards: Birth through 2 Years (2018)	1,601
Core Competencies for Practicioners (2017)	832
<b>TOTAL</b>	<b>26,479</b>



Instructor-led Courses	7/01/18-6/30/19 Participants
Preschool Standards: 3 Years Old to Kindergarten (2018)	4,799
Integrating the Standards: Phonological Awareness (2012)	550
How to Administer the Florida VPK Assessment (2013)	310
VPK Assessment Instructional Implications (2013)	267
EMEL: Making Sense of Sets and Numbers (2015)	731
EMEL: Counting and Operating with Numbers (2016)	624
EMEL: Patterns, Measurement and Data (2016)	776
EMEL: Shapes and Spatial Relationships (2016)	850
LVDP: Scaffolding (2019)	420
LVDP: Book Embedded Vocabulary (2019)	249
LVDP: Dialogic Reading (2019)	92
LVDP: Think, Show, Tell, Talk (2019)	49
<b>TOTAL</b>	<b>9,717</b>

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

The Florida Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood Scholarship Program—a partnership between OEL 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 purpose of the program 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 T.E.A.C.H. annual report, 5,769 scholars utilized statewide contract dollars during the 18-19 fiscal year. Scholarships were awarded last year to 3,866 new applicants who had never had a T.E.A.C.H. scholarship. T.E.A.C.H. scholars attended 66 different training programs.

## Birth through Kindergarten Learning and Developmental Standards Training

Early learning and developmental standards reflect the knowledge and skills that a child on a progression for success should have at the end of an age-related timeframe in School Readiness and VPK Education programs. Based on the newly revised Florida Early Learning and Developmental Standards, the OEL released training to provide an overview



of the standards used in early learning classrooms serving children birth to kindergarten. The training includes examples of developmentally appropriate instructional strategies for infants, toddlers and preschoolers throughout the content, along with information about purposeful planning, reflective practice and qualities of an effective educator. Course options available based on children's developmental age level include:

- Implementing the Florida Standards in Early Learning Classrooms: Birth to Kindergarten,
- Implementing the Florida Standards in Infant and Toddler Classrooms: Birth Through Two Years,
- Implementing the Florida Standards in Preschool Classrooms: 3 Years Old to Kindergarten.
- Instructor-Led Training (3 hours) is now available for the Preschool Course. Cost: Free.
- Online Training (5 hours) available for all three course options. Cost: \$10.00.
- Register for either version of the course on the Department of Children and Families (DCF) Child Care Training System: <https://training01-dcf.myflorida.com/studentsite/admin/login.jsf>

For more information on Florida Early Learning and Developmental Standards: Birth to Kindergarten visit: <http://flbt5.floridaearlylearning.com>.



### VPK Regional Facilitator Network

OEL's VPK regional facilitator network consists of eight facilitators located around the state who support providers, coalitions and school districts, connecting with other stakeholders as well. Regional facilitators lead VPK training and technical assistance initiatives, including training VPK providers and other VPK-approved trainers. Facilitators serve as a local point of contact for VPK providers, coalition and district staff, and VPK-approved trainers in the area. Facilitators serve with regional groups and organizations that work with VPK-age children, including those with special needs. They 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.

During the 2018-19 program year, VPK regional facilitators spent significant time and effort training early childhood educators on best practices for teaching language and vocabulary to young children, specifically preschool-age children. Through a new series of four instructor-led training modules titled "Language and Vocabulary Development for Preschoolers," 555 educators developed greater understanding of foundational early language and vocabulary development and how to teach vocabulary to young children.

Statewide, VPK regional facilitators and OEL-approved trainers with whom they work offered 525 classes in 2018-19 with 6,345 early childhood educators successfully completing the classes.



### Instructor-Led and Online Trainings



VPK program staff offered 12 instructor-led courses for providers and eight corresponding train-the-trainer courses by training area when needed. Instructor-led training continued throughout the year in content areas, including phonological awareness, early learning standards, how to use the VPK Assessment and interpret its results and mathematical thinking.

In April 2019, four new trainings, totaling eight hours of face-to-face instruction, were rolled-out statewide providing a new focus on language and vocabulary development for preschoolers. The interactive training modules walk participants through key instructional strategies to help increase language and vocabulary development in young children and are aligned with our early learning and developmental standards.

From April through June 2019, 55 language and vocabulary trainings were provided with 555 participants successfully completing the new training modules. An additional 6,345 educators participated and completed instructor-led trainings in 2018-19 offered through the VPK program.

In addition, the VPK program offered 11 online courses in 2018-19. Continuing courses covered specific areas of emergent literacy, language and vocabulary, mathematical thinking, English language learners and standards, as well as content especially for VPK program directors. Over the course of the 2018-19 year, 23,769 early childhood educators completed online VPK courses.

For more information regarding available instructor-led trainings, visit <http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training>.



## Enhanced Field System Modernization

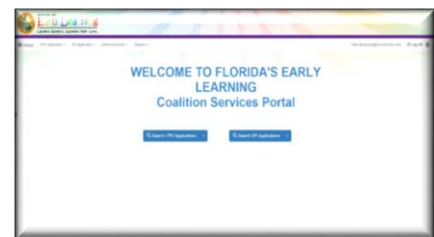
On July 1, 2018, OEL launched the eligibility and enrollment features in the Enhanced Field System Modernization (EFS Mod) - the single statewide information system for School Readiness and VPK services. OEL developed EFS Mod using an agile development methodology, allowing for some features to be tested and then used as they are developed, instead of waiting until the system was fully-integrated to operationalize. The final features included in the initial scope for EFS Mod, with the exclusion of prior-period adjustments and line-item adjustments, were launched in March 2019.

In what was supposed to be the final phase of a three-and-a-half year project, has continued to be a work-in-progress, stemming primarily from data migration challenges. Efforts devoted to cleaning up the data delayed the roll-out of VPK and School Readiness attendance and reimbursement modules. Efforts devoted to ensuring data accuracy continued beyond the 2018-19 fiscal year.

## Scope and Functionality

The scope of EFS Mod includes three main components – a Family Portal, a Provider Portal and a Coalition Services Portal.

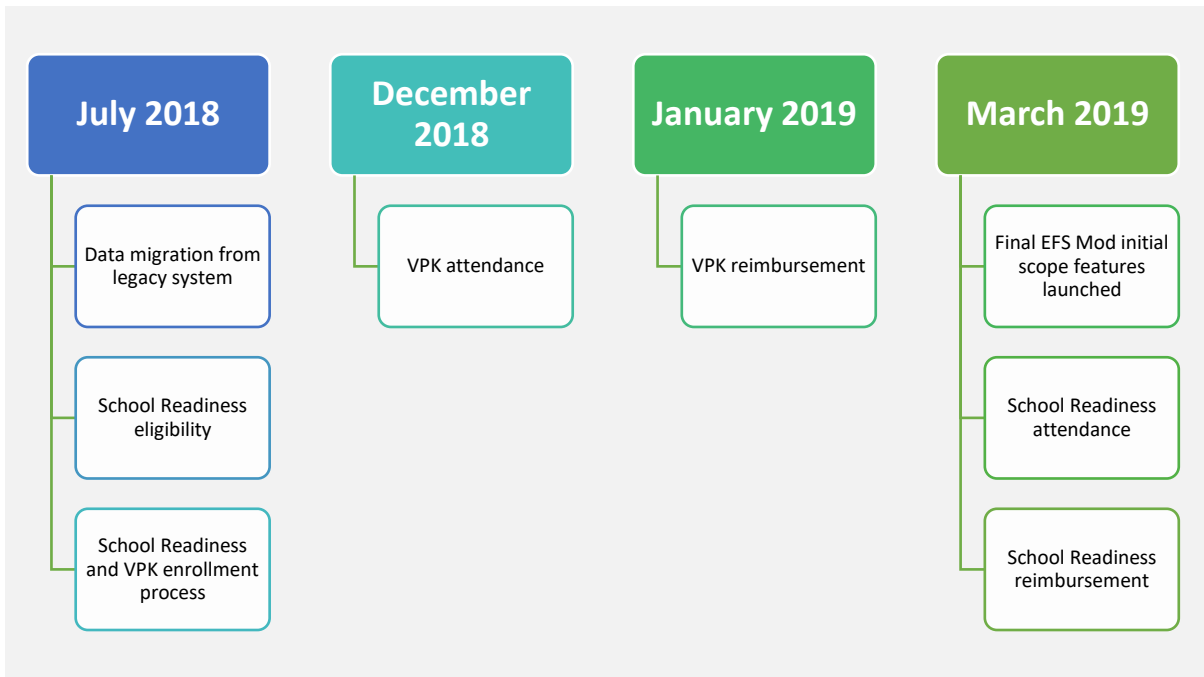
- The **Family Portal**, initially launched in 2015, allows families to apply for Florida’s School Readiness and VPK programs and to complete the redetermination process for their School Readiness eligibility once a child is enrolled in services. Families can upload documents supporting their eligibility for these programs and electronically sign their applications, allowing for the entire process to be completed online. Previously, parents had to visit early learning coalition offices in person. Local early learning coalitions offer onsite and telephone assistance to parents who need help completing the application process.
- The **Provider Portal**, initially launched in 2016, allows providers to create and maintain a profile of their business that coalitions share with families who request child care options. Providers also use the Provider Portal to contract with early learning coalitions to become a School Readiness or VPK provider, and manage and submit attendance records and related payment files for reimbursement.
- The **Coalition Services Portal**, launched in parallel phases along with the Family Portal and Provider Portal deployments, is the backbone of the EFS Mod. This component is used by early learning coalition staff to process School Readiness eligibility, VPK applications and manage the School Readiness waiting list. Coalitions also use the Coalition Services Portal to execute contracts with providers, maintain provider listings for families and process attendance and payment reimbursements for School Readiness and VPK child enrollments.



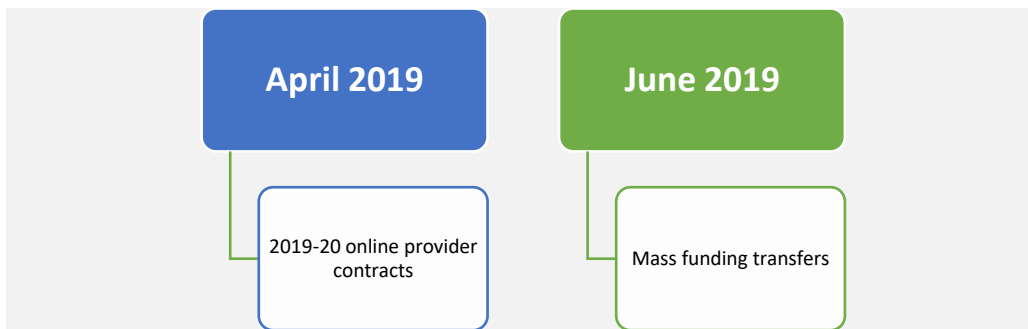


## 2018-19 EFS Mod Development Timeline

### Initial Project Scope



### Additional Features







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

The Home Instruction for Parents of Preschool Youngsters (HIPPY) program is an evidenced-based family support home visiting model. During fiscal year 2018-19, children and families participating in HIPPY showed an increase in parental involvement, an increase in kindergarten readiness, and sustained student success in school. Specifically, during fiscal year 2018-19, there were 1,261 children and 1,135 families served through the program.



Program evaluation results show that children and their families continue to improve in terms of parental involvement in their children's learning.

- Approximately 90 percent of HIPPY parents were reading to their children three or more times a week and 45 percent of HIPPY children are read to every day.

Children participating in HIPPY are making educational strides and learning the early educational foundational concepts necessary for kindergarten success.

- Data analysis from the Bracken School Readiness Assessment survey shows that 91 percent of children in the HIPPY program were classified as “average,” “advanced” and “very advanced,” indicating a greater preparedness for kindergarten and successful school outcomes.
- Data analysis conducted in fiscal year 2018-19 also had similar results during the 2016-2017 academic year.

HIPPY children in kindergarten performed well in terms of school attendance and promotions.

- 95 percent of all HIPPY kindergarten students were promoted to first grade at the end of the school year.
- HIPPY's impact persists from kindergarten through the third grade. Among third grade HIPPY students, 52 percent of the students achieved a satisfactory reading score, 60% of HIPPY students achieved a satisfactory math score on the Florida Standards Assessments, and 85 percent of HIPPY students were promoted to the fourth grade.

## Transition to Kindergarten

OEL, in collaboration with the Children's Forum, provided eight Transition to Kindergarten Regional Summits in 2018-19. The purpose of these summits was to facilitate the opportunity for representation from early learning coalitions, providers, school districts and community partners to learn about transition best practices, collaborate to identify successes and needs within the region and develop an action plan for improving transition resources and activities to support children and families.

During 2018-19, additional best practice tools and resources to assist families and providers with transitioning were provided through a dedicated website with national and Florida-developed resources which can be found [here](#).

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 2018. In the coming year, additional summits will be provided with a focus on PreK-grade 3 transitions, supports, literacy instruction and student achievement.



## Accountability

### VPK Readiness Rates

In 2016, DOE procured a kindergarten screening instrument—the Star Early Literacy assessment. The Star Early Literacy assessment was administered in fall 2018, public schools administered the assessment to 185,252 kindergarteners, of whom 53 percent scored 500 or higher, which indicated those students were “ready for kindergarten.” Those results were then used to evaluate the VPK program for the program year 2017-18. Of 122,860 students who completed at least 70 percent of the VPK program and took the assessment, 62 percent of the students were “ready for kindergarten.” The percent of children “ready” for kindergarten by program type is provided in the chart below:

#### Readiness of Incoming Kindergarten Students Statewide – Fall 2018

Category	Total Children	Percent “Ready”
All Public School Kindergartners	185,252	53%
VPK Completers	122,860	62%
All VPK Participants	150,053	59%
SR & VPK Participants	13,347	52%
VPK Non-Completers	27,193	47%
Non-VPK Participants	52,717	39%
SR-Only Participants	3,538	36%

*Source: 2017-18 VPK Readiness Rate match files and FLKRS final data files.*

In June 2018, the State Board of Education approved Rule 6M-8.601, FAC., which lowered the minimum readiness rate to 60 (60 points on a 100-point scale) and provided a “hold harmless” provision for VPK providers for the next two years’ VPK provider readiness rates (VPK Program Years 2016-17 and 2017-18).

OEL published a readiness rate for the 2017-18 VPK program year. However, for the 2017-18 readiness rates, no new providers were placed on probation. The standard for the readiness rate was that at least 60 percent of the children included in a provider’s readiness rate had to score 500 or higher on the assessment. For the 2017-18 VPK program, there were 6,623 VPK programs, of which 6,089 received a readiness rate. Of those programs 3,822 or 58% received a readiness rate of 60 on 100-point scale or higher meeting the standard set in rule.

While no new providers were placed on probation for the 2017-18 VPK program year, a readiness rate of less than 60 is low performing and providers were strongly encouraged to consider rigorous and developmentally appropriate improvements to their VPK instructional practices. OEL and early learning coalitions assisted through opportunities for training, technical assistance and guidance.



## Special-Focus Networks

### Inclusion 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 OEL 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.

#### WARM LINE & INCLUSION TECHNICAL 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. Note: These children do NOT have an identified special need.	24,987
<b>Social Emotional</b> Observations and strategies to address social emotional/ behavioral concerns, to help children succeed in the early learning environment.	6,421
<b>Identified Special Needs/IDEA/ADA</b> Observations and strategies to address each child’s individual plan (IEP/IFSP). Note: These children have an identified special need. Information provided to early learning programs and families on ADA and other anti-discrimination laws.	1,714
<b>Special Health Care Needs TA/504 Plan</b> Observations and strategies to address children that have a medical concern, such as asthma, diabetes, severe allergies, or congenital conditions that require assistance beyond “quality” or “delay”.	246
<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.	12,390
<b>Screening/ Assessment (all types)</b> Any activity related to screening or assessment regarding inclusion services or special needs, data entry concerns, scoring, administration, presentation of results and processing activities. Does not include routine developmental screenings in the School Readiness Program for children without concerns.	68,081
<b>Technical Assistance Totals support</b> 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.	89,930



## WARM LINE & INCLUSION TECHNICAL ASSISTANCE ACTIVITIES

Services Performed	# of Activities
<b>Referrals to other agencies</b> Processing paperwork, sharing contact information, follow-up phone calls.	8,713
<b>Training</b> of providers, this category includes training offered by the inclusion specialist or any other ELC staff member whether by an individual or group on behalf of the ELC.	7,695

### Infant/Toddler Specialist Network

OEL 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 community connections, 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. In 2017, OEL launched the infant/toddler initiative, 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 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 Infant and Toddler Care System, developed by Mimi Graham, et al - 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/>.

In 2018-19, OEL continued to support the network through the following activities:

- Monthly conference calls with guest speakers providing current, research-based information on important topics such as supporting reflective practice, understanding child development to support early intervention, supporting breastfeeding in child care centers and supporting family child care providers.
- A retreat in February 2019 with presentations on Safe Baby, a community-based training to empower parents and providers to prevent infant mortality, an overview of the 10 Components of Quality Infant and Toddler Care, and opportunities to network and collaborate.
- The launch of the FSU 10 Components of Quality, Infant and Toddler Care train-the-trainer initiative in June 2019. This training allows early learning coalition staff to support continuous quality improvement in infant-toddler programs using the 10 Components system of training and observations with the 10 Components tool.



## Preschool Network

In September 2018, OEL 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.

### Preschool Quality Indicators

- 

**Safe & Healthy Program Practices**  
High-quality programs ensure the health and safety of children.
- 

**Education, Training and Support**  
Well-prepared educators provide engaging interactions and classroom environments that support learning.
- 

**Comprehensive Early Learning Standards and Curricula**  
High-quality programs have curricula that are based on comprehensive early learning standards, address the whole child, are developmentally appropriate and are effectively implemented.
- 

**Group Sizes and Ratios**  
Fewer students in a classroom and more staff facilitates high-quality interactions between teachers and children.
- 

**Classroom Environment and Interactions**  
Programs use developmentally, culturally and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the curriculum goals. Programs promote positive relationships among all children and adults.
- 

**Support for Diverse Learners**  
High-quality early learning programs meet the needs of all students, including English language learners and students with special needs.
- 

**Assessment of Child Progress**  
Programs are informed by ongoing systematic, formal and informal assessment approaches to provide information on children's learning and development.
- 

**Comprehensive Program Assessments**  
High-quality early childhood systems evaluate program quality in terms of both structure and classroom interactions.
- 

**Family Engagement**  
High-quality programs engage families in meaningful ways.
- 

**Community Relationships**  
Preschoolers and their families are strengthened when programs help link them to needed community supports.

Beginning in January 2019, OEL, 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



## Select Programs and Projects

### Child Care Executive Partnership Program



The Child Care Executive Partnership (CCEP) is a public-private partnership program that helps employers meet the needs of their working parents. Operating under the authority of Section 1002.94, Florida Statutes, the board of directors and participating partners draw staff support from OEL.

The program enables early learning coalitions to work with private and community employers to match federal and state funding on a dollar for-dollar basis with contributions from local governments, charitable foundations and private businesses to provide child care services to participating families. This effectively doubles funding available for early education and care for working families in these communities.

2018-19 Highlights
Participants included <b>437 private business partners, 22 public entities and 34 non-profit agencies.</b>
There were <b>10,779 children</b> served.*
Of those, 2,205 were served because businesses provided an <b>employee benefit match</b> for their employees.
<b>8,574</b> children received child care assistance due to a <b>community benefit match contribution</b> (purchasing pool) from private, public and non-profit partners.

*\*Children served includes duplicate counts of children who moved between child care settings.*





In fiscal year 2018-19, the legislature appropriated \$15 million for the CCEP program and 20 coalitions including RCMA participated. The following table shows the board approved allocations and expenditures.

Coalition	Allocation	Expenditures	Percentage
Brevard	91,386	65,734	71.9%
Broward	2,774,949	2,774,949	100.0%
Duval	734,236	734,113	100.0%
Hillsborough	864,405	824,405	95.4%
IRMO	594,872	511,095	85.9%
Manatee	946,070	946,026	100.0%
Marion	19,663	10,074	51.2%
Miami-Dade and Monroe	2,148,218	1,979,951	92.2%
North Florida	18,835	16,680	88.6%
Northwest Florida	198,614	198,610	100.0%
Orange	835,911	698,172	83.5%
Palm Beach County	3,450,603	3,450,603	100.0%
Pasco and Hernando	106,723	82,158	77.0%
Pinellas	973,782	954,538	98.0%
Polk	100,595	77,126	76.7%
St. Lucie	153,676	153,676	100.0%
Sarasota	290,262	290,262	100.0%
Seminole	60,964	16,613	27.3%
Southwest Florida	252,341	201,844	80.0%
RCMA	383,895	383,895	100.0%
<b>Statewide Total</b>	<b>15,000,000</b>	<b>14,370,524</b>	<b>95.8%</b>

Source: OEL SR Expenditure Workbooks FY 2018-19 data as of November 2019; does not reflect final expenditure reconciliations.



## Preschool Development Grant Birth Through Five (PDG B-5)

### Overview

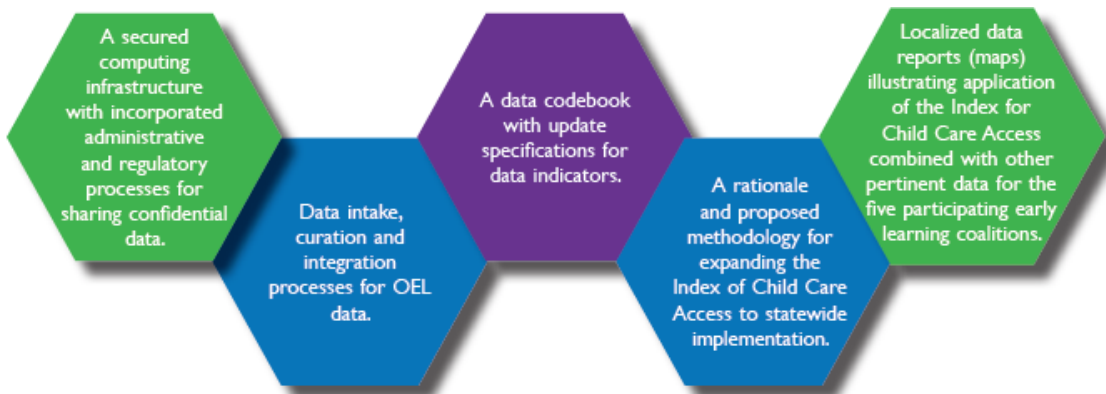
OEL was awarded an initial Preschool Development Grant Birth through Five (PDG B-5) in the amount of \$8,520,000 for the period of December 31, 2018 through December 30, 2019. Through the PDG B-5 grant, OEL has been working to implement measures that build on existing framework and infrastructure to increase the quality, alignment and efficiency of Florida's early childhood care and education mixed-delivery system of programs and services (ECE). The overarching goals of the initial PDG B-5 were:

- **Build on the statewide needs assessment portal** to enable better assessment of needs, access and quality for informed data-driven policy solutions;
- **Create a strategic plan** for comprehensive statewide early childhood care and education mixed-delivery system.;
- **Streamline policies and enrollment**, improve access and availability of high-quality early childhood care and education programs and services for families, increase family engagement, and provide high-quality consumer education for families across funding streams, programs and services; and
- **Increase access to effective quality improvement strategies** by developing standards for and expanding access to professional development, coaching and related supports that improve kindergarten readiness, transitions and early grade success.

### Early Care and Education Needs Assessment (ECENA)

The Child Care and Development Fund (CCDF) program requires Florida to collect and provide information on the supply and demand of child care and education services and characteristics and locations of potentially eligible families. Florida’s ECENA data portal provides centralized access to 44 indicators about children, families and early child care and education that are relevant to local and statewide responses. OEL works with the University of Florida Family Data Center and Anita Zucker Center to update and enhance the ECENA data portal on an annual basis. It is available to the public via OEL’s website under *Statewide Initiatives*.

From 2017 to 2018, the ECENA project expanded to include a pilot project, testing the feasibility of applying the Child Care Access Index in the state of Florida using only established administrative data. The pilot selected five early learning coalitions with an established history of implementing quality improvement programs to participate. The purpose of the pilot was to understand the patterns of child care subsidy use (i.e., location, provider type and quality) among low-income families in those early learning coalitions. Results from the pilot include developing:







Over the 2018-19 fiscal year and through the PDG B-5, OEL has worked with the UF Anita Zucker Center to facilitate data sharing agreements with SAC partner agencies to integrate each entity's data within the ECENA portal, expand the Child Care Access Index statewide, and complete a comprehensive statewide assessment of needs, access and quality of ECE programs and services across sectors.

### Strategic Plan and State Advisory Council

To assist in guiding the PDG B-5 Needs Assessment and development of the Strategic Plan, OEL engaged the PDG B-5 State Advisory Council for Early Care and Education, representative of 16 different partner organizations and agencies. The SAC met multiple times during the 2018-19 state fiscal year to bring together existing plans and priorities and create a shared vision for addressing the most pressing needs of children birth through age five and their families. Both the Needs Assessment and Early Childhood Strategic Plan are complete and have been accepted by the federal grant officer. The final Early Childhood Strategic Plan outlines action steps the state can take over the next three years to further increase coordination, collaboration and efficiencies among the ECE mixed delivery system. In addition, OEL continues to work with numerous partners to implement a number of other initiatives and projects funded through the initial PDG B-5.



### Impact Project

As part of the new Early Childhood Training and Technical Assistance System, the Child Care State Capacity Building Center launched the **Impact Project for States and Territories** in 2016. The three year technical assistance project is designed to support states and territories in developing their capacity to implement their early childhood projects and priorities. Florida was one of nine states and several territories selected for the project through a competitive application process. Those chosen have diverse populations, geographies and entry points for advancing quality but are similar in their commitment to building stronger early childhood systems to support significant change for young children from low-income families. Through the Impact Project, OEL has worked to create a comprehensive early learning system by integrating current quality initiatives and enhancing the Early Learning Performance Funding Project.



## 2018-19 Year in Review – Early Learning Coalitions

### Comprehensive Consumer Education

During this past Fiscal year, the **Early Learning Coalition of Duval County's** Child Care Resource & Referral (CCR&R) Department participated in over 29 community-based visibilities reaching well over 1,000 families. Although, the visibilities were geared towards children and families, visibilities were strategically selected to connect with parts of the community that typically were not exposed to CCR&R information. These include, World Refugee Day, Be My Neighbor, Children Emotion (Spanish Event) and Kipp Spring Fest. The coalition made a great impact educating the community on the School Readiness program, parental choice, and quality child-care. CCR&R resources were also shared with families by phone, email and in person. Over 27,652 customers came into the office, 44,146 calls and 1,212 emails were received. In partnership with other social service agencies, the coalition educated families on all the social service benefits that are available in the community through visibilities, workshops and family fun events. The Early Learning Coalition of Duval is committed to educating families and promoting quality child care.

The **Early Learning Coalition of the Emerald Coast** recruited and retained various community partnerships with the goal to equip local parents and families with the proper tools and knowledge to make informed decisions that are best for them and their children. Some of these partnerships include, but are not limited to, Okaloosa County Health Improvement Partnership, Walton County Health Improvement Partnership and the Tri County Military Initiative Advisory Board. In Fiscal Year 2018-19, the coalition participated in many community events coordinated by community partners to provide comprehensive consumer education to families and the public. These events included, but are not limited to, the Emerald Coast Health Fair, Emerald Coast Home and Boat Show, Rock United, the World's Greatest Baby Shower, 14<sup>th</sup> Annual Christmas Miracle, City of Fort Walton Beach Annual Fall Carnival, and the 10<sup>th</sup> Annual Community Health and Outreach Fair. In addition, during the month of April the coalition promoted child abuse prevention through Pinwheels for Prevention. On April 12<sup>th</sup> the coalition hosted a screening of the film "Resilience," a one-hour documentary that delves into the science of Adverse Childhood Experiences (ACEs) and the birth of a new movement to treat and prevent Toxic Stress.

### Provider Financial Supports

The **Early Learning of Polk County's** Child Care Executive Partnership (CCEP) program provided services for families who may not otherwise be eligible for services or would have been on the waitlist. This program was supported by donations received throughout the year from local providers and businesses.

The School Readiness Performance Funding Project (PFP) quality program was designed to reward Tier 1-5 providers for achieving or maintaining a high level of quality as indicated by the Classroom Assessment Scoring System (CLASS) as well as the implementation of other strategies including child assessments, professional development, career pathways, coaching, or other approved strategies. Participant benefits included improved teacher child interactions, effective teaching practices, and improved classroom climate that can lead to a higher standard of care for the children in the community. Eligible participants received a higher per child reimbursement rate for each School Readiness (SR) birth through school age child in attendance. All active providers were assigned to levels of proficiency based on a composite score from prior CLASS assessments. In addition, active participants were required to complete specific deliverables during the course of three benchmark periods. At the end of the fiscal year, 78 providers actively remained in the PFP program.



A total of 4 Tier 1 providers were awarded the \$1,000 bonuses and 196 Tier 2-5 instructors/directors received stipend checks for successfully completing all benchmark deliverables in accordance with the PFP contract requirements.

The **Early Learning Coalition of Orange County** supported providers, their directors and teachers in order to meet state requirements for child care performance standards, implementing developmentally appropriate curricula and related classroom resources that support curricula, providing literacy supports, and providing professional development with the following programs:

- **Performance Funding Project (PFP)**- Ninety-five (95) early care and education providers participated in PFP.
- **Florida Association for the Education of Young Children (FLAEYC)** - The coalition distributed forty-nine (49) scholarships for directors and providers to attend the statewide conference and leadership day. Providers were also awarded additional funds for **Continuing Education Units (CEUS)** to maintain their credentials.
- **University of Central Florida (UCF) Early Childhood Summer Institute**- The ELC of Orange distributed twenty (20) scholarships for providers to attend the three-day intensive workshops.
- **National Family Child Care Home Association** - A significant number of family child care providers received a scholarship to attend the National Family Child Care Home Association Annual Conference.

### Training and Technical Assistance

In addition to core trainings on topics such as the early learning developmental standards, developmental screenings, CLASS and MMCI, the **Early Learning Coalition of St. Lucie County** also provided training and technical assistance through its Conscious Discipline Initiative, which focused on character and social emotional development. Over the course of the year, 243 St. Lucie County owners, directors and teachers participated in either a conference, training series or School Family Reunion community of practice group sessions. Resource Specialists documented 95 occurrences of social emotional technical support.

The Coalition also contracted with the Health Department of St. Lucie County to provide a full-time registered nurse and a part time dental hygienist to go to each contracted site to provide health screenings and record reviews on the children. In addition, the Health Screening Team provides education on health-related topics such as, health & safety.

The **Early Learning Coalition of Sarasota** held its 18th Annual Provider Conference entitled “Subitize and Analyze to Maximize: Teaching Math and Science to Young Minds.” A variety of workshops were offered to provide new and different strategies to the 266 registrations. A total of 58 different sites and 2 agencies were represented with 43 child care centers and 13 family child care homes.

The coalition also collaborated with the Sarasota Pregnancy Center to offer monthly trainings for the agency’s clients who were pregnant or recently had a baby. Parents and families engaged in small group meetings on topics of child development, parenting and quality child care, developmental milestones, ASQ screenings and VROOM. Sessions also touched on safe sleep practices, locating resources in the community and literacy research and activities.



### Quality Activities for Infant and Toddler Care

In addition to three cohorts of Infant Toddler MMCI (60 classroom teachers), the **Early Learning Coalition of Escambia County** created an infant toddler initiative, **Grow With Me**, that focuses on the practitioners teaching and caring for the birth to 3 age group. These practitioners are often the least experienced in delivering high-quality language-based interactions. Supporting the youngest learners with rich language experiences connects to future reading success. **Grow With Me** is one of the first projects of this caliber in the nation.

The coalition provided Nemours BrightStart! Toolkits for over 40 infant and toddler classrooms. In the **Grow with Me** 'baby rooms', the Toolkits provide language development tools as a 'script' for creating the strong language experiences needed for a baby brain to build connections. The Toolkit, combined with a language pedometer (LENA) that measures the conversational turns between the practitioner and the child, provides measurable progress on the practitioners' skill building. By linking language and interactions between adult and child, a nurturing, responsive classroom is created that fosters trust and emotional security which front-loads a very young brain with the connections to get ready to learn emerging language and literacy skills. Infant toddler classrooms had 87% of their days classified as 'interactive' with conversational turns (words and sounds between adult and child). These classrooms saw an increase of an average of 1.50 points in language modeling and support on a nationally normed teacher/child interaction assessment (CLASS) — an outstanding improvement.

The **Early Learning Coalition of Pinellas County** offered several programs to support early learning infant and toddler programs for families and providers within the coalition service area. Some of the programs offered included:-

- **Quest:** Quest is a 120- hour training program that is part of the Right from the Start initiative. Created to help assist instructors with obtaining the professional education requirements for the Child Development Associate National Credentialing Program with an Infant Toddler endorsement, Quest infuses a hands-on approach for participants to learn concepts through learning stations. It provides scholarship assistance and coaching to infant and toddler instructors to improve the quality of the learning environment. Nineteen (19) instructors completed, or are on track to complete, the Quest program and received intense coaching and support from the Infant Toddler Specialist. As of June 30 2019, ten (10) instructors have received their National Child Development Associate (NCDA). In addition, fifteen (15) instructors are in the process and on target to acquire the NCDA. Of the participating thirteen (13) instructors who completed Quest training during the 2018-19 FY, eleven (11) demonstrated improvement on the Classroom Assessment Scoring System (CLASS) which was done as a pre and post. Twelve (12) of the thirteen (13) instructors who completed Quest training during showed a gain in the survey results.
- **Infant-Toddler Scholarships:** The coalition offered opportunities for career pathway enhancements through the Right from the Start initiative. Coalition staff assisted instructors in leveraging the TEACH program and guided their professional development plan to meet their goals. In the 2018-19 fiscal year, nine (9) instructors earned their Infant Toddler Certificate from St. Petersburg College; two (2) students started working on their Infant Toddler Certificate; two (2) completed their Infant Toddler Certificate; five (5) students took classes towards their AS; one (1) student started classes towards a Masters.
- **Infant Capacity Building:** Designed to increase infant capacity as well as the quality of care for infants, the Infant Capacity Building Initiative will assist providers who wish to increase their capacity to serve children less



than twelve months of age. This comprehensive program includes stipends for licensed Pinellas County child care providers willing to open/expand infant classrooms or increase their capacity. The initiative includes stipends for infant equipment/materials, in addition to ongoing support from ELC staff through coaching and technical assistance. The stipend amounts depend on the type of facility, where centers will receive one stipend up to \$10,000 and FCCH's will receive one stipend up to \$5,000. Additional stipends may be awarded based on prioritizations to centers who are opening multiple infant classrooms. In the 2018-19 fiscal year, \$80,000 in stipends were awarded to nine (9) providers, including six (6) centers and three (3) FCCH's. Fifty (50) infant slots were created through these stipends.

### Inclusion

Warmline and referral information is promoted during provider meetings, and many facilities have the flyer displayed in their offices. Inclusive practices are embedded into training presentations as well as onsite technical assistance and child observation visits to child care facilities. During FY18/19, staff at the **Early Learning Coalition of India River, Martin and Okeechobee Counties** received and responded to 41 Warm-Line calls and provided oversight to developmental screenings. There were 1,342 screenings administered by Providers, of which 78% were within typical range. Staff conducted 24 observations and provided information, strategies and interventions to assist teachers and parents, as appropriate. Referrals were recommended for 55 children. Of the 55 referrals, 19 were for the Infant/Toddler age level, 28 were for preschool-aged children and 8 were referrals to behavioral health agencies.

In 2019, the **Early Learning Coalition of Pasco and Hernando Counties** Inclusion department partnered with the Substance Exposed Newborn Taskforce in both Pasco and Hernando Counties in order to share information, resources, and to create a supportive network for the families in our communities. Collectively, a comprehensive resource map was compiled, printed and distributed across the counties in health departments, doctor's offices, preschools, etc., to place needed information in the hands of parents and providers. The coalition also hosted several Florida Diagnostic & Learning Resources System (FDLRS) Trainings based on Conscious Discipline to include

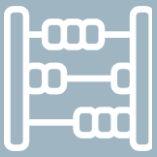
- **Creating a School Family Training:** The training focused on strategies to assist in strengthening the knowledge and importance of building essential relationships with the children in the classroom, how to implement strategies to promote a positive classroom community, and how to support children's social skill development. The learning outcomes included understanding the value of connection, relationships, and community in the classroom; implementing structures, routines, and rituals; practicing rituals that foster connection; and integrate social skill building into every aspect of the school day.
- **Brain Based Behavior:** The training focused on strategies to assist strengthening the knowledge and importance of building essential relationships with the children in the classroom, how to implement strategies to promote a positive classroom community, and how to support children's social skill development. The learning outcomes included understanding the three brain states that we operate from, and why, practicing composure and calming strategies to teach self-regulation.
- **Making Sense of Sensory/Self-Regulation:** The training focused on strategies for teachers to foster with children for self-regulation. The learning outcomes included understanding the differences in children, understanding the role of the seven senses, how to determine the sensory needs of a child and what do if they need extra support, implementing sensory supports for all children, and integrating sensory strategies throughout the day.



**Appendix A – Early Learning Coalition Service Delivery Fiscal Year 2018-19**

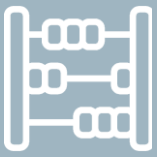
Coalition (Counties Served)	CCR&R	School Readiness	VPK	Inclusion
<b>Alachua</b>	✓	✓	✓	✓
<b>Big Bend</b> (Leon-Gadsden-Liberty-Taylor-Jefferson-Madison-Wakulla)	✓	✓	✓	✓
<b>Brevard</b>	✓	✓	✓	✓
<b>Broward</b>	First Call For Help Broward 2-1-1	✓	✓	✓
<b>Duval</b>	✓	✓	✓	✓
<b>Emerald Coast</b>	✓	✓	✓	✓
<b>Escambia</b>	✓	✓	✓	✓
<b>Flagler and Volusia</b>	✓	✓	✓	✓
<b>Florida's Gateway</b> (Union-Columbia-Suwannee-Lafayette-Hamilton)	✓	✓	✓	✓
<b>Florida's Heartland</b> (Charlotte-DeSoto-Hardee-Highlands)	✓	✓	✓	✓
<b>Hillsborough</b>	✓	Hillsborough County School District Early Childhood School Readiness Programs	✓	✓
<b>IRMO</b> (Indian River-Martin-Okeechobee)	✓	✓	✓	✓
<b>Lake</b>	✓	✓	✓	✓
<b>Manatee</b>	✓	✓	✓	✓
<b>Marion</b>	✓	✓	✓	✓
<b>Miami-Dade/Monroe</b>	✓	✓	✓	✓
<b>Nature Coast</b> (Citrus-Sumter-Dixie-Levy-Gilchrist)	✓	✓	✓	✓
<b>North Florida</b> (Clay-Nassau-Baker-Bradford-Putnam-St. Johns)	Episcopal Children's Services	Episcopal Children's Services	Episcopal Children's Services	Episcopal Children's Services
<b>NW Florida</b> (Calhoun-Franklin-Gulf-Homes-Jackson-Washington-Bay)	✓	✓	✓	✓
<b>Orange</b>	Community Coordinated Care for Children	Community Coordinated Care for Children	Community Coordinated Care for Children	✓
<b>Osceola</b>	Community Coordinated Care for Children	Community Coordinated Care for Children	Community Coordinated Care for Children	✓
<b>Palm Beach</b>	✓	✓	✓	✓

*Continues next page.*



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

Services delivered by early learning coalition
CCR&R, School Readiness, VPK or inclusion services delivered by service provider
Inclusion services delivered by separate service provider



## 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 2018-19**

Early Learning Coalition	School Readiness Enrollments*	Number of Children Below 150% of Federal Poverty Level	Percent of Children Served Compared to Number Below 150% of Federal Poverty Level
State **	146,986	552,248	27%
ELC of Alachua County	2,291	5,723	40%
ELC of the Big Bend Region	4,908	11,427	43%
ELC of Brevard	5,209	11,957	44%
ELC of Broward County	10,769	48,435	22%
ELC of Duval	10,282	31,286	33%
ELC of the Emerald Coast	2,086	6,309	33%
ELC of Escambia County	3,332	9,612	35%
ELC of Flagler & Volusia Counties	5,288	15,398	34%
ELC of Florida's Gateway	1,670	5,331	31%
ELC of Florida's Heartland	2,161	9,716	22%
ELC of Hillsborough County	12,618	41,983	30%
ELC of Indian River, Martin, and Okeechobee Counties	2,380	7,732	31%
ELC of Lake County	2,504	8,044	31%
ELC of Manatee County	2,522	9,452	27%
ELC of Marion County	3,019	10,625	28%
ELC of Miami-Dade/Monroe	20,919	81,384	26%
ELC of the Nature Coast	2,124	7,978	27%
ELC of North Florida	4,387	13,598	32%
ELC of Northwest Florida	3,005	10,184	30%
ELC of Orange County	11,722	42,573	28%
ELC of Osceola County	2,410	11,798	20%
ELC of Palm Beach County	9,091	32,883	28%
ELC of Pasco and Hernando Counties	4,326	15,654	28%
ELC of Pinellas	6,713	20,625	33%
ELC of Polk County	6,557	23,566	28%
ELC of St. Lucie	3,067	9,593	32%
ELC of Santa Rosa	917	3,668	25%
ELC of Sarasota	1,737	6,420	27%
ELC of Seminole	2,239	8,408	27%
ELC of Southwest Florida	5,952	30,886	19%
RCMA***	1,512	NA	NA

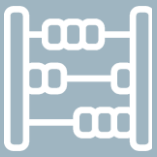
Sources: US Census Bureau - Census 2010; American Community Survey 2013-2017; Florida Demographic Estimating Conference, February 2019, Florida Demographic Database, 2019; OEL, EFS Modernization School Readiness enrollment data.

\* School Readiness paid enrollments include infants, toddlers, 2-year-olds, and preschool 3-year-olds, 4-year-olds and 5-year-olds.

\*\*The sum of coalition data does not equal the statewide total. Children may be served by more than one coalition over the fiscal year.

\*\*\*RCMA serves children in multiple counties.





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

Percentage of Eligible Children in School Readiness Program  
Paid Enrollments\* by Early Learning Coalition: Fiscal Year 2018-19

County	School Readiness Enrollments*	Number of Children Age 0-5 Below 150 Percent of Federal Poverty Level	Percent of Children Age 0-5 Served Compared to Number Below 150 Percent of Federal Poverty Level
State **	146,986	552,248	27%
Alachua	2,291	5,723	40%
Baker	377	736	51%
Bay	1,704	5,923	29%
Bradford	326	725	45%
Brevard	5,209	11,957	44%
Broward	10,769	48,435	22%
Calhoun	97	287	34%
Charlotte	956	3,277	29%
Citrus	868	3,427	25%
Clay	1,084	4,657	23%
Collier	1,295	8,933	14%
Columbia	1,109	2,326	48%
Miami-Dade	20,505	80,290	26%
Desoto	147	1,481	10%
Dixie	42	730	6%
Duval	10,282	31,286	33%
Escambia	3,332	9,612	35%
Flagler	608	2,589	23%
Franklin	30	247	12%
Gadsden	783	2,033	39%
Gilchrist	121	676	18%
Glades	16	336	5%
Gulf	76	331	23%
Hamilton	92	509	18%
Hardee	244	1,670	15%
Hendry	447	1,967	23%
Hernando	972	4,371	22%
Highlands	814	3,288	25%
Hillsborough	12,618	41,983	30%
Holmes	171	925	18%
Indian River	909	3,494	26%
Jackson	679	1,658	41%

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County	School Readiness Enrollments*	Number of Children Age 0-5 Below 150 Percent of Federal Poverty Level	Percent of Children Age 0-5 Served Compared to Number Below 150 Percent of Federal Poverty Level
Jefferson	181	546	33%
Lafayette	19	296	6%
Lake	2,504	8,044	31%
Lee	4,194	19,650	21%
Leon	3,195	6,322	51%
Levy	463	1,478	31%
Liberty	50	216	23%
Madison	255	1,031	25%
Manatee	2,522	9,452	27%
Marion	3,019	10,625	28%
Martin	1,013	2,473	41%
Monroe	414	1,094	38%
Nassau	318	1,474	22%
Okaloosa	1,696	4,378	39%
Okeechobee	458	1,765	26%
Orange	11,722	42,573	28%
Osceola	2,410	11,798	20%
Palm Beach	9,091	32,883	28%
Pasco	3,354	11,283	30%
Pinellas	6,713	20,625	33%
Polk	6,557	23,566	28%
Putnam	1,203	3,168	38%
St. Johns	1,079	2,838	38%
St. Lucie	3,067	9,593	32%
Santa Rosa	917	3,668	25%
Sarasota	1,737	6,420	27%
Seminole	2,239	8,408	27%
Sumter	630	1,667	38%
Suwannee	349	1,683	21%
Taylor	210	486	43%
Union	101	517	20%
Volusia	4,680	12,809	37%
Wakulla	234	793	30%
Walton	390	1,931	20%
Washington	248	813	31%
RCMA***	1,512	NA	NA

Continues next page.



Sources: US Census Bureau - Census 2010; American Community Survey 2013-2017; Florida Demographic Estimating Conference, February 2019, Florida Demographic Database, 2019.

Source: OEL, 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.

\*\*The sum of county data does not equal the statewide total. Children may be served by more than one county.

\*\*\*RCMA serves children in multiple counties.



# OFFICE OF EARLY LEARNING ANNUAL REPORT 2018-19



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