Office of Early Learning

Preschool Development Grant (PDG)  
Statewide Initiatives  
Webinar #1

August 19, 2020  1:30 pm – 3:00 pm
Welcome/PDG Overview

Purpose of today’s webinar

Presentation of projects and Initiatives

Questions and answers

Conclusion and wrap-up

Contact information
Florida selected as one of 20 states to receive grant.

Three-year grant period began January 1, 2020 for $13.4 million.

Prioritizing roll-out of activities.

Developing work plans, identifying partners and initiating procurements.

Link to renewal application: http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/images/FLPDGCompiledDraft110519FINAL.pdf
Designed to support states in coordinating and aligning early childhood care and education (ECE) programs, resources, and services that already exist, thereby:

- Improving **program quality**.
- Expanding access to targeted **professional development**.
- Facilitating better **partnerships** between programs.
- Improving **transitions** from ECE programs into elementary school.
- Increasing program operating and cost **efficiencies**.
- Expanding **parental choices and involvement**.
- Ensuring **families are linked** to the full range of services they need.
Overall: Responsible for leading the development and enhancement of Florida’s system of high-quality early childhood care and education, ensuring statewide coordination, alignment, and collaboration among wide range of programs and services including School Readiness, Head Start, IDEA, health, mental health, and pre-kindergarten programs and services.

PDG: Represent key stakeholders and develop statewide strategic plan.
Webinar Purpose

TOPICS

Webinar #1
• Family Supports
• Inclusion
• Social Emotional and Mental Health

Webinar #2
• Professional Development
• System Enhancements
Webinar Purpose

• Purpose of each project
• Intended audience
• Timeframes and activities
• Expectations and outcomes
• Project lead
Family Supports

• Online Digital Supports for Families/ Presenter – Dr. Lisette Levy

• Florida Healthy Kids Targeted Outreach/ Presenter – Audia Bradwell

• Single Point of Entry/Family Needs Assessment/ Presenter – Penney Norton

• Home Visiting – Resources, Professional Development and ELC Training/ Presenter – Linda Hockenberry
Inclusion

- **Autism Baby Navigator** – Provider Supports and Family Supports/
  *Presenter* – Linda Hockenberry

- **Workgroup** – Streamlining services to children with disabilities, screening and tracking/
  *Presenter* – Dr. Lisette Levy

- **Inclusion Collaboration Summits** – Resources, materials, supports and keynote/
  *Presenter* – Dr. Lisette Levy

- **Pyramid Model Implementation**/
  *Presenter* – Dr. Lisette Levy

- **Racial Equity Initiative**/
  *Presenter* – Dr. Lisette Levy
Social Emotional and Mental Health

- **FSU 10 Components of Quality Infant & Toddler Care:** Coaching, Training and Automation/ *Presenter – Monique Wilkinson*

- **Infant Early Mental Health** – Infrastructure Study, Endorsement Support, Reflective Supervision/Consultation and Scholarships/ *Presenter – Katie Dufford-Melendez*

- **Mental Health and Social Emotional Supports/** *Presenter – Katie Dufford-Melendez*
Family Supports
Online Digital Supports for Families

Purpose

Provide tools to parents for supporting children’s development through an educational program or mobile application.

- Expressed by families the need of digital supports for engaging their children at home.
- Pilot through the HIPPY program to evaluate ease of use and effectiveness for expanding online digital supports for families.
- Tools will be selected through a competitive procurement via USF.
Family Supports

Online Digital Supports for Families Cont.

Anticipated Outcomes

• Access to engaging in activities to support their children’s learning.

• Parent’s use of digital supports or applications to interact with their children while supporting their cognitive and social & emotional development.

• Another tool for Family Home Visitors to support families.
Family Supports

Online Digital Supports for Families Cont.

Activities and Timeframe

• Introduction to the Pilot for HIPPY home visitors: November 2020, 2 hrs. (webinar)
• Training of home visitors on the online early childhood education program or application: December 2020, 2 hrs.
• Training home visitors on administering pre assessments and surveys for pilot test: January 2021, 2 hrs.
• Follow up training for administering post assessments and surveys and receiving their stipends: 2 hrs.
• End of project: June 2021
Family Supports

Online Digital Supports for Families Cont.

Stakeholders
HIPPY program and the families they serve.

OEL Contact
• Sunny Saunders sunny.saunders@oel.myflorida.com
• Tracy Payne, Ph. D. (HIPPY) University of South Florida, payne12@usf.edu | 813-974-4858
Florida Healthy Kids Targeted Outreach

Purpose
Engage Florida Healthy Kids Corporation to work with the Florida Department of Education/Office of Early Learning to provide targeted resources and outreach to families who access services from Early Learning Coalitions (ELC), Head Start and Early Head Start, or other mental health services and referral partners to increase access to and enrollment in Florida KidCare programs.

Anticipated Outcomes
• Children have improved physical and mental health.
• Increase in number of children enrolled in Florida KidCare.
Family Supports

Florida Healthy Kids Targeted Outreach Cont.

Anticipated Outcomes Cont.

• Reduction in children who are uninsured.
• Increased partnerships between Florida KidCare and other services to expand access.
• Increase health literacy to help families obtain and understand information and services to make physical and mental health decisions for their child.

Stakeholders

CCR&Rs, School Readiness, VPK, Head Start, mental health services and families
Family Supports

Florida Healthy Kids Targeted Outreach Cont.

Activities and Timeframe

• The contract details are still in development

• Anticipated dates:
  o Targeted Outreach in winter/spring 2020/2021
  o Facilitate three (3) outreach training webinars to ELCs staff who provide information for the School Readiness Program, Voluntary Prekindergarten Program, Child Care Resource and Referral Program, and Inclusion Warm Line, including OEL key partners (i.e., Head Start/Early Head Start, mental health services and other identified partners)
Florida Healthy Kids Targeted Outreach Cont.

Activities and Timeframe Cont.

Anticipated dates:

- Facilitate one outreach training during OEL’s virtual Inclusion Summit, October 2020
- Collaborate with key partners to create one (1) 20-minute video, December 1, 2020
- Collaborate with the State Advisory Council to submit a proposal describing how eligibility requirements, application processes and eligibility determinations can be streamlined, December 1, 2020
Family Supports

Florida Healthy Kids Targeted Outreach Cont.

Time Commitment for Training/Program

• Attend one of three outreach training webinars, 2 hours; or
• Attend OEL’s virtual Inclusion Summit, 2 hrs.
• Ongoing outreach services to families, when applicable

OEL Contact

• Audia Bradwell audia.bradwell@oel.myflorida.com
Single Point of Entry/Family Needs Assessment

Purpose

To explore a single point of entry (SPE) system that would provide families the ability to apply for multiple social services through one web application.

• Family Needs Assessment - A survey to determine family needs to inform the design of a SPE for social services.
Family Supports

Single Point of Entry/
Family Needs Assessment Cont.

Anticipated Outcomes

Families will have an efficient way to access targeted social services for themselves and their children based on their particular need.

Stakeholders

Children and families of FL, State Advisory Council, multiple statewide social service agencies including Head Start and Early Head Start.
Family Supports

Single Point of Entry/
Family Needs Assessment Cont.

Activities and Timeframe
Scheduled to end Dec. 31, 2020

Time Commitment for Training/Program
TBD

OEL Contact
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Family Supports

Home Visiting

Purpose
Expand access and information to families on home visiting programs in Florida, while providing related professional development to early learning coalitions and partnering home visitors.

Anticipated Outcomes
• Families of English language learners, children with unique abilities, as well as children of at-risk, homeless and rural populations will have access to information on the importance of engaging in activities to support their children’s learning.
Family Supports

Home Visiting Cont.

Anticipated Outcomes Cont.

• Families will learn how to use digital supports or applications to interact with their children while supporting their cognitive and social & emotional development.

• Family Home Visitors will be able to engage families in using the digital supports to enhance their children’s learning on a regular basis.

Stakeholders

Early learning coalition staff (CCR&R and HMG), Ounce of Prevention, FAHSC, HIPPY, 2-1-1, HMGF, and families
Family Supports

Home Visiting Cont.

Activities and Timeframe

• The contract details are still in development.

• Anticipated dates:
  o Training development fall 2020
  o Training in winter/spring 2020/2021

Time Commitment for Training/Program

1 – 3 Hours

OEL Contact

Linda Hockenberry Linda.Hockenberry@oel.myflorida.com
Inclusion
Inclusion

Autism Baby Navigator

Purpose

• Engage Florida State University (FSU) College of Medicine, Autism Institute to reach families of children with social communication delay and to support the professional development of early learning coalition staff using the technology-supported platform, Baby Navigator™.

• Offer Baby Navigator™, a technology-supported platform for families to support their baby’s early learning and nurture the development of language and success in school.

• Train early childhood educators and their home visiting partners to support families in using the Baby Navigator tools and resources.

• Develop the Baby Navigator mobile application to best serve families in low-income and rural areas.
Anticipated Outcomes

• Strengthened support to families to help monitor their baby’s development

• Improved outcomes for children with social communication delays

• Ease navigation of services for families to catch delays early

Stakeholders

Early learning coalitions, early childhood educators, home visitors, and families
Activities and Timeframe

• Implementation of the Baby Navigator Educator Webinar Course: A seven-week series for 100-150 participants. Winter 2020

• Provide the online professional development course: Social Communication Development in Infants and Toddlers (SC•DIT). Winter 2020

• Conduct Infant/Toddler Screens using the SoCo CheckUp. Winter 2020/Spring 2021

• Begin Early Intervention Referrals Winter 2020/Spring 2021

• Provide the Social Communication Growth Charts Mobile Application Spring 2021
Inclusion

Autism Baby Navigator Cont.

Time Commitment for Training/Program

• Seven-week live webinar series for early education teachers.
• FSU-developed online course: Social Communication Development in Infants and Toddlers (SC•DIT) for professional development for early childhood educators (self-paced).

OEL Contacts

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Inclusion

Workgroup

Need:
Too often there are lags in referral time or poor handoffs that result in developmental concerns going unattended; with intentional coordination and protocol development, intervention services can be provided more swiftly.

Purpose
• Convening and facilitating the creation of a workgroup of experts.
• Explore promising models for tracking early intervention services of individual children.
Inclusion

Workgroup Cont.

Anticipated Outcomes

• Improve the efficiency and impact of screenings.

• Improve referrals for assessment for further diagnostic assessment.

• Identification of best practices in data/delivery systems to ensure children getting the supports they need across multiple service providers.

• Strengthen transitions from Part C to Part B services.
Workgroup Cont.

Stakeholders

The Florida Department of Health: Children's Medical Services, Early Steps and Florida SHOTS; The Florida Department of Education: Office of Early Learning, Bureau of Exceptional Education and Student Services, Bureau of Instructional Support and Community Services, Division of Blind Services; Florida Department of Children and Families; Head Start, Early Head Start and related programs; Maternal, Infant, and Early Childhood Home Visiting Program; Association of Early Learning Coalitions; Help Me Grow Florida; Children’s Forum; UF Psychiatry; 2-1-1 Information and Referral Services; Children and Youth Cabinet Technology Workgroup; Florida Association for Information and Referral Services; Open Referral; Children’s Registry and Information System; Florida Collaborative on Operational Data for Educators; Florida Child Care Resource and Referral Program; FSU Center for Prevention and Early Intervention Policy; FL Interagency Coordinating Council for Infants and Toddlers; FL Department of Management Services; Early Steps Family Resource Specialists
Activities and Timeframe

This project will be completed by December 2020.

Activities:

- Four (4) virtual meetings with stakeholders from July-November, 2020.
- UF will conduct a review and provide a report of early intervention tracking systems by December 2020.

OEL Contacts

Lisette Levy  
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Inclusion Collaboration Summits

Need
Many families have difficulty being informed consumers, navigating multiple social services, and fully engaging as partners with ECE programs in their children’s development. For low-income families and/or families that have children with disabilities, the navigation of services becomes even more complex.
Inclusion

Inclusion Collaboration Summits Cont.

Purpose

• Forming a network that can enhance the exchanges between agencies for creating seamless experiences for children and families receiving all of their services.

• Joint Collaboration Transition to Kindergarten summits to support transitions for children with unique abilities.
Anticipated Outcomes

• Expanded focus on inclusion and children with unique abilities.

• Increased collaboration with inclusion partners and creation of a state leadership team (SLT) across agencies responsible for serving children with special needs.

• Identified solutions that create enhanced coordination and collaboration across programs and services.

• Increased child outcomes for children with special needs.
Inclusion Collaboration Summits Cont.

Stakeholders
ELC Inclusion Specialists, Pre-K Contacts from the School Districts, BEESS, TATS, FDLRS, and Early Steps.

Activities and Timeframe
Once a year for 2020, 2021, 2022
Inclusion Collaboration Summits Cont.

Time Commitment for Conference
October 26 - 28, 2020, 4 hours per day
October, 2021
October, 2022

OEL Contacts
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Katie Dufford Melendez  Katie.Dufford-Melendez@oel.myflorida.com
Inclusion

Pyramid Model Implementation

Need
Each year over 8,700 three and four-year-old children are expelled from their state-funded preschool or prekindergarten classrooms.

Racial Inequities in School Discipline
Black students, especially boys are disproportionately more likely than their white peers to face multiple suspensions from preschool.

Preschool Enrollment

Multiple suspensions
Purpose

The University of South Florida will provide the expertise to assist the Office of Early Learning with creating the structure for the implementation of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children.
Inclusion

Pyramid Model Implementation Cont.

FLORIDA STATE LEADERSHIP TEAM

Community leadership teams

Cohort of Implementation Specialists

DATA

SUPPORT

PROVIDER LEADERSHIP TEAM

Implementation Site

Early Learning Provider

PROVIDER LEADERSHIP TEAM

Implementation Site

Early Learning Provider

PROVIDER LEADERSHIP TEAM

Implementation Site

Early Learning Provider

PROVIDER LEADERSHIP TEAM

Implementation Site

Early Learning Provider

Office of Early Learning
Learn Early. Learn for Life.

FLORIDA Preschool Development Grant

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Anticipated Outcomes

• Improved Cross System Collaboration.
• Coordinated early childhood service delivery system supporting positive physical, cognitive, and mental health development of young children.
• Expanded use of the Pyramid Model framework in early childhood programs statewide.
• Decrease suspensions and expulsions and support the social emotional health and wellbeing of children.
Inclusion

Pyramid Model Implementation Cont.

Activities and Timeframe

2020-2022

Time Commitment for Training/Program

Different schedules per year. For 2020:

- ELC/Head Starts/School Districts Identified August – September
- Community Implementation Expert start monthly TA meetings – October
- Community Leadership Teams starts monthly meeting – October
- Community Leadership Teams identify implementation sites – October/November
- Community Implementation Expert enrolls in Preschool Practice Virtual training – October
Inclusion

Pyramid Model Implementation Cont.

Stakeholders
Early learning coalition staff, Head Start Grantees, Pre-k Contacts from School Districts

OEL Contact
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Racial Equity Initiative

Need
Advancing equity in early childhood education requires understanding biases and the ways in which historical and current inequities have shaped our nation’s social, political, economic, and educational structures.
Inclusion

Racial Equity Initiative Cont.

Purpose

• Early Learning Coalitions will work with an Equity coach in doing a systematic examination of how vulnerable racial and ethnic groups will likely be affected by a proposed action or decision.

• A certification process will be also implemented for ELC trainers.
Anticipated Outcomes

• Established platform to collectively build a base of knowledge and understanding of issues related to race and class, through a systemic analysis of child serving systems and their connection to all systems and institutions in the State of Florida.

• Support for vulnerable and underserved young children at risk of school failure by addressing policies, laws, systems, and practices that produce inequitable outcomes.

• Gaps in health and achievement by socioeconomic status, race, or other demographic characteristics are reduced.

• Policies identified and actions taken to increase equitable child outcomes.
Inclusion

Racial Equity Initiative Cont.

Stakeholders

Activities and Timeframe
2020
Racial Equity Initiative Cont.

Time Commitment for Training/Program Cont.

• 2 hours a month for the ELC Leadership Team work with the coach plus more time as agreed by the group.

• 8 day certification process split in two sessions for the ELC trainers

OEL Contact

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Antrica Morgan
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Social Emotional/Mental Health
FSU 10 Components of Quality Infant/Toddler Care

Purpose: Provide a path to improve quality of infant and toddler programs in FL and alignment of OEL's quality initiatives for infants and toddlers under a single, research-based tool.

1. Provide training on the 10 Components Signs of Quality Observation Tool
2. Provide TA and virtual coaching to FSU-approved 10 Components trainers (ELC staff) in implementation of the 10 Components system
3. Streamline program quality data through integration the 10 Components Signs of Quality tool into QPS.
Social Emotional and Mental Health

FSU 10 Components of Quality Infant/Toddler Care

Anticipated Outcomes

Improve infant-toddler program quality, which supports the social-emotional development and mental health of young children.

Stakeholders

ELC Infant-Toddler Specialists, trainers, coaches and program managers

Timeframe

Still under development; anticipated timeframe: September 2020 – June 30, 2021
FSU 10 Components of Quality Infant/Toddler Care

Time Commitment for Training/Program

1. Signs of Quality Tool training: 12 hours (two 6-hour days; virtual)
2. TA webinars: 1.5 hours per session, 10 sessions
3. Virtual Coaching: FSU will provide up to 75 hours; sessions must be requested by ELC staff

OEL Contacts

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Purpose

- Identify local and state resources and provide early learning coalition staff with professional development and training, which may then be used to improve classroom environments and individual help to children.

- Infrastructure study
- Reflective supervision
- Endorsement support
Anticipated Outcomes

• Training to prepare stakeholders to earn the Florida Infant Mental Health Endorsement (FIMH-E®)
• Increased number of professions with FIMH-E®
• Children have improved physical and mental health.
Social Emotional and Mental Health

Infant and Early Childhood Mental Health Cont.

Stakeholders
Inclusion Specialists and coaches

Activities and Timeframe
September – December (with possible carry over)

Time Commitment for Training/Program
At least a year overall, with reflective supervision specifically, 25 hours.

OEL Contacts
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Mental Health and Social Emotional Supports

Purpose
Available to early learning coalitions and Redlands Christian Migrant Association (RCMA) to identify and purchase needed social-emotional and/or mental health supports for children and their families and School Readiness and Voluntary Prekindergarten providers.

Anticipated Outcomes
• More skilled early childhood workforce.
• Improved child outcomes.
• Children have improved physical and mental health.
Mental Health and Social Emotional Supports Cont.

Stakeholders
Early learning coalitions, RCMA, early childhood providers

Activities and Timeframe
September – December 2020 (with possible carry over)

Time Commitment for Training/Program
Anticipated October 2020 – June 30, 2021

OEL Contacts
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TIME FOR QUESTIONS

- Please input your questions in the chat box or unmute to ask your question.
Conclusion and Wrap-up

PDG Statewide Initiative
Webinar #2
Tuesday, August 25, 2020,
1:30 – 3 p.m. EDT

We hope you join us!
Additional Questions?

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