## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of Direct Enhancement Services</td>
<td>1</td>
</tr>
<tr>
<td>Comprehansive Consumer Education</td>
<td>1</td>
</tr>
<tr>
<td>Provider Financial Supports</td>
<td>3</td>
</tr>
<tr>
<td>Training and Technical Assistance</td>
<td>6</td>
</tr>
<tr>
<td>Quality Activities for Infant and Toddler Care</td>
<td>11</td>
</tr>
<tr>
<td>Monitoring</td>
<td>12</td>
</tr>
<tr>
<td>Inclusion</td>
<td>15</td>
</tr>
<tr>
<td>Data Summary</td>
<td>23</td>
</tr>
<tr>
<td>Children Served in School Readiness</td>
<td>23</td>
</tr>
<tr>
<td>Child Disenrollment</td>
<td>23</td>
</tr>
<tr>
<td>Provider Type</td>
<td>24</td>
</tr>
<tr>
<td>School Readiness Provider Revocation</td>
<td>24</td>
</tr>
<tr>
<td>Voluntary prekindergarten Provider Revocation</td>
<td>25</td>
</tr>
<tr>
<td>Children Served by Provider</td>
<td>25</td>
</tr>
<tr>
<td>Fiscal Summary</td>
<td>26</td>
</tr>
<tr>
<td>Program Funds</td>
<td>26</td>
</tr>
<tr>
<td>Details of Expenditures by Fund Source</td>
<td>26</td>
</tr>
<tr>
<td>Coalition Staff and Related Expenditures</td>
<td>26</td>
</tr>
</tbody>
</table>
COMPREHENSIVE CONSUMER EDUCATION

Describe how the Coalition coordinated resource and referral programs specifically related to the provision of comprehensive consumer education to parents and the public regarding participation in the school readiness program and parental choice.

The Early Learning Coalition of Sarasota County engages families, elevates providers, and educates community members, volunteers, local leaders and funders in the work and mission of the ELC. We work diligently to ensure families have access to high-quality early care and education, including how to access the School Readiness program and financial assistance. We also provide them with any additional resources they need to thrive. We support early educators with the tools, essential resources and professional development they need to implement and maintain enriching, high-quality classroom environments, thereby supporting the families they serve directly.

Over the last year, the Early Learning Coalition of Sarasota County successfully tackled the constraints of the pandemic by using a creative mix of traditional communications and programming with new, innovative techniques in order to expand and enhance our reach. From launching digital communication platforms to offering outreach events in drive-thru style, our team stepped up to make strategic moves to better serve our children, parents and providers.

2020-2021 Highlights

- Our family survey results consistently indicate families find our office and staff helpful and welcoming and the feedback has been overwhelmingly positive.


- We sent regular e-blasts or texts to over 4,000 families with family engagement resources.

- We launched several parent-centric social media campaigns involving 3T’s, Vroom and VPK and social media continues to be an ever increasing important aspect for reaching both parents and the public.

- We successfully hosted our first Storybook Street: a FREE, literacy-meets-the-arts, drive-thru book distribution. We partnered with a dozen professional arts agencies who helped us bring books to life. We distributed more than 6,000 books to 600 young children in 3 hours. Each family drove away with 17 new books.

- We joined the nationwide, virtual, human services platform called Unite Us. The site allows us to receive childcare referrals from social service agencies across the region and it also allows us to continue the referral process for that same client if they need other services.
Our new LENA Grow language and literacy program has a parent component. The classroom-based program also provides a take-home packet to engage parents by offering tips on conversation starters and showing them ways to increase words and take “turns” when talking, reading and singing with their child.

ELC brochures and informational folders were provided to a local nonprofit called Mothers Helping Mothers to be distributed to their clients. Folders included CCR&R literature, VPK, quality checklist, QRIS 5-star rating program, literacy programs and more.

We distributed books stuffed with ELC brochures to young children at All Faith’s Food Bank drive-thru event in March 2021.

ELC has multiple early literacy initiatives including Literacy Buddy program, where books are distributed to children along with tips and information for parents.

CCR&R information and assistance was offered to families in both English and Spanish at a variety of outdoor or drive-thru outreach events. We also distributed brochures and flyers about additional resources outside of childcare (early literacy, milestones, mental health, special needs and developmental screenings).

We continued with the promotion of the VROOM parenting app, and local community parenting initiatives such as 3Ts and Mind in the Making.

We held virtual meetings with community groups and used provider input for topics and speakers.

We sent regular e-blasts to providers with information, training, and resources and held weekly virtual Directors’ Connection meetings, and often the focus is on outreach, ensuring their families know of all resources available through the coalition.

We offered information, assistance, and access to other resources for our consumers in both English and Spanish.

We continued our QRIS 5-star quality rating program called Look for the Stars with 90 of our community childcare providers voluntarily participating in the program. This provides a tool to parents regarding quality care, and is part of family engagement efforts overall.

We continued to participate in community outreach events including outdoor back-to-school events, back to school drive-thru events with Hope4Communities, kid’s safety events and drive-thru community baby showers with information provided in both English and Spanish. Additional events were scheduled but cancelled due to Covid-19.

We upgraded our marketing and community outreach materials through local foundation funding and grant opportunities.
EVALUATION OF DIRECT ENHANCEMENT SERVICES

- We participated in Children’s Literacy Week which raises awareness for parents and the community.

- We maintained effective and successful partnerships with multiple entities including all early childhood serving agencies, youth serving agencies, our providers, local health department, clinics, arts organizations, etc.

- We continued to educate employers and business partners on how they can support their employees who are parents of young children.

- With the help of community volunteers, we continued to provide take-home books to 450 children through our Literacy Buddy program. The program specifically targets high-needs preschools.

- Our Children Who Read Succeed program continued to reach over 1200 families.

- We continued management of the Warmline which allows for support for teachers, parents and the child and offered relevant trainings as appropriate.

- We continued to promote child developmental screenings and follow up.

- We promoted a wide range of materials to support families and providers during Covid-19, resources for at-home learning, mental health and stress reduction. This included sharing a variety of resources and links through e-mail and texting specifically during the summer months to help with transition to school and to promote learning over the summer.

PROVIDER FINANCIAL SUPPORTS

Provide a list of grants, awards, or bonuses offered to school readiness program providers to assist them in meeting applicable 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.

Include the qualifying criteria to receive financial supports and related monitoring activities to verify appropriate use of support.

School Readiness Quality Dollars:
The Coalition offered four mini grant cycle in this time frame to provide a variety of materials to improve quality. These included Calming Kits as well as two cycles of infant toddler specific materials and one focused on different social emotional support materials. A total of 51 different providers applied for and received these additional materials to enhance the quality of their classrooms. Appropriate items were chosen from a variety of categories including dramatic play, blocks, gross motor, fine motor, and sand and water. Providers were required to demonstrate how the materials these materials would be incorporated into the classroom.
with the corresponding Florida Early Learning and Developmental Standards, listing the
domain, standard and benchmark the activity will address.

Eligibility criteria for providers: Have a current School Readiness contract with the Coalition
with priority given to sites participating in our local QRIS.

**PDG Mental Health Grant:**

The Coalition used its PDG mental health grant to provide Conscious Discipline online training
and materials to 96 teachers, along with complementary training on the DECA (Devereux
early childhood assessment) tool which provides information on protective and risk factors
for individual children. In addition, ELC staff facilitated 3 Cop sessions on the use of the
varied materials and offer individualized TA as needed to assist with implementation.

The purpose of this grant was to increase teacher’s skills in responding to children
experiencing challenging behaviors within the classroom or were struggling in some other
way. Enhancing teachers skills in responsive caregiving ultimately impacts quality overall in
early care/education programs. The grant positively impacted the teachers who completed
the online course and are utilizing the materials. It has helped them to understand the
meaning of the behavior, the impact of trauma on children, looking at protective and risk
factors, and how to appropriately respond to children’s individual needs.

Eligibility criteria for providers: Have a current School Readiness and/or VPK contract with the
Coalition.

**CARES & CRRSA Grants**

- Covid-19 Crisis Emergency Funding Assistance for Early Learning/Child Care Providers
- Bonuses to Providers
- Phases III, IV and V
- Fee Waivers for all parent copayments
- VPK Closure days due to COVID

The Coalition was the recipient of Coronavirus Aid, Relief, and Economic Security Act (CARES)
and Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) funds
through the Office of Early Learning to support providers in remaining open and reopening
during the COVID-19 Pandemic.

Eligibility criteria for providers: Eligibility for all the above was set in guidance developed by
the Department of Education, Office of Early Learning.

Bonuses to Providers: The Coalition used CARES funding to provide financial incentives for
providers serving the children of first responders and health care workers. Bonus amounts ranged
from $500 to $4000 per month per provider with a maximum of $12,000 per provider. Fifty-three
providers received these financial incentives.
Phase III Reopening Support Grants for Providers: Ten providers received grants during the timeframe of this annual report

Phase IV Additional Support Grants for Providers: Ninety nine providers received grants

Phase V Support Grants for Providers: Ninety six providers received grants

Fee Waivers: In accordance with DEM Order No. 20-004 all parent co-payment fees were waived for 1,102 children in May 2021 and 800 in June 2021.

VPK Closure Days due to COVID: Four providers received compensation for closure days beyond the regular five-day allowance.

There was also continued payment on enrollment for the early part of this reporting period with a phase out approach to return to normal payment policies.

Local Funds or Grants

Using local funds, the Early Learning Coalition of Sarasota County continues to offer limited scholarships for teachers and/or directors that are currently employed in a site participating in our local QRIS -Look for the Stars program, to assist with the costs of ECE courses when requested. The Coalition also offers scholarships for continuing education courses that include attending state association conferences, taking courses in early childhood education or other opportunities for enhancement of professional skills and abilities. We require proof of attendance and a report from all teachers who receive assistance indicating what was learned and the impact it will have on their early education work.

We encourage teachers to apply for TEACH scholarships and it is required to confirm this as part of the process to receive education scholarship or financial assistance from us. We reminded all providers throughout the year of this resource, especially since TEACH was offering scholarships for Bachelors level degrees. Having local teachers involved in TEACH reduces the need for those teachers to seek funds from the Coalition and thus there are resources for additional professional development projects. In order to ensure that teachers are able to continue on a professional development path, the Coalition offers to reimburse Look for the Stars sites for the co-payments that are required of them as part of the TEACH contract, and also reimburse students at participating sites for their TEACH co-payments.

We sponsored 16 teachers to the FLAEYC conference in October 2020.

Eligibility criteria for providers: Have a current School Readiness and/or VPK contract with the Coalition and participate in our local QRIS.
Provide a list and description of trainings and/or technical assistance activities the coalition offered to school readiness program providers, staff and parents in each of the following areas.

- **Early Learning Standards**
  - Providers on Probation: Staff Development Plans: *The Staff Development Plan is designed to help VPK Providers on Probation strengthen their instructions in Language Development and Phonological Awareness. The Staff Development plan includes both required and recommended trainings and activities. All required trainings and activities must be completed and documented appropriately to maintain compliance.*

- **Child Screenings and Assessments**
  - *Implementing GOLD: Exploring MyTeaching Strategies:* Teachers will learn about the components of their Teaching Strategies® solution and how to begin implementation. Time will be spent examining the foundations of curriculum and assessment and how Teaching Strategies® solutions aid teachers in carrying out best practices in the classroom and beyond. Participants will discuss how the components of their Teaching Strategies® solution come together to support teachers, children, and families throughout the day.
  - *E-DECA:* Discover how the Devereux Early Childhood Assessment Program (DECA) can help enhance strengths and promote resilience of children.
  - *Weekly Directors’ Connection:* see above

- **Developmentally Appropriate Curricula and Character Development**
  - *ELFL Designing Infant/Toddler Environments; 3 CoPs for the online course:* In this course, you’ll learn how to provide a warm, safe, and engaging learning environment for the infants and toddlers in your care. In addition, you’ll develop a deeper understanding of how children learn, and what you can do to support their learning.
  - *ELFL Dual Language Learners CoP; part 3 of 3:* Learn about the major stages of learning the English language and use that information to help your children make the necessary adjustments needed when learning more than one language.
  - *ELFL Instructional Leadership; 3 CoPs for the online course:* Explore innovative and practical ways to support your teachers’ professional growth. Instructional leadership is all about providing teachers with the support they need to create high-quality interactions, implement developmentally appropriate practices, and build relationships with the children and families in the program.
  - *Beyond Centers & Circle Time; 4 part series:* An overview of play, social interaction descriptions as well as how to pre-arrange the learning environment so your children are engaged, allowing you time to observe their play.
**EVALUATION OF DIRECT ENHANCEMENT SERVICES**

- **ELFL Reframing Challenging Behaviors; 3 part series:** Designed to help early childhood professionals reduce the rates of preschool expulsion while promoting social and emotional development. It is created for program administrators and practitioners who work directly with young children. This course will offer many strategies for supporting children’s social and emotional development and preventing challenging behaviors with the goal of reducing early childhood suspensions and expulsions. We will focus on six main strategies, one per cycle, that you’ll be able to plan and implement in your own program. These strategies are job-embedded and will need to be implemented with the preschoolers in your setting.

- **Beyond Cribs & Rattles; 4 part series:** Offering knowledge about the creation of developmentally appropriate experiences for infants and toddlers.

- **Calming Strategies promoted by ELC but offered by Discovery Source:** The Early Learning Coalition is excited to announce a new training. Calming Kits, by Discovery Source, focuses on children’s emotional and self-regulation skills. It is a child-friendly teaching tool designed to support teachers as they help children learn essential strategies to identify and regulate the “big” feelings and emotions that are critical to their success in school and in life. Children will learn calming strategies that allow them to both understand and regulate their emotions effectively—how to successfully interact with peers, lower their feelings of stress, and be better prepared to engage and learn in the classroom by understanding their feelings, asking for help and learning to use the strategies on their own.

- **Inner Explorer:** A researched, proven program that offers a series of 5 minute audio guided mindfulness practices that are done each day. The program focuses on key areas to help prepare for learning, providing techniques to appropriately process stress, anxiety, difficult emotions, anger and more. It includes breathing/relaxation exercises that promote awareness of senses, thoughts and emotions. It is easy to implement, with minimal prep, and no assessments. Teachers watch a short training video and then can log in to a dedicated link for the daily guided practice specifically designed for preschool level.

- **Teacher-Child Interactions**

  - **Pre-K CLASS Overview:** The Classroom Assessment Scoring System (CLASS) is an observation tool that focuses on the effectiveness of classroom interactions among teachers and children that promote positive social and emotion growth through nurturing, well-managed and engaging classrooms. This training will help participants better understand the eight dimensions of the tool to improve quality in their interactions with children they care for in their classrooms. This training is for teachers of children 36-60 months.

  - **E-DECA:** Discover how the Devereux Early Childhood Assessment Program (DECA) can help enhance strengths and promote resilience of children.

  - **Infant CLASS Overview:** The Classroom Assessment Scoring System (CLASS) is an observation tool that focuses on the effectiveness of classroom interactions among
teachers and children that promote positive social and emotion growth through nurturing, well-managed and engaging classrooms. This training will help participants better understand the dimensions of the tool to improve quality in their interactions with children they care for in their classrooms. This training is for teachers of children 6 weeks-18 months.

- **Weekly Directors’ Connection:** Coalition led meetings for Directors and Family Childcare Owners to share ideas, swap ideas and hear updates.

- **Age-Appropriate Discipline Practices**

  - **Sanford Harmony:** A research-based, highly effective teaching strategy that strengthens classroom communities by helping each child understand and appreciate diversity in others. By breaking down barriers, Sanford Harmony enables students to connect and collaborate at much deeper levels. Early adopters have indicated that children feel more comfortable and connected in their classrooms, leading to more harmonious interactions and improved academic achievement.

  - **ELFL Reframing Challenging Behaviors; 3 part series:** Designed to help early childhood professionals reduce the rates of preschool expulsion while promoting social and emotional development. It is created for program administrators and practitioners who work directly with young children. This course will offer many strategies for supporting children’s social and emotional development and preventing challenging behaviors with the goal of reducing early childhood suspensions and expulsions. We will focus on six main strategies, one per cycle, that you’ll be able to plan and implement in your own program. These strategies are job-embedded and will need to be implemented with the preschoolers in your setting.

  - **Weekly Directors’ Connection:** see above

  - **911: Help for Teachers: Classroom Activities that Help Children Heal:** Learn about the roots of childhood trauma and brainstorm ways to create a consistently safe, supportive and trauma sensitive environment for all of our children using everyday teaching activities.

  - **Getting It Together; Using 3 Rs to Prevent Challenging Behaviors:** Learn how rules, routines and routines help reduce challenging behaviors and promote a positive classroom environment.

  - **Supporting Children through Transitions:** Keep you classroom running smoothly. Come explore ways to maximize your daily transitions for children 2 ½ years and older.

- **Health and Safety**

  - **Healthy Sarasota Childcare Recertification:** Become a Healthy Sarasota Childcare site and provide your children, families and staff with important healthy life
EVALUATION OF DIRECT ENHANCEMENT SERVICES

habits. This two part series will provide you with resources and support to promote healthy eating and active living at your site.

- **Minimum Best Practices Recommendations:** As providers in our community remain open or plan for re-opening during the Covid pandemic, a task force was convened by a local foundation to establish some minimum guidelines, best practices and community expectations for safety overall within the child care industry. Medical personnel and the Department of Health have reviewed and vetted these minimum best practices to be shared with Sarasota childcare providers.

- **Inner Explorer:** see above

- **Weekly Directors’ Connection:** see above

- **Nutrition**
  - No courses offered in this topic through the ELC as there are other options available to providers.

- **First Aid**
  - No courses offered in this topic through the ELC as there are other options available to providers.

- **Recognition of Communicable Diseases**
  - **Weekly Directors’ Connection:** see above
  - **Minimum Best Practices Recommendations:** see above

- **Child Abuse Detection and Prevention**
  - **Weekly Directors’ Connection:** see above

**Training and Professional Development Overview**
The ELC of Sarasota County continues to oversee and sponsor an extensive system for training and technical assistance for local child care providers. This entails numerous trainings and staff professional development opportunities throughout the year which focus on a variety of topics including Early Learning Standards, Child Screenings and Assessments, Developmentally Appropriate Curricula and Character Development, Teacher-Child Interactions, Age-Appropriate Discipline Practices, Health and Safety and Nutrition. During the 20-21 year 21 training opportunities were provided to 935 individual participants over the year, with many of those taking part in multiple training opportunities (as indicated by an unduplicated count of 231). Additionally 1 VPK specific training were provided. Most of our trainings are now done as a series of 3 or more sessions as opposed to one time sessions and now are constructed as “communities of practice” whenever possible. Due to Covid, trainings during this time period were offered virtually.
In response to the growing need for qualified teaching staff in our community, The Early Learning Coalition created a program titled REACH (Reaching Education and Career Heights). Launched 5 years ago, the program continues today. This program targets entry-level workers and provides them with the required 40-hour Introduction to Child Care Training along with additional trainings on Professionalism and the Florida Birth to Four Standards. Recruitment is through our local providers, Goodwill Job Connection, Salvation Army, the Women’s Resource Center, as well as, other county agencies and organizations.

This program is at no cost to the participant. To date, 30 or 72% fully completed the program. Of those completers, 18 or 60% remain successfully employed today in the field of Early Care and Education. While temporarily suspended due to COVID, this program is even more critical now given teacher shortages and has now resumed with a new cohort going into 21-22. Once the program resumed in the fall, the name was been changed to ASPIRE. This was required as there are other programs in our community with the same name and we wanted to minimize any confusion.

Online Trainings and one-on-one virtual coaching sessions were offered throughout the fiscal year in all training categories as noted above as well as other areas specific to the needs of individual providers. The coalition did not offer First Aid, Recognition of Communicable Diseases. Those are courses that providers can easily access through several other community partners. The Coalition focuses its trainings on those areas specifically related to early learning practices that impact child outcomes.

In the past, the Early Learning Coalition of Sarasota County routinely offered an annual provider conference in January. The ELC decided to postpone our 2021 conference due to the Covid pandemic but as the year progressed, the decision was made to cancel a 2021 conference and wait until a more appropriate time to organize a conference where participants would feel safe concerning health risks while attending.

ELC of Sarasota County also offers scholarship assistance to local teachers and directors to pursue professional development and continuing education. That information is reported on in the “financial support” section of this report.

School Readiness providers were informed of and supported through the implementation of the EFS Mod ASQ rollout in March through presentations and e-blasts. Sites received one on one, individualized TA sessions as needed so as to better understand the new ASQ process though EFS MOD. We continue to offer this assistance to ensure children are being screened.

Similar to the prior year, ELC coaching staff also facilitated several Communities of Practice for the practitioners who took ELFL courses during this past year. We opted for courses with Cop component as we felt that was the most effective model for our providers.
The Early Learning Coalition began collaborating with the Sarasota Medical Pregnancy Center in June 2017 to offer monthly trainings to its clients. We continue this program, hosting trainings for those clients who are currently pregnant or have a newborn at home. Based on a request from the Sarasota Pregnancy Center earlier this year, we revamped our delivery to quarterly trainings. We offer small group meetings on topics including child development, parenting and quality childcare, developmental milestones, ASQ screenings and VROOM. We also touched on topics such as Safe Sleep, identifying what quality childcare looks like, importance of early literacy and additional community resources that sometimes get overlooked. We continued our quarterly sessions until March, when it was decided to suspend face-to-face trainings during the pandemic.

**Staff:**
Coalition staff continue to access webinars and online trainings offered by various entities related to ASQ screening, challenging behaviors and best practice for children. The Early Learning Coalition is always represented on the Inclusion, QPS, CLASS Leads, Infant Toddler and VPK calls through OEL and at regional meetings for those same groups along with sitting on the Sarasota Chapter of FLAEYC and the Sarasota Technical School Advisory Boards. Sarasota ELC staff also attended DCF licensing meetings and conferences.

The monthly CLASS calls offer technical assistance from Teachstone to Coalition for staff on the various CLASS tools and includes clarification on scoring protocols. Coalition staff also remain reliable on the three CLASS tools, each going through reliability training and the practice videos. Staff continue to complete the calibration sessions on all CLASS tools.

Staff attended multiple Trauma-informed trainings; workshops related to best practice during COVID-19, training sessions on virtual trainings and coaching, FLAEYC Conference in October 2020, Reframing Challenging Behaviors as well as CoP Facilitators and Certified Coaching Calibrations.

**QUALITY ACTIVITIES FOR INFANT AND TODDLER CARE**
Provide a description of the quality activities and services the coalition provided to enhance infant and toddler care.

ELC of Sarasota County continued the exclusive local certification program called **STAR Babies** that was implemented several years ago. Unique to Sarasota County, this program is designed for childcare professionals who have dedicated their time and talents to caring for children ages birth through 2. The program is offered through a series of 10 sessions delivered by an early childhood specialist. Pre-pandemic, the program was offered through face-to-face lecture-style format, with infant and toddler teachers actively participating to enhance the quality of their day-to-day caregiving skills. Trainings dig deep into topics including evidence-based knowledge of neurodevelopment foundations, early language development, relationship-building, arrangement of environment and the importance of facilitating play experiences. Cohort numbers are purposely kept small in an effort to spark
conversation and create camaraderie among participants. Due to the pandemic however the full program was not able to be offered this year to new teachers. The focus was on connecting with prior cohort participants to ensure continuity of knowledge.

In order to maintain their certification, each STAR Babies caregiver from earlier cohorts must be involved in a professional development activity each year. After initial certification, they attend CoP’s to continue their exploration into developmentally appropriate infant/toddler care. Over the years, a pathway has been developed that includes a menu of options for the participants to choose from to meet the continued certification requirement such as an ELFL course, a DCF online, or work toward a specialized certification through the state college system. A CLASS assessment is periodically conducted to ensure the participants are continuing to offer quality infant/toddler care.

In addition to the full STAR Babies certification (which has now by the end of 20/21 fiscal year fully resumed now with a hybrid model of both in person and virtual modules), The Coalition’s early childhood coaches continue to facilitate or directly provided training and technical assistance to early care and education programs to improve the quality of care for infants and toddlers and as stated in the financial assistance to providers section of this report, mini-grants targeting infant toddler classrooms were offered.

Capacity remains the biggest hurdle for infant care in our community as it has for many years. The pandemic has compounded this issue, and in fact capacity is now an issue for all care levels. The Coalition works diligently with community partners and fellow providers to enhance infant care capacity. We continue to offer coaching to providers of newly-opened infant rooms. As a team, we re-examine these barriers and brainstorm alternate ways to provide necessary supports. As always, we offer mentoring and coaching opportunities to infant/toddler care teachers to ensure they achieve and sustain high quality standards.

MONITORING

Describe the process for monitoring of compliance with, and enforcement of, applicable state and local requirements.

The monitoring of our providers is done in accordance with all applicable requirements and according to our OEL approved policy copied below. Please note that this reflects the monitoring in place for the year being reported on now (20-21). The process will change in the new fiscal year as a result of new legislation and rules.

SR Monitoring of School Readiness Program Providers:

Tier 1 Compliance Tracking/Desk Review
A coalition shall annually monitor each of its SR program providers for Tier 1 compliance with a locally developed tracking log. The tracking log shall include the items below for each SR program provider:
1. Date of certified School Readiness Contract in accordance with Rule 6M-4.610, FAC. S:\General Policies and Procedures/027-SR Monitoring of SR Program Providers 7/10/19
2. Date of review of Department of Children and Families (DCF) exemption determination letter to ensure provider is eligible to provide the School Readiness Program, if applicable.
EVALUATION OF DIRECT ENHANCEMENT SERVICES

3. Date of completion of most recent Health and Safety Inspection (for all school readiness providers in accordance with Rule 6M-4.620, FAC).
4. A Program Assessment was completed in accordance with Rules 6M-4.740, FAC. Yes or No.
5. Date of completion of Quality Improvement Plan Elements (if applicable) in accordance with Rules 6M-4.740, FAC.
6. Conducting Developmental Screenings (if applicable) in accordance with Rule 6M-4.720, FAC.
7. Date of completion of orientation (if applicable) in accordance with Rule 6M-4.610, FAC, OEL-SR20.
8. Date of approval of annual CCR&R Provider Updates in accordance with Rule 6M-9.300(8), FAC.
9. Date of review for completion of monthly enrollment/attendance certifications; in accordance with Rule 6M-4.500(2), FAC for the month(s) reviewed for post attendance monitoring.
10. Dates of expiration of liability insurance coverage.

1. Tier 2 Monitoring - Using the OEL designated monitoring tool form for monitoring compliance with the statewide school readiness provider contract; the coalition will monitor a sample representative of all provider types funded by the coalition and include no less than the number indicated in the Minimum Annual Sample Size provided by OEL, The sample size is based on the number of SR programs funded by the coalition and not the total number of provider contracts. If a provider has multiple sites, each site must be included in the sample size and selection. This includes contracted provider program sites outside of the coalition service area. The Excel function for sampling is utilized for the random selection. The sample set is then narrowed based on date of last monitoring, with those of longest date of last monitoring selected over more recent monitoring. The coalition will monitor providers determined to be high risk more frequently than annually, and each high-risk provider’s monitoring schedule will be determined based on the actual monitoring results and provider’s follow up compliance. The number of findings as outlined by OEL in the monitoring tool Form OEL-SR20M defines high risk. For the initial monitoring schedule, historical monitoring results prior to the execution of the statewide school readiness provider contract will be used by the coalition to determine risk level when developing the monitoring schedule. For each provider monitored under Tier 2 monitoring, the coalition shall monitor a sample of at least twenty five percent of a SR program provider’s SR child files.

2. Corrective Action Plans - If observations of noncompliance are made by coalition monitoring staff using either Tier 1 or Tier 2 monitoring, the coalition shall require a Corrective Action Plan (CAP) be developed and implemented by the school readiness program provider. The coalition must notify the provider in writing. The notice must identify the specific requirement(s), which the provider failed to meet and describe how the provider failed to meet each requirement. In addition, the notice must provide a detailed description of any required corrective action and set a deadline for completion of the corrective action, preferably within 30 days. Finally, the notice must state that the provider may request a review of the findings of noncompliance. Upon determining that the provider has satisfactorily completed the corrective action, the coalition shall notify the provider in writing.

Note 1: Additional monitoring visits may be done in certain circumstances. For example, the ELC Board reserves the right to develop, publish and implement specific criteria that justifies receiving the Gold Seal payment differential, unless OEL provides specific guidance in this area. ELC may also conduct additional monitoring on those sites based on a parent complaint, suspected of fraud or that are struggling to meet any required expectations.

Note 2: The coalition submitted a Plan Amendment updating our SR Monitoring Procedures due to a change in Rule 6M-4.630 effective 8/13/20, which aligns the School Readiness Provider Contracting Monitoring Tool, Form OEL-SR 20M with the revised SR Provider
EVALUATION OF DIRECT ENHANCEMENT SERVICES

Contract. The coalition will follow another newly updated procedure going forward for new fiscal year as a result of legislative and rule changes.

VPK Monitoring

Per Policy 001-State Policy as Coalition Policy, all internal ELC/CCC procedures are reviewed and modified as needed to incorporate any official newly adopted Rules and/or any approved official policy guidance sent to us from OEL, pending final Rules on that topic. Once Rules are adopted then those are followed as written, as local ELC/CCC procedures unless the Rules provide for a locally established ELC policy on a particular topic.

PROCEDURES.

The following outlines our process for monitoring compliance:

1. The selected sample group of VPK providers are monitored on-site at least once per fiscal year. The required minimum sample number is set by the Office of Early Learning (OEL), and the monitoring visit is to ensure providers meet the minimum VPK legislative mandates and the OEL outlined procedures. Whenever possible all sites are visited at least once.

2. Coalition staff, licensing personnel, and/or any of the individuals under contract to the Coalition can complete these on-site visits, recording data using the Form entitled VPK Provider Monitoring Tool, which contains all required elements.

3. VPK sites are also monitored through the coalition’s processing of monthly VPK provider payments as related to attendance of children enrolled.

4. VPK providers will also be rotated randomly to receive notification of attendance monitoring for a particular month (s), during which they will be required to either send in all appropriate documentation related to attendance sheets, and/or have them available for an on-site review by a Coalition designee.

5. In addition to program elements, VPK providers will be monitored for compliance with respective attendance policies to ensure that payments have been properly completed and to prevent fraud.

6. All VPK providers must submit required appropriate documentation or paperwork for the site, credentials for the directors and teachers in order to be approved and to ensure compliance. Note: This is now done through state database system/portals. This information may be verified when an on-site visit or monitoring takes place. While no written modification to the rule regarding virtual monitoring due to COVID-19 was in place, OEL allowed it as an option and was incorporated for a portion of the year.

7. Additional monitoring visits may be done in certain circumstances and the ELC may conduct additional monitoring on those sites that are struggling to meet required expectations.

8. If the Coalition receives notification, either formal or informal, that a VPK site is not in compliance with legislative mandates, Coalition staff will initiate a follow up plan and take the appropriate action. Technical Assistance will always be offered to willing providers to ensure the sites are able to meet mandates.
9. Other formal assessments or evaluations may be initiated as part of a provider’s voluntary participation in a Coalition approved or sponsored quality enhancement program, such as the QIS Look for the Stars or PFP.

10. The ELC Executive Director will ensure that all the activities and tasks outlined in the ELC Plan and procedures are carried out with regard to provider monitoring or evaluation requirements and outcomes.

**INCLUSION**

Describe the activities the coalition has implemented to promote inclusive child care including responding to Warm-Line requests by providers and parents and providing developmental and health screenings to school readiness program children.

The ELC of Sarasota County continues to support a full continuum of Developmental Screening, Inclusion services and follow up and/or behavioral support when needed. This process begins with the Coalition ensuring that all SR screenings are completed by the provider if the parent has deferred the screening to them, as well as ensuring at the time of enrollment that all appropriate health screenings have been completed.

The entire ASQ developmental process was modified by Office of Early Learning (now DEL) in the spring of 2021 and the Coalition updated its process to support providers in this process and to monitor completion of developmental screenings at the new intervals designated, as well as any follow up needed and parental involvement.

For children where a concern is expressed or noted, a range of additional services are offered as warranted. These additional services can include on-site consultation for the teacher as needed, and appropriate referrals and follow up for long-term support for special needs children.

Inclusion services and support, including the Warm line, are provided in house. A screening triage system is in place that quickly identifies both the teacher’s and/or parent’s primary concern for referring the child, the number of red flag developmental concerns shown by the child, and the teacher’s other community supports such as PBS training, DECA and ELC coaching. This allows for a more comprehensive and immediate telephone consultation and response for the teachers. Handouts are provided that focus on the teachers concerns, to pin point assessment tools that are the most appropriate, and at times to provide referral and resource information that solved the concern over the phone. On-site follow up for those situations that need it is still provided and more recently has been enhanced in our community through a special grant from the United Way where an early childhood mental health consultant can visit the child and teacher within the classroom to specifically address behavioral concerns. Materials are also provided to the parents as appropriate.

The Coalition has offered several trainings for teachers to promote inclusive childcare as well as on handling behavioral challenges. E-DECA continues to be available to childcare sites. ASQ training has been ongoing which includes how to read the results of the assessments and
what to do next. Participants have been educated on using activities to increase skill levels of children that fall into the monitoring areas and when to rescreen children as well as when children need further assessment from a professional.

The Warm line provides information on all agencies within the area that offer speech, occupational and physical therapy evaluations and services so that parents can choose which program fits best with their needs. A Coalition Early Childhood Specialist will go into classrooms with children referred to the Warm line and help the teacher with strategies that are general good appropriate practice that may help the referred child while waiting for services to be put into place. Any strategies shared most likely benefit all children in the classroom, not just the referred child.

The Coalition has a very good working relationship with FDLRS and Early Steps, and makes referrals to both as deemed appropriate. Staff provides parents with information on how each of these agencies work and what to expect next in the referral process. After referrals are complete to agencies, coalition staff keeps in communication to get updates on services

Staff also actively participated in state Inclusion meetings.

**IN ADDITION TO THE REQUIRED COMPONENTS OF THIS REPORT, ELC OF SARASOTA COUNTY SHARE THE FOLLOWING LOCAL INITIATIVES THAT POSITIVELY IMPACT OUR MISSION AND WORK TO ENSURE CHILDREN ARE SERVED IN HIGH QUALITY EARLY LEARNING ENVIRONMENTS AND PREPARED FOR SCHOOL AND LIFE**

**Local QRIS**

Our Coalition continues to administer and maintain a robust Quality Rating system, known in Sarasota as the *Look for the Stars: Quality Counts for Children* program. Now, in its 14th year, the program is described as a comprehensive county-wide system for gauging and improving quality of area child care centers. Over the years, assessment tools have changed as well as how we weigh specific elements. The CLASS assessment is the tool utilized for the program assessment component. We maintain our focus on teacher/child interactions and other specific areas that research indicates are the most important to positive child outcomes. We continue to work to align our local QRIS systems with the School Readiness Program Assessment tiered reimbursement system, while still maintaining an expectation for a higher composite CLASS score in order to be designated as “high quality”.

The statistics on this program have remained consistent over the years. For example the participating programs throughout our community continue to reach approximately 75% of all children in care within our community as our program is open to all providers. Of ELC contracted providers, it continues to average that least 75% children specifically served by ELC are within a participating QRIS site since those sites that specifically serve School Readiness scholarship and other high risk children represent over 80% of the sites that participate in LFTS and thus it is impacting the future success of those children most in need. This percentage of participation is high considering that up until the recent implementation of the quality tiers for state SR reimbursement, there were no additional funds and minimal
EVALUATION OF DIRECT ENHANCEMENT SERVICES

incentives. Our local providers who participate proudly indicate the quality of the program through their designated star level.

We continue to measure the impact of the program by year to year comparison of the assessment data and monitoring the areas identified within the assessment for improvement, in recent years, most notably within the instructional support component of the CLASS. We also track as well the % of sites that are considered to be at 3 star level or higher, representing “consistently good care,” which remains at over 90%. Reports are additionally commissioned at regular intervals from an outside researcher, who reviews the data and results of the program and those reports confirm the impact that the program is having in Sarasota County.

One of the most significant impacts relates to the desired effect of ensuring that specifically those children of income eligible parents receiving scholarship assistance for child care and those children considered to be high risk, or who are served through mandated referral categories (protective services, TANF or homelessness), are served in 3 star level or higher sites in a greater number, This is one of the important aspects of this system wide QIS: that all sites, of all quality levels, in all neighborhoods, serving all ranges of incomes, can participate and demonstrate high quality for children. School readiness children and those at highest risk and most in need of high quality early care are receiving it in sites that are of higher quality now.

In addition, the parent education component of the QRS is critical. We encourage parents to use this as another tool in choosing quality and continue to educate parents on the components of quality and why it is important. Our parent surveys continue to indicate that parents identify “quality” as an important element in choosing childcare for their children. While cost and location are still identified as important, quality is noted which reflects an additional and significant positive outcome of the local QRS related to educating parents on quality care. Surveys of parents continue to indicate that they use the star rating information as tool for choosing care. Providers confirm that parents ask about this and ELC staff receive many calls from parents in the community asking about the system.

**Early Literacy Efforts**
Every year the Early Learning Coalition of Sarasota County coordinates numerous early literacy programs aimed at improving literacy skills among high needs children as well as fostering a love of books and reading at a young age.

**Literacy Buddy Project**
For nearly a decade, the Coalition has managed and coordinated an ever-expanding outreach program called the *Literacy Buddy Project*. Last year, with the help and support of close to 300 community volunteers, the program reaches close to 400 children. The program has fully resumed post pandemic.
EVALUATION OF DIRECT ENHANCEMENT SERVICES

Community volunteers, known as “buddies,” correspond in Pen Pal-like fashion with 3 and 4-year-olds currently enrolled in area child care centers. Children create drawings about something they want to read a book about. The ELC mails the drawings to volunteers who, in turn, purchase a new book for their “little buddy” based on the drawing subject matter. Volunteers also write each child a handwritten note. Correspondence happens three times during the school year: fall, winter, spring. Teachers read all books within the classroom before sending them home with the children. Once books are taken home, children then enjoy reading them with siblings, parents and caregivers.

Books and letters involved with Literacy Buddy provide a unique, creative outlet to improve children’s literacy skills. The goal of growing children’s at-home libraries is also achieved, not to mention the intentional family engagement component as parents and caregivers read and explore the book with their little ones at home. This early literacy program has strong, long-term growth potential, especially since volunteers can participate from anywhere in the country.

Not only does Literacy Buddy get books into the hands of children who need them the most, it also draws in local community and business partners to invest time, money and resources into early childhood development. Meanwhile, volunteers actively gain knowledge about the importance of early literacy and learn about the positive ripple effects for children who have access to an enriching early learning experience.

Children Who Read Succeed

A county-wide, classroom-based, early literacy program that reaches all children at selected child care centers: infants, toddlers and preschoolers. Thanks to steadfast financial support from the Siesta Key Kiwanis Club, coupled with ELC matched funds, the program distributes 4000 books to children attending multiple early learning centers. These centers serve a large numbers of low income, at-risk and foster care children.

Children Who Read Succeed is a comprehensive book study modified for little learners. Each session begins when the ELC delivers boxes of books to participating sites. Each book box contains a classroom copy of an age-appropriate book, a lesson plan designed to engage classrooms in a book study week, an educational poster for parents as well as a book for each child to bring home at the end of the book study week.

The ELC weaves book themes into developmentally-appropriate lesson plans which we provide to teachers. We write all lessons in line with the Florida Early Learning Standards. During the book distribution week, teachers read the book with the children, highlight new vocabulary and complete activities together. At the end of the week, children take the book home along with a list of at-home extension activities to be completed and enjoyed with parents. The Coalition also offers a Pinterest page.
outlining additional, fun activities for teachers and/or parents to build upon the book study.

**LENA Grow program**

ELC of Sarasota was excited to implement LENA Grow, an innovative, research-based professional development program for improving literacy skills for infant, toddler, and pre-k children. Measuring the most predictive elements of child outcomes, LENA Grow helps teachers gain the skills to measurably improve classroom early language quality by boosting interactions and helps leadership make more informed planning and policy decisions. The program couples LENA’s “talk pedometer” technology with weekly coaching sessions. This past year we served 137 children within 13 classroom, in 5 sites, working with 20 teachers. The program will continue next year.

**Bucket of Books**

A community-based early literacy outreach program that puts more than a dozen books in the waiting rooms of local businesses where children frequent, but are not necessarily kid-friendly places. Pre- pandemic, 100 buckets across the county were placed in locations such as nail salons, barber shops, cash n’ check stores, auto body shops, laundromats and sliding scale medical clinics. In addition to children’s books, each bucket contains brochures and rack cards highlighting ELC services, Florida VPK, developmental milestones, *Look For The Stars* and statistical data on the importance of early literacy.

Adding, maintaining and restocking buckets was halted due to the onset of COVID-19. However, the program remains in place and as businesses reopened contact has been initiated to ensure the buckets are in place and viable, which in many cases, they picked up where they left off when closed. This process of reconnecting will continues over the next year.

*Bucket of Books* is designed to tackle the alarming issue of book-dry homes in high poverty neighborhoods. It also attempts to narrow the gap of systemic scarcity of books where social infrastructure is weak. Categorized by strategic placement and clever outreach, *Bucket of Books* is a way to bring literacy and learning to where the children actually are.

**Guest Readers**

Reading books aloud to children helps them develop language and listening skills, and prepares them to understand the written word. In an effort to boost those skills for local children, the ELC coordinates and facilitates guest reading opportunities at local child care centers throughout the year. While temporarily suspended during the pandemic, the program quickly resumed when volunteers were welcomed back into reopened classrooms. We team up with local celebrities to read to preschoolers during Florida’s Literacy Week. Previous guest readers included more than a dozen of our local Literacy Buddy volunteers. In addition, we created an event where women from a local sorority group gathered to read to children in every classroom at a
specific school. Thanks to a grant from the sorority’s national foundation, every child at that school also received a copy of the chosen book. 

Children welcome guest readers with open arms. They tend to be all ears when someone new and different is reading to them. Soaking up the voice of an adult who reads with inflection and fluency, children build a variety of literacy skills when someone reads to them. In line with our mission to help children thrive, we have been able to coordinate fun and interactive guest reader events several times throughout the year.

**Growing Minds Read**

In prior years, ELC had implemented an award-winning comprehensive social marketing campaign built upon the message *Talk, Listen, and Read*. This initiative aims to remind parents of how critical they are to their child’s future success in both school and in life. Messaging involves easy and simple ways parents can impact their child’s early literacy skills. Despite losing our outside funding source, the ELC of Sarasota County continues to carry the campaign and maintain the program, which is now called *Growing Minds Read*. In doing so, the ELC continues to coordinate many of the activities including dissemination of the materials and updating the corresponding parent education website, [growingmindsread.org](http://growingmindsread.org). When in person events are allowed, we also utilize the campaign’s very popular bookworm mascot by bringing him to life at local festivals, fairs and other special events. The mascot is always very well received by both area children and adults. The ELC even created an exclusive Facebook page for the mascot. Our partners, including the Sarasota County Library, mirror our messaging in conjunction with its own local programs such as *Born to Read*.

**Arts Integration**

Sarasota County is rich in the arts, culture and creativity. In believing arts integration is a key component to helping children develop and meet expected standards, the Early Learning Coalition of Sarasota County continues to partner with the local Arts and Cultural Alliance on a variety of projects. These projects are built around proven research and effective strategies that demonstrate the value of the experiential nature of the arts and its impactful contribution to the learning of every child and overall school readiness.

While the typical in person, on site method of offering an arts integration experience within preschool classrooms, ELC staff consulted with many arts groups including Van Wezel teaching artists to switch to an age appropriate, viable virtual opportunity this year so that the experiences could continue.

Family Literacy Nights held as a means to expose the families to the skills and art experiences their children are learning in the classroom also had to be modified to a virtual event this year. In addition the usual finale of the project which culminates with both children and teachers attending a live performance at the Performing Arts Hall, bringing all the previously-
learned classroom art experiences to life on the big stage. had to be suspended last year, but is planned to be reinstated as soon as it is considered safe to do so.

_Arts REACH (different than ELC similarly named program)_ is the name of another collaborative effort with the Sarasota Arts and Cultural Alliance. As COVID-19 began careening across the globe, local agencies partnered with the Arts and Cultural Alliance to effectively bring the arts and arts education resources to families and students though distance learning. The ELC shares these activities with parents, providers and the public via our social media platforms among other outlets.

_Bridges to Success_
With funding from a private donor and the Community Foundation of Sarasota County we continued to implement the _Bridges to Success (BTS)_ program. The _BTS_ program serves an average of 8-10 children per month at 2 high quality star rated family homes in a high needs community. Dedicated child savings accounts were established for each participating child and the private donor deposits an amount equal to the parent fees that the parents pay as part of the SR assistance programs. These funds will be paid throughout the time the children remain in the designated providers until they attend kindergarten.

This program builds upon participating children’s current preschool experience, ensures continuity of care and instills hope and planning for their successful future. A long-term goal is to ensure that the child will have the opportunity to take advantage of education or training options beyond high school through not only the dedicated savings account but also through access to scholarships at that time.

The _BTS_ program will also help ensure that parents have the assistance needed to support their child’s ongoing growth in learning and explore their own goals, as well as access resources necessary to strengthen the family overall.

_ASMIRE Program (formerly known as REACH) Also referenced in the Training section of report_
Several years ago in response to a need for qualified teaching staff in our community, The Early Learning Coalition created a program to target entry level workers which provides participants with the required 40 hour Introduction to Child Care Training, along with an additional training on Professionalism and the Florida Birth to Four Standards. Recruitment is through our local community partners, Goodwill Job Connection, Salvation Army, the Women’s Resource Center, as well as, other county agencies and organizations.

This program is at no cost to the participant. To date, 30 or 72% fully completed the program. Of those completers, 18 or 60% remain successfully employed today in the field of Early Care and Education. While temporarily suspended due to COVID, this program is even more critical now given teacher shortages and has now resumed with a new cohort going into 21-22.

_**Grade Level Reading Campaign, Two Gen Approach to end poverty, and ELC’s role**_
Sarasota County is a key participant in the *Suncoast Campaign for Grade-Level Reading*, which is a branch of the national *Campaign for Grade-Level Reading*. The goal to help all children read on an age-appropriate level by the time they reach third grade. This comprehensive campaign is a community-wide effort with multiple partners as well as a variety of programs that all work together to impact grade level reading outcomes. The local campaign is spearheaded by The Patterson Foundation. The ELC clearly coordinates and facilitates numerous activities throughout the year to support parent education through platforms like Vroom and programs like Mind in the Making. More recent partnership included incorporating the This Book is Cool initiative within ELC’s book distribution efforts.

As part of this impactful effort, and in keeping with a Two-Generation approach to addressing poverty, the Community Foundation of Sarasota County is another entity investing time, money and resources to educational outreach programs. These programs tackle the school readiness gap by striving to prevent summer learning loss in four elementary school zones known for consistently low scores. The ELC works with our VPK programs to ensure that families are aware of these critical programs and how to access them. We also partner with multiple agencies to help identify families not accessing traditional programs and to assist families in taking advantage of the many locally funded programs in our community to offer employment and training opportunities in higher wage industries.
Data Summary

The following information is based on data collected from July 1, 2020 - June 30, 2021.

**CHILDREN SERVED IN SCHOOL READINESS**

Number of children served in the school readiness program, by provider type, enumerated by age and eligibility priority category, reported as the number of children served during the month, the average participation throughout the month.

[For these data, see Appendix, Tab D.]

**CHILD DISENROLLMENT**

Total number of children disenrolled during the year and the reasons for disenrollment

[Insert the table from Tab E from the Workbook.]

<table>
<thead>
<tr>
<th>Reason for Disenrollment</th>
<th>Number of Children Disenrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child care provider dismisses child due to child's behavior</td>
<td>2</td>
</tr>
<tr>
<td>Child care provider does not meet parent's or guardian's expectations.</td>
<td>1</td>
</tr>
<tr>
<td>Child care provider has closed for economic or other business reasons.</td>
<td>13</td>
</tr>
<tr>
<td>Child care setting not challenging enough for child</td>
<td>1</td>
</tr>
<tr>
<td>Child has exceeded the age-limit for services.</td>
<td>1</td>
</tr>
<tr>
<td>Child is no longer residing with the guardian who completed the initial application. New paperwork must be completed by new guardian.</td>
<td>13</td>
</tr>
<tr>
<td>Child poses safety risk to other children at program.</td>
<td>1</td>
</tr>
<tr>
<td>Child was determined eligible for services but never enrolled with a child care provider.</td>
<td>9</td>
</tr>
<tr>
<td>Client does not show up for redetermination.</td>
<td>86</td>
</tr>
<tr>
<td>Client failed to comply with program requirements.</td>
<td>5</td>
</tr>
<tr>
<td>Client has obtained permanent housing and is no longer participating in the domestic violence or homeless program.</td>
<td>2</td>
</tr>
<tr>
<td>Client is no longer eligible for services because the family income exceeds the allowable amount for eligibility.</td>
<td>19</td>
</tr>
<tr>
<td>Client moved out of the county in which funding is currently provided.</td>
<td>7</td>
</tr>
<tr>
<td>Client no longer has a valid purpose for care.</td>
<td>251</td>
</tr>
<tr>
<td>Custodian is involved in seasonal work (such as migrant or school district employees) and the child's enrollment is temporarily suspended while custodian is not working.</td>
<td>1</td>
</tr>
<tr>
<td>No Funding available to continue enrollment.</td>
<td>2</td>
</tr>
</tbody>
</table>
DATA SUMMARY

<table>
<thead>
<tr>
<th>Reason for Exit from Program</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/guardian withdrew child from the program.</td>
<td>272</td>
</tr>
<tr>
<td>Provider dismissed child for noncompliance with the provider's attendance policy.</td>
<td>1</td>
</tr>
<tr>
<td>Provider dropped child from the provider's program.</td>
<td>6</td>
</tr>
<tr>
<td>Provider no longer receiving SR or VPK funds due to noncompliance or low performance.</td>
<td>11</td>
</tr>
<tr>
<td>Provider remains open, but no longer provides VPK or SR services.</td>
<td>14</td>
</tr>
<tr>
<td>Referral from referring agency has expired.</td>
<td>70</td>
</tr>
<tr>
<td>Referring agency has terminated the referral.</td>
<td>1</td>
</tr>
<tr>
<td>The enrollment record was updated.</td>
<td>10</td>
</tr>
<tr>
<td>The next authorization period was approved.</td>
<td>8</td>
</tr>
<tr>
<td>Transfer to another provider record (even if the second record is owned by the same provider).</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>810</td>
</tr>
</tbody>
</table>

PROVIDER TYPE

Total number of providers by provider type

[Insert the table from Tab F from the Workbook.]

<table>
<thead>
<tr>
<th>Provider Type</th>
<th>Total Providers</th>
<th>Offered SR Only</th>
<th>Offered VPK Only</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Licensed Private Centers</td>
<td>85</td>
<td>20</td>
<td>17</td>
<td>48</td>
</tr>
<tr>
<td>2. License-Exempt Centers</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. Large Family Child Care Home</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. Licensed Family Child Care Home</td>
<td>18</td>
<td>18</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Private School</td>
<td>10</td>
<td>0</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>7. Public School</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

SCHOOL READINESS PROVIDER REVOCATION

List of any school readiness program provider, by type, whose eligibility to deliver the school readiness program is revoked, including a brief description of the state or federal violation that resulted in the revocation

[For these data, see Appendix, Tab G.]
### DATA SUMMARY

#### VOLUNTARY PREKINDERGARTEN PROVIDER REVOCATION

List of any voluntary prekindergarten program provider, by type, whose eligibility to deliver the voluntary prekindergarten program is revoked, including a brief description of the state violation that resulted in the revocation

[For these data, see Appendix, Tab H.]

#### CHILDREN SERVED BY PROVIDER

The total number of children served in each provider facility

[For these data, see Appendix, Tab I.]
During the 2020-2021 fiscal year, the coalition’s total operating budget was $12,749,879.

### PROGRAM FUNDS (REVENUES)

Segregation of School Readiness Program funds, Voluntary Prekindergarten Education Program funds, Coronavirus Aid, Relief, and Economic Security Act funds, Coronavirus Response and Relief Supplemental Appropriations Act funds, Preschool Development Grant funds and other local revenues available to the coalition.

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Readiness (SR) funds</td>
<td>$8,173,904</td>
</tr>
<tr>
<td>SR Local Match funds</td>
<td>$285,063</td>
</tr>
<tr>
<td>Voluntary Prekindergarten Education (VPK) Program funds</td>
<td>$4,792,143</td>
</tr>
<tr>
<td>Coronavirus Aid, Relief, and Economic Security (CARES) Act funds</td>
<td>$1,728,148</td>
</tr>
<tr>
<td>Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act funds</td>
<td>$1,683,000</td>
</tr>
<tr>
<td>Preschool Development Grant (PDG) funds</td>
<td>$48,609</td>
</tr>
<tr>
<td>Other Local Revenues (including In-kind)</td>
<td>$845,149</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$17,556,016</strong></td>
</tr>
</tbody>
</table>

### DETAILS OF EXPENDITURES BY FUND SOURCE

Details of expenditures by fund source, including total expenditures for administrative activities, quality activities, nondirect services, and direct services for children.

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Administrative Activities</th>
<th>Quality Services</th>
<th>Nondirect Services</th>
<th>Direct Services for Children</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR</td>
<td>$281,878</td>
<td>$725,234</td>
<td>$426,556</td>
<td>$6,025,750</td>
<td>$7,459,418</td>
</tr>
<tr>
<td>SR Local Match Funders</td>
<td>$</td>
<td>$</td>
<td>$1,545,384</td>
<td>$</td>
<td>$1,545,384</td>
</tr>
<tr>
<td>CARES</td>
<td>$1,479</td>
<td>$</td>
<td>$1,042,500</td>
<td>$</td>
<td>$1,043,979</td>
</tr>
<tr>
<td>CRRSA</td>
<td>$114,455</td>
<td>$</td>
<td>$3,401,146</td>
<td>$</td>
<td>$3,515,601</td>
</tr>
<tr>
<td>VPK</td>
<td>$1,497</td>
<td>$</td>
<td>$28,881</td>
<td>$</td>
<td>$30,379</td>
</tr>
<tr>
<td>PDG</td>
<td>$25,263</td>
<td>$74,099</td>
<td>$22,234</td>
<td>$15,263</td>
<td>$136,859</td>
</tr>
<tr>
<td>Other Local Revenues</td>
<td>$423,075</td>
<td>$799,333</td>
<td>$3,036,674</td>
<td>$9,727,159</td>
<td>$13,986,241</td>
</tr>
</tbody>
</table>

### COALITION STAFF AND RELATED EXPENDITURES

Total number of coalition staff and the related expenditures for salaries and benefits. For any subcontracts, the total number of contracted staff and the related expenditures for salaries and benefits.
## FISCAL SUMMARY

<table>
<thead>
<tr>
<th></th>
<th>Number of Staff</th>
<th>Expenditures for Salary and Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Learning Coalition Staff</td>
<td>21</td>
<td>$1,110,120</td>
</tr>
<tr>
<td>Subrecipient Staff</td>
<td>0</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>$1,110,120</strong></td>
</tr>
</tbody>
</table>