



ANNUAL REPORT

FY 2021-2022

Mission: The Early Learning Coalition prepares children for lifelong success through quality early learning.

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Evaluation of Direct Enhancement Services

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 and we 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 ELC of Sarasota participated in many more outreach events than the year prior, as the community began to reopen with COVID precautions in place. To our delight, the gatherings were very strategic and more intentional than ever before with a laser focus on a 2Gen approach. Of course, we continued to use our digital platforms, included a texting system, in order to deepen connections and enhance engagement with our parents.

2021-2022 Highlights

- Our family survey results consistently indicate families find our office and staff helpful and welcoming and the feedback has been overwhelmingly positive.
- We continue to promote popular parent-focused websites including www.growingmindsread.org, www.earlymilestones.com and www.lookforthestars.org, sites that we continue to maintain. We also promoted www.allaboutsarasotakids.org (which was later deactivated in August of 2022)

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- We sent e-blasts and text messages to over 5,000 families with family engagement resources.
- We launched two VPK enrollment campaigns on Facebook, one before school started and the other in January.
- We successfully hosted our second Storybook Street event: a FREE, literacy-meets-the-arts, drive-thru book distribution. Just five months after our first event, we once again 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 18 new books.
- From brochures and Baby Ruth bars to rack cards and Raisinets, we handed out Halloween goodies and mission materials to more than 1,000 families at the annual Trunk or Treat festival hosted by University Town Mall in October 2021. Our trunk, trimmed with traditional purple, black and orange décor, also featured ELC signage highlighting CCRR services and VPK.
- With a festive float adorned in tropical-colored ornaments, multi-colored lights, sparkly garland, and a lot of ELC signage, our team rolled down downtown Main Street for the annual Sarasota holiday parade. Surrounded by 10,000 spectators, our team handed out hundreds of books and CCRR flyers to children in attendance.
- Decorating a tree in our signature blue and yellow colors, we participated in the annual Festival of Trees event at the University Town Center shopping district in December. The winter wonderland of nearly 50 nonprofit-trimmed trees offers wonderful exposure of our mission and services to thousands of visitors over the holidays.
- We launched a brand new early literacy program called *Read Learn Dream (RLD)*. Funded by the Siesta Key Kiwanis Club, and co-created with the ELC Sarasota, we partnered together to help build strong home libraries. The program provides participating VPK children with one or two books per month for the entire school year. With a parent-centric approach, RLD includes reading tip stickers in every book and provides a list of simple, fun, book-themed home activities with every book distribution.

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- We continued our use of a nationwide, virtual, human services platform called Unite Us. The site allows us to receive childcare referrals from social service agencies across the region. It also allows us to continue the referral process for that same client if they need other services. As we expanded our utilization of the robust platform, we enhanced our visibility in the community to both receive and send referrals.
- ELC brochures and informational folders were provided directly to numerous local nonprofits including Mothers Helping Mothers, JFCS, Healthy Start, CenterPlace Health, More Too Life, Sarasota County Libraries and various city social services agencies. Folders included CCR&R literature, VPK, quality checklist, QRIS 5-star rating program, literacy programs and more.
- As the community reopened, we resurrected our in-person outreach efforts through dozens of local collaborations including outdoor back-to-school events, kid's safety events, children's festivals and community baby showers. In addition to brochures and flyers about childcare, we also distributed resource materials regarding early literacy, milestones, mental health, special needs and developmental screenings.
- We kicked off the 15th year of our local QRIS 5-star quality rating program called *Look for the Stars (LFTS)*. With 70 childcare providers voluntarily participating in the program, LFTS serves as an accurate and effective tool to parents regarding quality care in Sarasota County. The program is at the heart of our family engagement efforts overall.
- Partnering with a traveling group of actors at the Florida Studio Theatre, we hosted a free event called *Improv for Imagination* on the newly-renovated playground of an ELC contracted site. Designed for families with children ages 3-5, the engaging, artistic event allowed for families to participate and learn together. Our event was one of 140 events that were all part of *Suncoast Remake Learning Days*—a free, 10 day regional learning festival with a specific 2Gen approach.
- We also participated in another event for *Suncoast Remake Learning Days* at Dreamers Academy, an elementary charter school and Sarasota County's only Spanish/English

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bilingual charter school. We distributed ELC brochures, books and 3Ts/Vroom materials to families, many of whom had toddlers and infants.

- The first-ever Venice nonprofit community fair was a smashing success. Featuring 40 area agencies, the free event welcomed the residents for a meet and greet of agency leaders. Wonderful exposure for our mission and services as many parents visited our booth.
- As part of our rigorous teacher recruitment efforts, to help address a teacher shortage that had already begun to impact overall child care capacity, we partnered with the Women’s Resource Center to host a free community webinar in conjunction with the agency’s signature Career Connections series. In addition to explaining the Early Education career options and the education pathways, we focused on promoting our ASPIRE program—a free DCF 45-hour training course coupled with mentoring and job placement assistance. Target audience was parents of young children.
- CCR&R information and assistance was offered to families in both English and Spanish at a variety of outdoor or drive-thru outreach events including Health Start. We also distributed brochures and flyers about additional resources outside of childcare (early literacy, milestones, mental health, special needs and developmental screenings).
- We continued parent-centric social media campaigns involving 3T’s, Vroom, free family-friendly literacy events.
- We sent regular email communications to providers with information, training, and resources. We also held weekly virtual Directors’ Connection meetings where parent outreach is always on the table for discussion, ensuring families know of all resources available through the coalition.
- With incredible results from our pilot year, we rolled into our second year of LENA Grow, reaching nearly 150 children. The tech-savvy, classroom-based language and literacy program comes with a wonderful parent component. LENA provides a take-home packet to engage parents by offering tips on conversation starters and showing

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them ways to increase words and “turns” when talking, reading and singing with their child.

- We made big and bold changes our marketing and community outreach materials through local foundation funding and grant opportunities. We added tablecloths, table runners, yard signs, notepads and custom pop-up banners to our repertoire of signage.
- Through a series of Lunch & Learns, we continued to educate employers and business partners on how they can support their employees who are parents of young children as well as provide their employees with ELC information about CCRR services.
- With the help of hundreds of community volunteers, we continued to provide take-home books to 530 children through our *Literacy Buddy* program. The program has three distributions throughout the school year and specifically targets high-needs preschools.
- Our classroom-based *Children Who Read Succeed* program continued to reach over 1500 children by providing take home books three times during the school year. Parent engagement activities are included in each distribution.
- We continued management of the Warmline, which allows for support for teachers, parents and the child and offered relevant trainings as appropriate.
- We remain active members of the Chambers of Commerce in the cities of Sarasota and Venice. We joined the North Port Chamber of Commerce in May 2022. ELC brochures are in each lobby and contact info and mission are on each chamber website.

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.

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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 two mini grant cycle in this time frame to provide a variety of materials to improve quality. These included a Pre-K materials grant in August 2021 and a toddler materials grant in January 2022. A total of 23 different providers applied for and received the pre-k grant and 35 providers applied for and received the toddler materials grant. Appropriate items to enhance the quality of the classrooms 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 (with 76 completing the program), 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.

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PDG grant funds were also used to implement a pilot program called A Way of Being with Children with 29 teachers/providers. This program is focused on teacher child interaction within a trauma focused framework. This online course was completed by teachers at their own pace. Completion of the course with demonstrated understanding of the material (through online testing) is how the use of the grant was monitored.

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

CARES & CRRSA Grants:

Please see the financial report section of this Annual Report for the details on the distribution of these funds during the time frame of July 2021 to June 2022.

Workforce Initiatives funding:

With our Workforce Initiatives funding, a total of 433 teacher retention bonus checks were issued in the amount of \$377,700, in May and June 2022.

In addition, with local funds from a foundation, an additional 102 checks for \$97,800 were issued to local teachers during the same timeframe through the ELC

Eligibility criteria for providers: Have a current School Readiness and/or VPK contract with the Coalition and be part of our local QRIS.

Other Local Funds or Grants:

Using local funds, the Early Learning Coalition of Sarasota County continues to offer limited scholarships for teachers and/or directors who are currently employed at 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 knowledge gained and the impact it will have on their early education work.

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We encourage teachers to apply for T.E.A.C.H. 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. For this year however, none of those scholarships were requested. We anticipate requests to resume in the coming year.

We offered scholarships to the FLAEYC Summer Summit 7/21 and 8/21, the FLAEYC regular conference in 10/21 and for the One Goal Conference in 7/21. A total of 20 providers participated.

Eligibility criteria for providers: Have a current School Readiness and/or VPK contract with the Coalition and participate in our local QRIS.

TRAINING AND TECHNICAL ASSISTANCE

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. DEL made some modifications to requirements for these plans going forward*

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- **Child Screenings and Assessments**

- *STAR Babies Special Training and Research 10 Part Series:* Ten week certification program developed by and unique to Sarasota County ELC for childcare professionals who care for children birth through 2.
- *Weekly Directors' Connection:* Coalition led meetings for Directors and Family Childcare Owners to share ideas, swap ideas and hear updates.

- **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.
- *STAR Babies Special Training and Research 10 Part Series:* see above
- *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.
- *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.

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- *The Building Blocks for Preschool Literacy (PLIT)- Spring A 2021:* In this course you will identify ways to increase print awareness in your learning environment, discuss ways to teach letter and accompanying sound recognition, identify the stages of emergent writing and discuss the importance of and conduct interactive read alouds. These strategies are job-embedded and will need to be implemented with preschoolers in your program.
- *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**
 - *STAR Babies Special Training and Research 10 Part Series:* see above
 - *A Way of Being with Children Online Series and CoP:* Training offers a Trauma informed approach to building resilience. It contains vital information about childhood development, how children think and grow, and skills to promote positive behaviors and resilience. Coalition facilitated training to enhance participants' knowledge and understanding of strategies being offered in the Way of Being with children online training.
 - *ELFL Understanding Trauma Informed Care with Infants and Toddlers CoP 3:* In this course, you'll learn the definition of trauma, understand the different types of trauma, be able to explain how trauma affects a developing brain and support the development of resiliency in infant and toddlers by developing emotional attunement and attachment relationships with children. These strategies are job-embedded and will need to be implemented with the infants and toddlers in your program.

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- *Pack Resiliency in the Suitcase!*: Young Children take their early experiences with them on Life’s Journey. Participants will gain essential skills and tools to ensure children have protective factors in their suitcase.
- *CLASS Group Coaching*: CLASS Group Coaching (formerly MMCI) helps early childhood teachers understand the Classroom Assessment Scoring System (CLASS). Participants will learn the CLASS tool domains and dimensions and how they relate to the interactions they have daily with the children.
- *Conscious Discipline Online Training and CoP*: Training offered to improve behavior and increase the social and emotional skills of children in the classroom. Coalition facilitated trainings to enhance participants knowledge and understanding of strategies that will help to improve behavior and increase the social and emotional skills of children in the classroom.
- *MMCI (Making the Most of Classroom Interactions) for Infant & Toddlers*: This structured group coaching model immerses teachers in CLASS professional development that’s been proven to change teaching behaviors. By creating an in-house CLASS coach to deliver this face-to-face program to teachers, programs help teachers develop awareness and enact change in the classroom.
- *911: Help for the 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.
- *Weekly Directors’ Connection*: see above.
- **Age-Appropriate Discipline Practices**
 - *Weekly Directors’ Connection*: see above
 - *911: Help for Teachers: Classroom Activities that Help Children Heal*: see above.
 - *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.

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- *Flip It!*: Learn how to use the FLIP-IT strategy to help young children learn about their feelings, gain self- control and reduce challenging behavior.
- *PBS: Pyramid Model: Resources & Strategies for Promoting Social-Emotional Competence in Young Children*: Do you have children in your classroom with challenging behaviors? Do you wonder how you can teach social-emotional skills more effectively? Each participant will receive 5 PBS kits at this live training valued at \$230. The kits include Classroom Visual Displays kit, Emotional Literacy kit, Tucker the Turtle kit, Problem Solver Solution kit and Super friends kit. Each kit is jam packed with beautiful visual materials to support the classroom.
- *STAR Babies Special Training and Research 10 Part Series*: see above
- *ELFL Understanding Trauma Informed Care with Infants and Toddlers CoP 3*: see above
- *Pack Resiliency in the Suitcase!*: see above
- *Director Dialogue Support Group*: Coalition led support group for Directors who have just entered the administrative realm, been there for a while, or just needing a recharge. At these meetings you can share information, swap ideas, offer a fresh perspective, and give/find a shoulder to lean on. New topics each session.
- *Conscious Discipline Online training*: Coalition facilitated trainings to enhance participants knowledge and understanding of strategies that will help to improve behavior and increase the social and emotional skills of children in the classroom.
- *A Way of Being with Children Online training and CoP*: see above
- *Conscious Discipline CoP*: see above
- **Health and Safety**
 - *STAR Babies Special Training and Research 10 Part Series*: see above
 - *Inner Explorer*: see above
 - *Weekly Directors' Connection*: see above
- **Nutrition**

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- No courses offered in this topic through the ELC as there are other options available to providers.
- **First Aid**
 - *Pediatric CPR/First Aid*
- **Recognition of Communicable Diseases**
 - *Weekly Directors' Connection: 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. Our trainings continue to be done mostly as a series and require participants to submit implementation plans to demonstrate knowledge gained and outcome for applied use. Many of the trainings offered continue to be focused on understanding trauma and how that impacts the children served as well as the parents utilizing the care. We resumed some in person training during the 21-22 year, but now also continue certain trainings via zoom, and many are revamped to be effective with a combination of some Zoom sessions and some in person.

As previously reported, in response to the growing need for qualified teaching staff in our community, The Early Learning Coalition created a program initially titled *REACH* (Reaching Education and Career Heights). Launched 6 years ago, the program continues today. But the name has been changed to ASPIRE and the program marketing materials

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were all changed accordingly. This was required as there are other programs in our community with the same name and we wanted to minimize any confusion.

This program initially targeted entry-level workers, is provided at no cost, and provides them with the required 45-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. The program was revamped during the 21-22 year to create different training tracks to also accommodate individuals with some relevant experience, retired teachers, or others who can be assisted to quickly move through the required entry level training and be placed in the field. We also initiated a high school youth track in order to train and place high school youth in paid internships across the county.

In the past, the Early Learning Coalition of Sarasota County routinely offered an annual provider conference in January. Last year the ELC decided to cancel our 2021 conference and we did not resume this conference in 2022 either. We will re-evaluate the feasibility of a large conference for the next program year.

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.

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 whenever possible as we felt that was the most effective model for our providers.

Parents and Families

The Early Learning Coalition provides information consistently to our providers to pass on the parents and as described in the comprehensive outreach section of this report, ELC participated in numerous opportunities to distribute a wide range of informational materials to parents. In our community there are many entities that offer formal parent

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education classes and ELC regularly provides information on those opportunities throughout the year.

Staff:

ELC staff continue to access webinars and online trainings offered by various entities related to any number of topics related to best practices. The Early Learning Coalition is always represented on the Inclusion, QPS, CLASS Leads, Infant Toddler and VPK calls through DEL and at regional meetings for those same groups along with participating on local community meetings that focus on supporting children and families. Designated ELC staff also maintain reliability as CLASS observers 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.

In order to maintain their prior 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

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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.

The program was briefly suspended during the pandemic, but reinstated during the 21-22 program year. A new cohort of 6 infant toddler teachers completed their training this year, for a total of 30 teachers trained and/or recertified at the present time.

Other infant toddler focused support during this program year included having the ELC'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. As previously stated in the financial assistance to providers section of this report, mini-grants targeting infant toddler classrooms were offered.

The following trainings, reported in the training section of this report, had components that specifically targeted infant toddler work.

1. Beyond Cribs and Rattles curriculum training
2. ELFL Understanding Trauma Informed Care with Infants and Toddlers
3. ELFL Designing Infant and Toddler Environments
4. A Way of Being
5. Infant and Toddler CLASS Group Coaching
6. Conscious Discipline
7. Calming Kit training

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. We specifically also offered an infant toddler start up

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grant to encourage providers to open new infant rooms. One provider took advantage of this opportunity.

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 DEL approved policy copied below. *Please note that this reflects the monitoring in place for the year being reported on now (22-23).*

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, with location of our Tier 1 tracking would be S:/School Readiness Provider Contracts Tracing Log for SR Contracts and CCRR Updates
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.
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.

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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 certifications¹ 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 DEL. 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 DEL 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

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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 DEL 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.

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 DEL, 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 DEL 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.

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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. This information may be verified when an on-site visit or monitoring takes place.
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

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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 Division of Early Learning in the last program year, in the spring of 2021 and as previously reported the ELC 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 had 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.

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The ELC regularly 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. An ELC Early Childhood Specialist, or a referral can be made for an Early Childhood Mental Health consultant, who can 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 ELC continues to have 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 SHARES THE FOLLOWING MANY 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 (LFTS)* program. Now, in its 15th year, the program is a comprehensive, county wide system for gauging

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and improving quality of area child care centers. Over the years, assessment tools have changed as well as how we weigh specific elements. Now, the CLASS assessment tool is utilized for the program assessment component. We continue to focus on teacher/child interactions and other specific areas that research indicates are the most impactful for 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.”

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 percentage of sites that are considered to be at 3 star level or higher, representing “consistently good care,” which remains at over 90%. Additionally, reports are 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 important aspects of this system-wide QRIS is 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, thereby most in need of high quality early care, are indeed receiving that care at sites committed to quality.

In addition, the parent education component of the QRIS is critical. We encourage parents to use the website, lookforthestars.org, as additional tool in choosing a quality provider. We continue to educate parents on the components of quality including what to look for and why it is important. While cost and location remain a top influencer, quality is noted among parents when making childcare decisions.

Early Literacy Efforts

Every year the Early Learning Coalition of Sarasota County coordinates several comprehensive early literacy programs in both preschool classrooms and the community.

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Aimed at improving literacy skills among high needs children, our innovative programs bring both books and book culture to some of the most vulnerable children in our community.

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 participation of 300 community volunteers, the program served 536 children, the most children ever served since the program's inception.

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 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 the 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 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.

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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 Downtown Sarasota Kiwanis Club, coupled with ELC matched funds, the program distributes 4,000 books to children attending early learning centers across the county. 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 that 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 complete and enjoy with parents. The Coalition also offers a Pinterest page outlining additional, fun activities for teachers and/or parents to build upon the book study.

Read Learn Dream Sarasota

At the start of the 2021-2022 school year, we launched a brand new early literacy program called *Read Learn Dream* (RLD). Funded by the Siesta Key Kiwanis Club, and co-created in collaboration with the ELC Sarasota, we worked together to help build strong home libraries for our littlest learners. The program, targeting VPK students, provides participating 4-year-olds with one or two books per month for the entire school year. With a parent-centric approach, RLD includes bilingual (Spanish) reading tip stickers in every book and provides a bilingual list of simple, fun, book-themed home activities with every book distribution. Reaching 100

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students in our pilot year, we are currently launching the 2022-2023 season with double the amount of children at 180.

LENA Grow program

With remarkable results from our pilot year, we rolled into our second year of LENA Grow in 2021-2022, reaching nearly 150 children. LENA is 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, the tech-savvy program 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. Last year, we served 147 children within 14 classrooms, at 4 sites, working with 17 teachers. Additionally, LENA provides a take-home packet to engage parents by offering tips on conversation starters and showing them ways to increase words and "turns" when talking, reading and singing with their child. We are excited to keep the momentum going thanks to the financial support of the Community Foundation of Sarasota County.

Bucket of Books

Bucket of Books is 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. Buckets are placed across the county in locations such as nail salons, barber shops, auto body shops, laundromats, cash n' check stores and sliding scale medical clinics. In addition to children's books, each bucket contains brochures and rack cards highlighting CCR&R services, Florida VPK, developmental milestones, our own local QRIS program *Look For The Stars* as well as statistical data on the importance of early literacy.

COVID-19 decimated the program since the act of sharing suddenly stopped and many businesses closed their doors, some permanently. After pausing for 2 years, we're excited to announce that we have been awarded private funding, in the form

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of a \$25,000 grant, to both resurrect the program AND double its original size. The relaunch is scheduled for spring 2023.

Bucket of Books tackles 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.

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. Our partners, including the Sarasota County Libraries, mirror our messaging in conjunction with its own local programming such as *Born to Read* and others such as our local First 1000 Days initiative.

Arts Integration

Sarasota County is rich in the arts, culture and creativity. Since 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 initiatives. Projects and special events make sure to demonstrate the value of the experiential nature of the arts and its impactful contribution to the learning of every child and overall school readiness.

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While we had to pause our in-person, classroom-based, arts integration experiences for the 2021-2022 school year, ELC staff spearheaded talks with arts agencies to switch to an age appropriate, viable, virtual opportunity so some kind of experience could continue.

In a targeted 2Gen approach, we host annual Family Literacy Night events as extensions to our classroom-based literacy programs. For the health and safety of families, we hosted a virtual event in 2021 event.

We are excited to announce that since August 2022, (so as of the writing of this 21-22 report) we have safely resumed in-person classroom visits from teaching artists at Van Wezel Performing Arts. We are also in talks with Florida Studio Theatre, The Players Centre and Asolo Repertory Theatre to expand and enhance early ed arts integration programming for the 2022-2023 school year and will be reporting on this in next year's annual report.

Bridges to Success

Thanks to funding from a private donor and the Community Foundation of Sarasota County, we continue to implement our *Bridges to Success* (BTS) program. BTS serves up to 12 children per month at two, high quality, star rated family homes in high needs communities. Each participating child receives a dedicated savings account. The private donor then awards enough money to cover either the parent differential fees for those children receiving SR services or the full coverage of childcare for those on private pay. Funding continues for each child until he/she reaches kindergarten, as long as he/she remains at the designated childcare provider.

In addition to covering childcare costs, the BTS donor awards funding so quarterly deposits into a separate college fund created for each child continue to be made. Even though deposits cease once the child enters kindergarten, they accrue interest for the duration of the child's grade school, middle school and high school years. Upon high school graduation, each child can then access that account for college expenses, in combination with any specific college scholarships or grants available.

Bridges to Success begins with the end in mind. Our donor knows that the foundations laid in preschool are the most critical in determining eventual college success. He then

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takes it a step further by turning obstacles into opportunities, increasing college success by taking away the burden of cost.

ASPIRE Program -Also referenced in the Training section of report

Aspire is a FREE, tiered, hybrid, teacher training program designed to guide and mentor entry-level teachers through the DCF 45 hour Introduction to Child Care Training course, along with an additional training on Professionalism and the Florida Birth to Four Standards.

Launched ---years ago, Aspire was renamed, rebranded and revamped to more effectively tackle the preschool teacher shortage that hit the community shortly after the onset of COVID. Formerly known as REACH, Aspire is now offered in both in-person and virtual classes. The program is divided into 3 placement levels depending on the participant's teaching experience. One tier includes high school students who can now enroll in Aspire and work a paid preschool internship at the same time.

Since the rebranding in 2021, we've enrolled 55 participants. Seventy percent of participants hear about us through center directors, the other 30 percent through word of mouth, job fairs, webinars, etc.

Since its inception, REACH/Aspire has had 105 graduates, many of whom are still working in Early Education. In fact, seven graduates have rolled right into completing their FCCPC.

Grade Level Reading Campaign, Two Gen Approach to end poverty, and ELC's role

Sarasota County continues to be 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. Spearheaded by The Patterson Foundation, the ELC works in partnership to coordinate and facilitate activities throughout the year to support parent education through platforms like Vroom and programs like Mind in the Making. A recent

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partnership includes incorporating the “This Book is Cool” initiative within ELC’s book distribution efforts, which began last program year and continued in the 21-22 year. The Patterson Foundation launched the Remake Learning Days program and ELC was an active participant, with activities described in other sections of this report.

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 families are aware of these critical programs and how to access them. We also partner with multiple agencies to help identify families who are not accessing traditional programs and assist them in taking advantage of the many locally-funded programs in our community to offer employment and training opportunities in higher wage industries.

Summer Hunger Program

We are proud partners with the All Faith’s Food Bank for its annual Campaign Against Summer Hunger. The initiative has become our community’s strongest line of defense against child hunger providing over 34,000 children with 3.2 million meals in Sarasota and DeSoto Counties. For the summer of 2022, we had 30 participating childcare sites including many Family Care homes. Each site each received numerous totes full of prepackaged foods for children and families to take as needed, a strong contribution to the collective community effort.

DATA SUMMARY

Data Summary

The following information is based on data collected from July 1, 2021_- June 30, 2022_.

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.]

Reason for Disenrollment	Number of Children Disenrolled
Child care provider dismisses child due to child's behavior	1
Child care provider has closed for economic or other business reasons.	7
Child deceased.	1
Child is no longer residing with the guardian who completed the initial application. New paperwork must be completed by new guardian.	10
Child poses safety risk to other children at program.	2
Child was determined eligible for services but never enrolled with a child care provider.	7
Child was enrolled in a program that changed provider types. Only used if new provider ID is assigned in EFS.	1

DATA SUMMARY

Client does not show up for redetermination.	67
Client is eligible for services under a different funder (i.e., non funder 1).	2
Client is no longer eligible for services because the family income exceeds the allowable amount for eligibility.	13
Client moved out of the county in which funding is currently provided.	11
Client no longer has a valid purpose for care.	36
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.	1
Parent/guardian withdrew child from the program.	312
Provider dismissed child for noncompliance with the provider's attendance policy.	6
Provider dropped child from the provider's program.	4
Provider no longer receiving SR or VPK funds due to noncompliance or low performance	2
Provider remains open, but no longer provides VPK or SR services.	5
The enrollment record was updated.	23
The next authorization period was approved.	4
Transfer from one SR funding source to another (i.e. BG3 to BG8).	1
Transfer to another provider record (even if the second record is owned by the same provider).	1
Total	517

DATA SUMMARY

PROVIDER TYPE

Total number of providers by provider type

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

Provider Type	Total Providers	Offered SR Only	Offered VPK Only	Both
1. Licensed Private Centers	79	16	17	46
2. License-Exempt Centers	1	0	1	0
3. Large Family Child Care Home	5	4	0	1
4. Licensed Family Child Care Home	17	17	0	0
6. Private School	12	1	9	2
7. Public School	79	16	17	46

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.]

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.]

DATA SUMMARY

CHILDREN SERVED BY PROVIDER

The total number of children served in each provider facility

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

FISCAL SUMMARY

Fiscal Summary

During the 2021- 2022 fiscal year, the coalition’s total operating budget was \$1,539,462.

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.

School Readiness (SR) funds	\$7,778,987
SR Local Match funds	\$284,198
Voluntary Prekindergarten Education (VPK) Program funds	\$4,016,720
American Rescue Plan Act (ARPA) funds	\$2,466,923
Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act funds	\$2,984,418
Preschool Development Grant (PDG) funds	\$50,843
Other Local Revenues (including In-kind)	\$484,920
Total	\$18,067,009



FISCAL SUMMARY

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.

	Administrative Activities	Quality Services	Nondirect Services	Direct Services for Children	Total
SR	\$278,892	\$1,029,031	\$424,341	\$6,331,921	\$8,064,185
SR Local Match Funders	\$	\$	\$	\$284,198	\$284,198
ARPA	\$52,690	\$	\$2,414,440	\$	\$2,467,130
CRRSA	\$10,026	\$	\$2,974,392	\$	\$2,984,418
VPK	\$106,506	\$	\$	\$3,910,214	\$4,016,720
PDG	\$33	\$	\$50,810	\$	\$50,843
Other Local Revenues	\$35,000	\$	\$	\$449,920	\$484,920
Total	\$483,147	\$1,029,031	\$5,863,983	\$10,976,253	\$18,352,414

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.

	Number of Staff	Expenditures for Salary and Benefits
Early Learning Coalition Staff	21	\$1,121,841
Subrecipient Staff	0	\$
Total	21	\$1,121,841