



ANNUAL REPORT

FY 2022-2023

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

TABLE OF CONTENTS

Contents

Evaluation of Direct Enhancement Services _____	1
Comprehensive Consumer Education _____	1
Provider Financial Supports _____	5
Training and Technical Assistance _____	5
Quality Activities for Infant and Toddler Care _____	10
Monitoring _____	11
Inclusion _____	14
Data Summary _____	22
Children Served in School Readiness _____	22
Child Disenrollment _____	22
Provider Type _____	23
School Readiness Provider Revocation _____	23
Voluntary Prekindergarten Provider Revocation _____	24
Children Served by Provider _____	24
Fiscal Summary _____	25
Program Funds _____	25
Details of Expenditures by Fund Source _____	25
Coalition Staff and Related Expenditures _____	25

EVALUATION OF DIRECT ENHANCEMENT SERVICES

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 educates children, empowers families and elevates providers. We work diligently to increase mission awareness among community members, volunteers, local leaders and funders. Ensuring families have access to high-quality early care and education, we connect them with our services as well as 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, our community outreach efforts have skyrocketed, bolstering stronger family connections and creating new, innovative agency partnerships. Intentionality and strategy took center stage when deciding on our participation in existing community events and/or hosting our own events. Our laser focus remains on a 2Gen approach and targeting hard-to-reach pockets across Sarasota County. Of course, we continued to use our digital platforms, including a texting system, to deepen connections and enhance engagement with our parents and community-at-large.

2022-2023 Highlights

- We updated our ELC website to include more detailed information regarding CLASS scores, our large-scale community literacy events, our free Preschool Teacher Training program and FCCPC opportunities. We also continue to promote popular parent-focused websites including www.growingmindsread.org and www.lookforthestars.org
- Our 3rd annual Storybook Street event was met with tremendous success. Our FREE, literacy-meets-the-arts, in-person book distribution featured more than a dozen local professional arts agencies who bring books to life. We distributed more than 4,600 books to 600 young children in 2 hours. Each family walked away with 16 new books.
- We hit another homerun with our first-ever Kindergarten Round-Up events working with the Sarasota County School District. The unique event was a first-time collaboration with the school district as we hosted one event in north county and another in south county. 450 people, including 125 incoming kindergartners, attended these free “parties” which were open to ALL incoming kindergartners entering public or charter schools in August 2023. Funded by two local foundations, the events were part of *Suncoast Remake Learning Days*—a free, 10-day regional learning festival with a specific 2Gen approach.
- Partnering with Sarasota County Libraries, we co-hosted two free events called *Mr. G: A Morning of Music and Motion* at two different library locations. Designed for families with children ages 3-5, the engaging, artistic event allowed for families to participate and learn

EVALUATION OF DIRECT ENHANCEMENT SERVICES

together. The event was part of *Suncoast Remake Learning Days*—a free, 10-day regional learning festival with a specific 2Gen approach.

- Our ASPIRE program continues to thrive. Sign-up remains steady for our newly-revamped, free teacher training program. ASPIRE is a free DCF 40-hour training course coupled with mentoring and job placement assistance. The program details Early Education career options and the education pathways.
- We rolled into our second year of *Read Learn Dream (RLD)*, a fast-growing early literacy program in collaboration with the Siesta Key Kiwanis Club. Funded by the Club, and co-created with the ELC, we partner together to help build strong home libraries for area 4-year-olds. RLD provides 180 participating VPK/preschool 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.
- 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, Jewish Family & Children’s Services, Healthy Start Coalition, CenterPlace Health, More Too Life, First 1,000 Days, Sarasota County Libraries and various city social services agencies. Folders included CCR&R literature, VPK, Quality Checklist, local QRIS 5-star rating program, literacy programs, special events, and more.
- Sending regular email communications to providers with information, training, and resources, we also held weekly virtual Directors’ Connection meetings. Primarily serving as peer-to-peer support for Directors, Director’s Connection always integrates parent outreach, ensuring families know of all resources available through the coalition.
- Our in-person outreach is at an all-time high. Frequently carving out new community collaborations, we attended numerous back-to-school events, kid’s safety events, children’s festivals, and community baby showers. In addition to brochures and flyers featuring childcare resources, we also distributed materials regarding early literacy, milestones, mental health, special needs and developmental screenings.
- We kicked off the 16th year of our local QRIS 5-star quality rating program called *Look for the Stars (LFTS)*. Refining and enhancing the assessment system to incorporate CLASS composite scores, we continue to weigh assessments, screenings, teacher trainings and qualifications. LFTS is based on voluntary provider participation and serves as an accurate and effective tool to parents seeking quality care in Sarasota County. The program is at the heart of our family engagement efforts overall.
- Our first-time taking part in a pop-up laundry and literacy event with the Suncoast Campaign for Grade-Level Reading (SCGLR) proved to be super impactful for ELC mission outreach. The boots-on-the-ground initiative, funded by SCGLR, selects a laundromat located in an

EVALUATION OF DIRECT ENHANCEMENT SERVICES

impoverished community, pays for all laundry costs of patrons and makes early literacy resources available for children on-site. Read aloud sessions are coupled with book giveaways to help build home libraries.

- Teaming up with the Safe Children’s Coalition as a keynote speaker and main presenter, the ELC participated in a “family night” event for those involved with its *Home Instruction for Parents of Preschool Youngsters (HIPPIY)* program. HIPPIY is a home-based, early childhood education program providing direct support to at-risk, minority, low-income, low-achieving, and other disadvantaged children ages 2-5.
- Collaborating for the first time with Senior Friendship Centers, we participated in the agency’s nonprofit volunteer fair. Appealing to the agency’s 55+ membership, we touted various volunteer opportunities including office admin help, special events, preschool makeovers and, most importantly, easy participation in our early literacy programs like *Literacy Buddy Project* where volunteers can get books into the hands of children from the comfort of their couch. Wonderful exposure for our mission and services to a unique demographic.
- In celebration of Provider Appreciation Week, we purchased large lightboxes and accessory kits for our hardworking early childhood professionals. One set per center/home. With the help of our Board of Directors, we also hand-delivered custom “thank you” cards signed by all ELC staff.
- To educate our community on the existence and meaning of CLASS scores, we launched a multi-tiered digital/TV campaign with both WFLA TV and WWSB TV. The OTT campaign included a 30 second commercial on CLASS scores. All clicks go to our ELC website where we have created a new page dedicated to explaining CLASS assessments and scores. The page also features a PDF of current composite scores.
- 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)
- Scoring great media coverage throughout the year, the ELC continues to be featured in a positive light in various print, radio and TV platforms. Stories range from access to early education and tackling the teacher crisis to our free family literacy events and first-ever kindergarten round-up parties. We have also made several appearances on a morning talk show called *Suncoast View*.
- Our Outreach team still attends community job fairs, promoting and recruiting candidates for our ASPIRE free preschool teacher training program, targeting new individuals coming into the field. One of our main target demographic continues to be parents with young children, high school youth as well as individuals suitable for entry level positions, who may not realize that child care and early education can be a career.
- When beautification inspires imagination—that’s exactly what happened at Little Disciples Preschool in August 2022 after 50 incoming students from Ringling College of Art and Design transformed the school’s playground into a whimsical place, filled with color and creativity. Students pulled weeds, laid 300 bags of mulch and cleaned the playground storage shed

EVALUATION OF DIRECT ENHANCEMENT SERVICES

including every toy. They painted slides as well as hand-painted hopscotch numbers on concrete pavers. They rolled out new DIY chalkboards and designed and painted a sensory path on the sidewalk. The project, funded by our strong supporters at Bank of America, was part of Ringling's Orientation Day of Service.

- With incredible results from our first two years, we rolled into our third year of *LENA Grow*, reaching nearly 120 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 them ways to increase words and "turns" when talking, reading and singing with their children.
- Our *Strengthening Quality* preschool partnership with the United Way Suncoast (UWS) continues to grow. Entering the program's third year, 3 new childcare sites, located in specific zip codes, were strategically chosen to participate in this comprehensive program. The UWS fulfills many material needs of the preschool as well as provides subcontracted, direct mental health supports. In turn, the ELC provides individualized, high-quality professional development for the teachers including stipends upon completion.
- We continued to make big and bold changes to our marketing and community outreach materials through local foundation funding, grant opportunities and CRRSA dollars. We created new, Spanish/English signage for our front door. We placed custom CRRR messaging on pens, signage, bags, notepads, yard signs, etc. We designed and printed new Spanish/English VPK rack cards providing details through easy and convenient QR codes.
- To increase awareness for VPK, we partnered with two local Winn Dixie Supermarkets to launch a digital campaign. A 30 second bilingual VPK ad plays on loop every one minute on the televisions set-up in every checkout aisle.
- Through a series of mini training sessions, we continued to educate local businesses, community partners and referring agencies on updated info regarding the scope of CRRR services and other ELC resources. Agencies include Sarasota Medical Pregnancy Center, Safe Children's Coalition, Healthy Start, Jewish Families and Childrens Services, Literacy Council, Siesta Key Kiwanis, North Port Forward, Little Medical School, Multicultural Health Institute, Glasser/Schoenbaum Human Service Board of Directors, Sisterhood For Good, and more.
- A record-breaking year for our *Literacy Buddy* program as we served 575 children. Thanks to 300 dedicated volunteers, our Pen-Pal book-exchange program remains strong as we continue to build home libraries for local 3 and 4-year-olds enrolled in care. The program has three distributions throughout the school year and specifically targets high-needs preschools.
- Our classroom-based *Children Who Read Succeed* program maintains a powerful reach of over 1620 children by providing take home books three times during the school year. Teacher lesson plans and take-home parent engagement activities are included in each distribution.
- We continued management of the Warmline with a dedicated early childhood specialist to answer the calls. Our warmline provides one-on-one support for teachers, parents and children involved.

EVALUATION OF DIRECT ENHANCEMENT SERVICES

- We remain active members of the Chambers of Commerce in the cities of Sarasota, Venice and North Port. 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.

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

ELC of Sarasota County successfully implemented the wide ranging DEL ARPA "BUILDING A WORLD CLASS WORKFORCE initiative that included multiple stipend opportunities both for new hires and existing teachers completing professional development training. This included the categories of New Hire, Health and Safety, CLASS Observer (I/T, Pre-K) Upskill Director, Child Success, and Continuous Quality. Stipends for CLASS group Coaching and ELFL Preschool Language Development to name a few.

As part of that initiative, certificates of completion and/or narrative reports, and other documentation to demonstrate and verify that the training was completed were collected prior to the stipends being issued.

ELC additionally offered an extra \$500 stipend to those teachers who participated in the Building a Worldclass Workforce activities and submitted a report describing what they learned and how they implemented new ideas, new strategies, something that they learned, within their classrooms.

As part of our revised and approved CRRSA plan, we were able to offer retention bonuses to over 700 teachers already working in the field with grants ranging from \$500 to \$1300 depending on how many years in the industry.

Providing a surprise token of gratitude to our hard-working teachers, we collaborated with the Barancik Foundation to distribute 600 Wawa gas cards to Sarasota County preschool teachers.

Hurricane Ian relief activities were offered to local providers impacted by the Hurricane. With funds from Save the Children and local foundations, providers were assisted with a multitude of support options ranging from fencing repairs, mulch replacement, to various classroom materials packages. Resilience kits for classrooms within 68 contracted providers were also distributed.

One program was provided with classroom and other related materials to assist them in opening a new infant toddler classroom.

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.

EVALUATION OF DIRECT ENHANCEMENT SERVICES

- Early Learning Standards

ELFL Preschool Language Development: In this course participants learn the importance of providing rich conversation and vocabulary to help children develop strong language skills. A variety of strategies to include open ended questioning, use of self and parallel talk, and extension of responses are explored for educators to enhance their skills. Two Community of Practices were offered by ELC staff to build upon the knowledge learned in the online course.

CLASS Observation Support – Settings Serving Children with Disabilities: This online course is designed to bring awareness and share strategies to the uniqueness of settings that serve children with disabilities. It provides a better understanding of interactions that support children with disabilities as well as best practice involved.

CLASS Observation Support- Settings with Dual Language Learners: This online course is designed to provide a solid understanding of how to effectively interact in classrooms with dual language learners. Participants are provided with videos of real classrooms, and reflective activities that will expand their knowledge and understanding of how to support dual language learners.

Instructional Support for Coaches: This training deepens the understanding of effective interactions with the CLASS instructional support domain. Coaches will learn strategies for supporting teachers as they increase the effectiveness of their interactions within this domain. This course gives coaches the confidence and proficiency to help teachers make improvements to their Instructional Support interactions.

CLASS Observation Training, Infant/Toddler and Pre-K: Participants learned how to observe teachers-student interactions and capture meaningful data on classroom quality. Research shows that CLASS improves teacher-student interactions, measures effective interactions across age levels, promotes educational gains and enhances social-emotional well-being.

Weekly Directors Connection: Coalition led meetings for Directors and Family Child Care Providers to encourage networking, sharing of ideas, and idea swapping. ELC staff offer updates to attendees that relate to professional development opportunities, community events and SR and licensing changes, as well as early learning standards.

- Child Screenings and Assessments

STAR Babies Special Training and Research 10 Part Series: This ten-week certification program that is unique to and developed by the Sarasota County ELC is specifically designed for childcare professionals who care for children birth through 2.

Sensational Kids: Participants learned how to identify and understand children with sensory needs. They explored sensory integrations, modulation, sensory diets, what it means to be “out of sync” and how this can affect behavior. Emphasis was placed on helping teachers create a classroom environment that supports the sensory needs of children.

- Developmentally Appropriate Curricula and Character Development

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EVALUATION OF DIRECT ENHANCEMENT SERVICES

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CLASS Foundation for Teachers, 21 hours of training: This online training course is comprised of 4 courses – A Pre-K Primer for Teachers, Emotional Support for Pre-K Teachers, Classroom Organization for Pre-K teachers and Instructional Support for Teachers. These courses will allow Pre-K teachers to learn about the importance of their interactions with children and how they impact a child’s development. The knowledge gained supports teachers in understanding and applying effective interactions in the classroom.

Instructional Support for Coaches: This training deepens the understanding of effective interactions with the CLASS instructional support domain. Coaches will learn strategies for supporting teachers as they increase the effectiveness of their interactions within this domain. This course gives coaches the confidence and proficiency to help teachers make improvements to their Instructional Support interactions.

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- Teacher-Child Interactions

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CLASS Group Coaching (Formerly MMCI) Provided 2, 12-week sessions 1, Infant/Toddler and 1 Pre-K: This structured group coaching introduces the CLASS tool and explores each domain/dimension to increase the participants knowledge of the Classroom Assessment Scoring System. The interactive

EVALUATION OF DIRECT ENHANCEMENT SERVICES

session enhances knowledge, increases awareness, and provides the teachers with an understanding of strategies that will enhance their interactions with children in the classroom.

Conscious Discipline online training: Online training offered to improve behavior and increase the social emotional skills of the children in the classroom. Participants completing the course are provided with Conscious Discipline manuals and materials that will help them use the strategies they have learned in the course with the children in their classroom.

Weekly Directors Connection: Coalition led meetings for Directors and Family Child Care Providers to encourage networking, sharing of ideas, and idea swapping. ELC staff offer updates to attendees that relate to professional development opportunities, community events and SR and licensing changes.

CLASS Feedback Strategies: Participants learned ways in which to translate CLASS observation data into effective feedback to teachers in a way that will positively impact their interactions with children in their classrooms.

Primer for Leaders: This online training introduces administrators to the CLASS system to focus on, measure, and improve teacher-student interactions.

Instructional Support for Coaches: This training deepens the understanding of effective interactions with the CLASS instructional support domain. Coaches will learn strategies for supporting teachers as they increase the effectiveness of their interactions within this domain. This course gives coaches the confidence and proficiency to help teachers make improvements to their Instructional Support interactions.

The Constant Gardener: Participants explored how the classroom environment can impact children’s behavior and become familiar with simple strategies that can be implemented daily to address children’s behavioral needs. Ideas and activities that promote social- emotional learning and support sensory needs were presented. Participants worked in small groups to “brainstorm” new ways to respond to everyday behavior challenges as well as to understand how their facilitation in the classroom directly impacts the environment.

Interactions at the Heart of Healing: This online course provides instruction and hands on tools to equip teachers to connect with students who have experienced trauma. It focuses on the importance of interactions to support children, families, and staff.

Trauma Informed Directors Credential: The goal of this 40-hour instructor-led course is to assist childcare programs in implementing trauma-informed care for families they serve. This multi-session course requires the completion of outside assignments and readings. Upon completion, childcare program directors will form a community of practice to address the principles of trauma-informed care, supports necessary to work with child care personnel and families, and the importance of self-care.

- Age-Appropriate Discipline Practices

CLASS Observation Training, Infant/Toddler and Pre-K: Participants learned how to observe teachers-student interactions and capture meaningful data on classroom quality. Research shows that CLASS improves teacher-student interactions, measures effective interactions across age levels, promotes educational gains and enhances social-emotional well-being.

EVALUATION OF DIRECT ENHANCEMENT SERVICES

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Sensational Kids: Participants learn how to identify and understand children with sensory needs. You will learn about sensory integrations, modulation, sensory diets, what it means to be “out of sync” and how this can affect behavior. Emphasis is placed on helping teachers create a classroom environment that supports the sensory needs of children.

FLIP-IT: Teachers will explore four supportive steps to help young children learn about their feelings, gain self-control, and reduce challenging behavior. Strategies learned in the course are easily implemented and proven to transform challenging behavior.

STAR Babies Special Training and Research 10 Part Series: This ten-week certification program that is unique to and developed by the Sarasota County ELC is specifically designed for childcare professionals who care for children birth through 2.

Interactions at the Heart of Healing: This online course provides instruction and hands o tools to equip teachers to connect with students who have experienced trauma. It focuses on the importance of interactions to support children, families, and staff.

- Health and Safety

Weekly Directors Connection: Coalition led meetings for Directors and Family Child Care Providers to encourage networking, sharing of ideas, and idea swapping. ELC staff offer updates to attendees that relate to professional development opportunities, community events and SR and licensing changes.

STAR Babies Special Training and Research 10 Part Series: This ten-week certification program that is unique to and developed by the Sarasota County ELC is specifically designed for childcare professionals who care for children birth through 2.

Child Care Emergency Preparedness: CHILDCARE EMERGENCY PREPAREDENESS (CCEPT): Childcare programs are often left out of emergency planning at the federal, state, and local levels. Save the Children supports childcare recovery post disaster. CCEPT is designed to help childcare providers develop and implement an emergency plan in their childcare program in addition to identifying risks and preparing year-round for emergencies. Childcare providers will be able to create a written plan that addresses their emergency needs and continue to communicate, practice, and update their emergency plan on a regular basis. This training is designed for CCR&R’s and all childcare providers.

- Nutrition

USDA Food Program Annual Training for Centers and Homes: Provided training space in the fall and spring for local providers to attend required USDA food service training.

EVALUATION OF DIRECT ENHANCEMENT SERVICES

- First Aid

Pediatric CPR/First Aid

- Recognition of Communicable Diseases

Weekly Directors Connection: Coalition led meetings for Directors and Family Child Care Providers to encourage networking, sharing of ideas, and idea swapping. ELC staff offer updates to attendees that relate to professional development opportunities, community events and SR and licensing changes.

- Child Abuse Detection and Prevention

Weekly Directors Connection: Coalition led meetings for Directors and Family Child Care Providers to encourage networking, sharing of ideas, and idea swapping. ELC staff offer updates to attendees that relate to professional development opportunities, community events and SR and licensing changes.

ELC Sarasota Training and Professional Development Overview/Summary

During the 2022-23 program year, to support participants of both the online and in-person or virtual trainings, a variety of options was offered. The Build a Worldclass Work Force Initiative, along with local education specialists, the Department of Children and Families (DCF), Child Care Training Institute (CCEI), and Bertelsen Education were all made available.

The ELC of Sarasota County is committed to overseeing and sponsoring a robust system of training and technical assistance for local providers. As demonstrated above our offerings provide a wide variety of topics that offer vital professional knowledge. The oversight and assistance offered to the participants taking the courses related to the Build a Worldclass Work Force courses was extensive. The professional knowledge the educators obtained from the training opportunities is being realized as program have begun to experience their SR and VPK assessments. Many providers contributed the high scores they receive directly to the training that staff completed. It has not only boosted their knowledge but has increased their confidence.

The ELC has continued to “grow” the ASPIRE to mentor individuals interested in joining the Early Childhood field. While it is still a challenge for providers to obtain staff. This opportunity helps those that are interested finish courses and find placement in ECE programs in our community. 160 + new teachers have come into the field since July of 2022, with well over 100 directly recruited by the ELC’s efforts. In addition to ASPIRE the ELC has been accepted as a DOE recognized, registered Child Care Apprenticeship program and is currently in the process of applying for Commission for Independent Education (CEI) status to assist educators in obtaining their Florida Birth Five Childcare professional staff credential. All the coursework for these courses is offered by in-house staff in a hybrid format to include in-person and online training.

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.

The STAR Babies certification program implemented several years ago continues to offer childcare professionals working with children ages birth – 2 a unique opportunity to fine-tune their specialized skills. The program is delivered in 10 weeks and is a hybrid of in person and online training that explores neurodevelopment foundations, early language development, relationship building, environment arrangement, and facilitation of the paly experience. A CLASS

EVALUATION OF DIRECT ENHANCEMENT SERVICES

assessment is completed Pre and Post to validate the knowledge growth that has occurred during the training.

STAR Baby recertification can be achieved by obtaining ongoing professional development that relates directly to the birth through 2 age grouping. Over the past year those interested in recertifying have been able to choose from a variety of targeted infant toddler course work to include Conscious Discipline, Infant and Toddler CLASS group Coaching, and Infant/Toddler CLASS Primer for Teachers.

Capacity remains the big hurdle for infant care in our community. The ELC continues to work closely with community partners and providers to enhance infant care and capacity. We continue to offer coaching to providers of newly opened infant rooms and have assisted in providing mini grants for materials needed to outfit the room.

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 (23-24). Monitoring for 22-23 was done in accordance with existing requirements in place during that fiscal year.*

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.
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.

EVALUATION OF DIRECT ENHANCEMENT SERVICES

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 DEL 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 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.

EVALUATION OF DIRECT ENHANCEMENT SERVICES

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 Division of Early Learning (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 Division of Early Learning (DEL), 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 “Voluntary Prekindergarten Provider Monitoring” (Exhibit VII), 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. 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.

EVALUATION OF DIRECT ENHANCEMENT SERVICES

10. The ELC Chief Executive Officer 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.

Following DEL revamping of the process in the prior year, 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 additional funding from the local United Way where an early childhood mental health consultant visits the child and teacher within the classroom to specifically address behavioral concerns. This can be done through our partner agency, The Florida Center who has funding to assign specific staff to specific United Way sponsored sites for a period of time, or through an ELC staff behavioral specialist/coach who can visit the provider sites and work with the teachers directly, Materials are also provided to the parents as appropriate.

The ELC continues to regularly offer several training courses 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 and offered when needed, 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 should those services be needed. An ELC Early Childhood Specialist, or a referral can be made for a consultant, who can go into classrooms with children

EVALUATION OF DIRECT ENHANCEMENT SERVICES

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 17th year, the program is a comprehensive, county wide system for gauging and improving quality of area childcare centers. Over the years, assessment tools have changed as well as how we weigh specific elements. The CLASS assessment tool has been utilized for the program assessment component for many years now so our community was well prepared for the mandated CLASS program assessments for both SR and VPK providers implemented in recent years.. We continue to focus on teacher/child interactions and other specific areas that research indicates are the most impactful for positive child outcomes. Our local QRIS system aligns 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 the percentage of participating sites that are at 3-star level or higher, representing sufficient quality care, which remains at 100%. 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 program’s impact in Sarasota County.

One of the most important aspects of this system wide QRIS program 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.

EVALUATION OF DIRECT ENHANCEMENT SERVICES

In addition, the parent education component of the QRIS is critical. We encourage parents to use the dedicated website, lookforthestars.org, as a detailed 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 also noted among parents when making childcare decisions. Additionally now that all CLASS scores are required to be posted to an ELC's website for parents to review, providers are reporting that many of their recent enrollments are asking about CLASS scores and indicating that they saw them on the website.

Early Literacy Efforts

Every year the Early Learning Coalition of Sarasota County manages several comprehensive early literacy programs in both preschool classrooms and the community. 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*. In a record-breaking year, 300 community volunteers sponsored 575 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 childcare 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.

EVALUATION OF DIRECT ENHANCEMENT SERVICES

Children Who Read Succeed

A county wide, classroom-based, early literacy program that reaches all children at selected childcare centers: infants, toddlers and preschoolers. Thanks to steadfast financial support from the Downtown Sarasota Kiwanis Club, coupled with ELC matched funds, the program distributes more than 4,000 books to 1,625 children attending early learning centers across the county. These centers serve 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

With wonderful results in our pilot year, we rolled into the second year of an 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 students in our pilot year, we nearly doubled that number last year, serving 180 children.

LENA Grow Program

After achieving remarkable results from our first two years, we launched our third year of LENA Grow in 2022-2023, reaching nearly 120 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. More recently the LENA researchers are reporting that there are significantly important increases in the specific domain of instructional support for the participating

EVALUATION OF DIRECT ENHANCEMENT SERVICES

teachers. This is phenomenal as this can be one of the hardest areas to show impact and growth.

The program couples LENA’s “talk pedometer” technology with weekly coaching sessions. Last year, we served 112 children within 10 classrooms, at 2 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 nearly 3 years, we’re excited to announce that we have been awarded private funding, in the form of a \$25,000 grant, to both resurrect the program AND double its original size. Buckets and books have already been purchased. The relaunch is scheduled for late fall 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 now carries the campaign and maintains the program, which is now called *Growing Minds Read*. In doing so, the ELC coordinates many of the activities including dissemination of the materials and updating the

EVALUATION OF DIRECT ENHANCEMENT SERVICES

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 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 our area's 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.

We continued our strong partnership with Van Wezel Performing Arts who sends talented teaching artists for in-person classroom visits. Last year the Van Wezel program included 5 preschools and served 75 children. We are currently in talks with Venice Theatre, The Players Centre and Asolo Repertory Theatre to expand and enhance early ed arts integration programming for either spring 2024 or the 2024-2025 school year.

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 college 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 for the duration of their preschool tenure.

In addition to covering childcare costs, the BTS donor awards funding in quarterly deposits into a separate college fund created for each child. 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 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.

EVALUATION OF DIRECT ENHANCEMENT SERVICES

Launched 9 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 tiered 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.

Led by a seasoned early childhood specialist, our Aspire instructor also serves as an early childhood career navigator for program participants, local preschool teachers and the community-at-large.

Since the rebranding in 2021, we’ve enrolled 65 participants. Seventy percent of participants hear about us through center directors, the other thirty percent through word of mouth, job fairs, webinars, etc.

Since its inception, REACH/Aspire has had 145 graduates, many of whom are still working in Early Education. In fact, 10 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 *Florida Campaign for Grade-Level Reading*. The goal is to help all children read on 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 various digital platforms and programs like Mind in the Making. A recent partnership includes incorporating the “This Book is Cool” initiative within ELC’s book distribution efforts, which began in 2020 and continued in the 22-23 year. The Patterson Foundation launched the *Suncoast 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 our local food bank, All Faiths Food Bank, for several initiatives including the annual Campaign Against Summer Hunger. The initiative has

EVALUATION OF DIRECT ENHANCEMENT SERVICES

become our community's strongest line of defense against child hunger providing over 37,000 children with 2.7 million meals in Sarasota and DeSoto Counties. For the summer of 2023, we had 30 participating childcare sites including many Family Childcare homes. Each site 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, 2022- June 30, 2023.

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 and 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	9
Child care provider does not meet parent's or guardian's expectations.	2
Child care provider has closed for economic or other business reasons.	18
Child care setting provided too much stimulation for the child.	1
Child has exceeded the age-limit for services.	2
Child is no longer residing with the guardian who completed the initial application. New paperwork must be completed by new guardian.	4
Child poses safety risk to other children at program.	12
Child was determined eligible for services but never enrolled with a child care provider.	4
Client deceased.	3
Client does not show up for redetermination.	58
Client failed to provide required documentation to maintain eligibility.	20
Client is eligible for services under a different funder (i.e., non funder 1).	4
Client is no longer eligible for services because the family income exceeds the allowable amount for eligibility.	16
Client moved out of the county in which funding is currently provided.	17
Client no longer has a valid purpose for care.	43
Client's contact information is no longer valid and fails to provide updated information by a specified date.	1

DATA SUMMARY

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 declined Terms and Conditions	1
Parent or guardian lacks resources necessary to keep child in care.	3
Parent/guardian withdrew child from the program.	274
Physical limitations of child care provider	1
Provider dismissed child for noncompliance with the provider's attendance policy.	20
Provider dropped child from the provider's program.	2
Provider remains open, but no longer provides VPK or SR services.	3
The enrollment record was updated.	6
The next authorization period was approved.	13
Transfer to another provider record (even if the second record is owned by the same provider).	3
Total	541

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	77	18	16	43
2. License-Exempt Centers	1	0	1	0
3. Large Family Child Care Home	5	4	0	1
4. Licensed Family Child Care Home	13	13	0	0
6. Private School	13	1	10	2

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.]

No Providers to Report.

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.]

No Providers to Report.

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 2022 - 2023 fiscal year, the coalition's total SR, SR Local Match, VPK, and Other Local Revenues operating budget was \$14,888,338.

PROGRAM FUNDS (REVENUES)

Segregation of School Readiness Program funds, SR Local Match funds, Voluntary Prekindergarten Education Program funds, and other local revenues available to the coalition.

School Readiness (SR) funds	\$ 9,600,745
SR Local Match funds	\$ 299,054
Voluntary Prekindergarten Education (VPK) Program funds	\$ 4,238,487
Other Local Revenues (including in-kind)	\$ 750,052
Total	\$14,888,338

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	\$282,863	\$1,204,373	\$485,043	\$7,628,466	\$9,600,745
SR Local Match Funders	\$	\$	\$	\$299,054	\$299,054
VPK	\$133,392	\$	\$	\$4,105,095	\$4,238,487
Other Local Revenues	\$45,584	\$	\$64,140	\$640,328	\$750,052
Total	\$461,839	\$1,204,373	\$549,183	\$12,672,943	\$14,888,338

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	20	\$ 1,234,602
Subrecipient Staff	0	\$
Total	0	\$