





PROJECT	PROGRAM AREA INVOLVED								
To access additional information about the projects hold down the Ctrl key + click on the project link below.	Infant/ Toddler	Preschool	VPK	Inclusion	Equity	Coaches	PD	CCRR	Other
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Inclusion Collaboration Summits		•	•	•		•			•
Pyramid Model: Training	•	•	•	•		•			
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T2K: Transition to Kindergarten Toolkit		•	•	•	•	•	•	•	•
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T2K: PreK-3 Regional Readiness Leadership Summits		•	•	•	•	•	•	•	•
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Communities of Practice							•		
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Coaching: Recertification						•	•		
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Coach Inventory and Analysis						•	•		•
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Professional Development Task Force							•		•
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Cost of Quality: Expand Study to Family Child Care Homes					•			•	•
 Systems and Data Integration									
Cost of Quality: Enhancements to Budget Calculator					•			•	•
Pyramid Model: Automation – System enhancement				•					•
Provider Profile Enhancements to CARES							•		
Professional Development Registry Enhancements for Core Competencies and Career Pathway							•		
Core Comps/Career Pathway - PD and Resource Updates							•		
Career Planning Tool							•		
BPIECE Automation Tool	•	•	•	•		•			



Family Knowledge, Choice, Engagement

Online Digital Supports for Families

Enhance consumer education in order to connect families with programs and services that meet children's unique needs. Additionally, through this project families will be engaged and provided with tools for supporting children's development through an educational program or mobile application, with a specific focus on dual language learners, children with unique abilities, at-risk, homeless and rural populations.

Related Activities:

University of South Florida (USF) will work with families enrolled in the Home Instruction for Parents of Preschool Youngsters (HIPPY) program to conduct a pilot study.

- Two hour webinar - Introduction to Pilot Test will provide information on the purpose, design, and home visitors' responsibilities: (November 2020)
- Two hour training for small groups of home visitors assigned to the same online early childhood education program or application: (December 2020)
- Two hour training on administering pre-assessments and surveys for pilot test -- (January 2021) (one hour of training will be to review and practice the assessments and surveys and one hour to establish inter-rater reliability)
- Follow-up training for administering post assessments and surveys and receiving their stipend (the first hour to ensure inter-rater reliability; the second hour will cover the protocol to obtain a stipend)

Expected Outcomes:

- Families of dual 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.
- Families will learn how to use digital supports or applications to interact with their children while supporting their cognitive and social and emotional development.
- Home Visitors will be able to engage families in using the digital supports to enhance their children's learning on a regular basis.

Project to be completed by June 30, 2021.

For More Information:

- Contact Sunny Saunders at sunny.saunders@oel.myflorida.com or Tracy Payne, Ph. D. (HIPPY) University of South Florida at payne12@usf.edu | 813-974-4858
- To learn more about [HIPPY](#).



Family Knowledge, Choice, Engagement

Florida Health Kids Targeted Outreach

Healthy Kids Corporation will provide targeted resources and outreach services to families who access services from early learning coalitions (ELC), Head Start and Early Head Start, or other mental health and referral partners in order to increase access to and enrollment in Florida KidCare programs.

Related Activities:

- Targeted Outreach Strategies
 - Development of an outreach campaign and implementation of targeted outreach materials to build on current service access to increase parent knowledge regarding child health insurance availability. (These activities shall begin starting January 1, 2021 and continue through January 1, 2023.)
 - Providing targeted activities and materials to inform and train ELCs, Head Start and Early Head Start, or other mental health services and referral partners on available child health insurance programs in Florida for families' eligible for, but not accessing health insurance, particularly in underserved areas
 - Facilitation of three (3) outreach training webinars (up to two hours) to ELC staff and OEL key partners (i.e., Head Start/Early Head Start, mental health services and other identified partners)
 - Facilitation of one (1) two hour outreach training during OEL's Inclusion Summit. Participants will include inclusion specialists, program managers, CCR&R specialists, school districts and other partners designated by OEL.
 - Creation of one (1) 20 minute video tailored for child care providers and ELCs. This video will explore the number of uninsured families regionally in Florida and common barriers that lead to families being uninsured.
- Eligibility Determination/Streamlined Services
 - Collaborate with State Advisory Council and key partners to explore opportunities to streamline eligibility for KidCare when children qualify for other services, such as early care and education subsidies.

Expected Outcomes: Increase in number of children enrolled in KidCare; reduction in number of children who are uninsured; increased partnerships with KidCare to expand access; increase family health literacy.

Project to be completed by June 30, 2021.

For More Information:

- Contact Audia Bradwell at audia.bradwell@oel.myflorida.com
- To learn more about [Florida KidCare](#).



Family Knowledge, Choice, Engagement

Single Point of Entry/Family Needs Assessment

Explore a single point of entry (SPE) system that would provide families the ability to apply for multiple social services through one web application. The Family Needs Assessment (FNA) is a survey to determine family needs and will be used to inform the design of an application (app) for social services.

Related Activities:

Building on the Feasibility Study work completed with the 2019 Preschool Development Grant, OEL will work with a contractor to

- Consult with partners on a plan for implementation of a FNA to inform the SPE information portal;
- Provide information on how families access services on a local and state wide level, identify additional services that may be needed, and collect information on how families with young children currently access relevant programs;
- Work with State Advisory Council (SAC) entities to design the initial phase for an SPE;
- Create an implementation plan for incoming years 2 and 3, including a detailed timeline and projected costs; and
- Design an initial SPE information portal that integrates the work completed for the family mobile application (mobile app) and family needs assessment.

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

Project to be completed by December 31, 2021.

For More Information: Contact Penney Norton at penney.norton@oel.myflorida.com



Family Knowledge, Choice, Engagement

Home Visiting

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

Related Activities:

- Training for home visitors on
 - accessing services through Child Care Resource and Referral (CCR&R), 2-1-1, and Help Me Grow Florida (HMG) and other local referral organizations that assist parents in gaining access to services, to ensure home visitors are well equipped with knowledge to connect families to these organizations,
 - increasing knowledge of local, state, and federal emergency support services available to families, and
 - how to integrate early literacy, math, school readiness, and other developmentally appropriate resources into home visits.
- Provide professional development opportunities to the early learning coalitions on local availability of home visiting and helping families connect to the best home visiting option for their needs.
- Develop an outreach/social media campaign to assist early learning coalitions with connecting families in high-needs communities to home visiting resources.
- Provide training to local CCR&R, 2-1-1, and HMG staff on
 - home visiting programs available in the state and their local communities,
 - how best to connect families—especially those in high needs communities—to those services, and
 - how to follow up and ensure families were able to access the needed services.
- Compile resources (online tools, material, or products) pertaining to child development, early literacy and math, and local and state resources and provide access to families.
- Build a compendium of evidence-based home visiting programs in Florida to include the lead agency, eligibility, program goals, local communities served, and any resources the program uses.

Expected Outcomes: More families have broad access to information on early childhood development that enhances their child’s development; and families participate in home visitation programs that align to their unique needs.

Project to be completed by June 30, 2021.

For More Information:

- Contact Linda Hockenberry at linda.hockenberry@oel.myflorida.com
- Learn more about [Help Me Grow Florida](#), [CCR&R](#), and [2-1-1](#) Resource and Referral.



Family Knowledge, Choice, Engagement

Baby Navigator – Provider and Family Supports

Florida State University (FSU) College of Medicine, Autism Institute will engage families of children with early communication delay and to support the professional development of early educators, early learning coalition staff and home visitors using the new technology-supported platform, Baby Navigator™.

Related Activities:

- Coaching - Home visitors (up to 10) shall be invited to participate in a six-week (one meeting per week) coaching program. The coaching program shall include:
 - Completion and discussion of the Social Communication Development in Infants and Toddlers (SC•DIT) course,
 - Access to the “Jump Start to Coaching in Everyday Activities” course and receive an invitation to the Baby Navigator Educator Webinar series, and
 - Training on how to conduct a Brief Engagement Intervention (BEI) with families of young children with communication delay or early signs of autism.
- Baby Navigator Educator Webinar – Facilitation of a seven-week series for up to 100 early childhood educators (teachers).
 - Teachers will be targeted for participation from the following five (5) ELC regions: Tallahassee/ELC Big Bend; Fort Myers/ELC Southwest Florida; Orlando/ELC Orange County; Sarasota/ELC of Sarasota; Daytona Beach/ELC of Flagler and Volusia Counties.
 - Participants will move through the Social Communication Development in Infants and Toddlers (SC•DIT) course and invited to the “About Autism in Toddlers” course together, to learn how to engage parents, the importance of social communication development in infants and toddlers and how it impacts language, communication, challenging behaviors, social emotional development, reducing the “Word Gap,” and improving school readiness.
- Infant/Toddler Screening - Collaborate with ELC staff to encourage parents of babies up to 24 months old to join the Baby Navigator community at www.babynavigator.com, to use the Social Communication Growth Charts and to screen their child for communication delay and early signs of autism using the SoCo CheckUp. Coordinate with CCR&R and/or HMG to refer families with positive SoCo CheckUp screens to additional evaluation and/or early intervention, including to the FSU FIRST WORDS® Project (FWP).
- Baby Navigator Mobile Application Development - Begin development of the Social Communication Growth Charts mobile application, which will be available for use by all families.

Expected Outcomes: Strengthened support to children with unique learning abilities and their families; and improve outcomes for children with developmental delays and unique learning abilities.

Project to be completed by June 30, 2021.

For More Information:

- Contact Linda Hockenberry at linda.hockenberry@oel.myflorida.com
- To learn more about [Baby Navigator](#).



Family Knowledge, Choice, Engagement

Developmental Screening Workgroup and Tracking Early Intervention Services

Convene and facilitate the creation of a workgroup of experts in developmental screening and services for children with disabilities and professionals representing programs/services throughout the state to create a more streamlined, coordinated, and responsive system for families to access services that meet their children's unique learning needs. Additionally, to explore promising models for tracking early intervention services of individual children, designed to provide continuity in service delivery, improve outcomes and accountability, and promote ease of service navigation for families and service providers.

Related Activities:

- Convene and facilitate four (4) virtual Screening Workgroup meetings with stakeholders to strategically guide the work of the workgroup and produce recommendations. (by November 30, 2020)
- Establish Continuity of Services -- Review and provide a report of early intervention tracking systems looking at different tracking models in Florida, other States, and/or other countries. (by December 31, 2020)
 - Explore issues and recommend strategies to increase collaboration and coordination between Part C and Part B services at state and local levels to provide a seamless transition for families with appropriate coordination throughout the family's term of receiving services.
 - Map the partners and entities that are part of the systems for screenings, identifying potential delays, referrals for additional assessment, and intervention providers. Develop detailed recommendations for a phased plan to strengthen each of these services, reduce duplication, and improve the efficiency and effectiveness of each phase of children being identified and accessing services.
 - Identify strategies to provide families with a roadmap of how to access screening, assessment, diagnosis and intervention services and supports so families know where they are in the process and have clear expectations of steps ahead.
- Consumer Education - Identify strategies and make recommendations for how to educate early childhood education partners on inclusive practices, connecting families to services that meet the unique needs of children, and effectively communicating highly sensitive observation data and recommendations with families.

Expected Outcomes: Improve the efficiency and impact of screenings; improve referrals for further diagnostic assessments; identification of best practices in data/delivery systems to ensure children getting the supports they need across multiple service providers; and strengthen transitions from Part C to Part B services.

Project to be completed by June 30, 2021.

For More Information: Contact Lisette Levy at Lisette.Levy@oel.myflorida.com



Family Knowledge, Choice, Engagement

Pyramid Model -- Training

The University of South Florida will guide the implementation of the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children (Pyramid Model) statewide, within early education programs, to address the social and emotional development and mental health needs of young children.

Related Activities:

- Training leadership teams in implementation process, data-based decision-making, practice-based coaching, observation tools (TPOT/TPITOS), intervention planning, preschool and infant/toddler classroom practices, and addressing challenging behaviors.
- Provide a minimum of two (2) monthly state team meetings to provide guidance on the critical elements needed for statewide implementation and scale-up of the Pyramid Model within community programs.
- Assist ELCs in identifying ELC Leadership Team members and the identification of an ELC Implementation Expert and conduct a minimum of one (1) Train the Trainer Session for up to 20 ELC Implementation Experts on the Preschool Pyramid Model Practices.
- Provide virtual guidance to the ELC Leadership Teams, monthly, on the critical elements needed for local implementation and scale up and assist with their development of local implementation plans.

Expected Outcomes: Improved Cross System Collaboration; coordinated 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; and implementation of evidence-based practices for promoting young children's healthy social emotional development to decrease suspensions and expulsions.

Project to be completed by June 30, 2021.

For More Information: Contact Lisette Levy at Lisette.Levy@oelmyflorida.com or Monique Wilkinson at Monique.Wilkinson@oel.myflorida.com or To learn more about the [Pyramid Model](#).

Pyramid Model – Tool Automation¹


This automation project is to support the implementation of the Pyramid Model by incorporating supports into the Quality Performance system (QPS)

Related Activities: The following tools will be incorporated in the QPS: (1) Teaching Pyramid Observation Tool (TPOT), (2) Teaching Pyramid Observation Tool for Infant-Toddlers (TPITOS), (3) Benchmarks of Quality, and (4) the Coaching form. Training will be provided, as needed, for those utilizing the online tools.

Expected Outcomes: Allows for statewide implementation and access by providers and other stakeholders.

Project to be completed by June 30, 2021.

For More Information: Contact Penney Norton at Penney.norton@oel.myflorida.com

¹  The Pyramid Model work crosses over PDG Activity Areas, such as the Pyramid Model Automation Tool, which is in Systems and Data Integration Activity 4.



Family Knowledge, Choice, Engagement

Inclusion Collaboration Summits

Support transitions for children with unique abilities, participants will learn about the services that each of the participating agencies offer, the significance of the FDOE/BEES strategic plan, as well as how to utilize resources for supporting families who have young children with special needs.

Related Activities: Statewide meeting to be held virtually in October 2020 to continue coalition and district plans for increased collaboration. Moving forward, Regional summits will be held once a year for 2-3 days.

Expected 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; and Increased child outcomes for children with special needs.

Project to be completed by June 30, 2021.

For More Information: Contact Lisette Levy at Lisette.levy@oel.myflorida.com or Katie Dufford-Meléndez at Katie.dufford-melendez@oel.myflorida.com.

Cross Sector Referral Professional Development

Support the training of CCR&R and referral agency specialists, cross sector, through five web-based modules. Modules 1-2 are designed for CCR&R specialists and Modules 3-5 are designed for referral agency specialists.

Related Activities: Fall 2020 - pilot five web-based training modules and tentative to go live with the five web-based training modules in 2021.

Expected Outcomes: Five web-based training modules housed in a centralized location; pilot of modules in the fall of 2020 from staff of diverse referral agencies; modules will be improved based on pilot feedback and launched to serve referral specialists; and bi-annual community and regional planning meetings

Project to be completed by June 30, 2021.

For More Information: Contact Amber Gibbens at amber.gibbens@oel.myflorida.com



Family Knowledge, Choice, Engagement

Transition to Kindergarten: Translation Services and Resources

Provide additional and accessible resources for all stakeholders (educators, ELC, district staff, and families).

Related activities:

- Develop, enhance, and refine resources for districts, providers, and families to enable multi-age groups to align instructional content and practices and promote smooth transitions.
- Translate services and resources into multiple languages.

Expected Outcomes: Increased accessibility of resources available to educators and families.

Project to be completed by June 30, 2021.

Transition to Kindergarten: Toolkit

Provide additional and supportive resources to all Transition to K stakeholders (providers, parents, families and children).

Related Activities: The toolkit is an online resource and will be introduced to providers and partners via webinars and presentations.

Expected Outcomes: Creating an increased online presence through additional resources made available to all early childhood stakeholders (i.e., social media postings, event tips and suggestions, forms and documents, printable marketing templates).

Project to be completed by January 31, 2021.



Professional Development

Transition to Kindergarten: Regional Readiness Leadership Summits²

Provide content and opportunities to facilitate group discussions, planning, resource inventory, and actions on the following topics: reading school, ready families, ready children, ready communities, and a toolkit.

Related Activities: Host five (5) PreK-3 Regional Readiness Leadership Summits

Expected Outcomes: Increased partnerships between school districts and ELCs with the goal of supporting early childhood educators, families and young children in the transition from Prekindergarten to kindergarten with the goal of increasing early literacy skills and performance.

Project to be completed by June 30, 2021.

For More Information on all T2K Projects:

- Contact Melinda Webster at Melinda.webster@oel.myflorida.com or
- Visit our website at <http://www.floridaearlylearning.com/vpk/families/transition-to-kindergarten>

FSU 10 Components of Quality: Coaching, Training, and Automation

Florida State University will work with ELC staff to improve infant-toddler program quality through training and coaching and to integrate the tool into the Quality Performance System (QPS).

Related Activities:


- Provide 12 hours (two 6-hour days, virtual) training on the 10 Components Signs of Quality Tool.
- Provide 10 sessions (1.5 hours per session) of technical assistance and virtual coaching to FSU-approved 10 Components trainers and observers (ELC staff) in use of the 10 Components system (training & tool).
- Streamline program quality data through integration of the 10 Components Signs of Quality tool into the QPS.

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

Project to be completed by June 30, 2021.

For More Information:

- Contact Monique Wilkinson at Monique.wilkinson@oel.myflorida.com or Penney Norton at Penney.norton@oel.myflorida.com (tool automation)
- Learn more at [FSU 10 Components of Quality](#) or access the [handout](#).

²  The Transition to Kindergarten work crosses over PDG Activity Areas, such as the Transition to Kindergarten: Regional Readiness Leadership Summits, which is in Professional Development Activity 2.



Professional Development

Trauma-Informed Care Director Endorsement

Train ECE directors to recognize the signs of trauma impacting children; examines the importance of self-care; applies tools to help children regulate emotions and behaviors; evaluates the physical learning environment for trauma-sensitive supports; and develops a plan for creating a trauma-sensitive program.

Related Activities: 40-hour instructor-led course

Expected Outcomes: Increase numbers of ECE professionals holding specializations, credentials, and degrees; more skilled early childhood workforce; and improved child outcomes

Project to be completed by June 30, 2021.

For More Information: Contact Courtnie Wheelless at Courtnie.wheelless@oel.myflorida.com

Curricula Training for Providers

Assist early learning coalitions with purchasing curriculum and curriculum training.

Related Activities: Submission of a proposal from the ELCs outlining the curriculum implementation plan must be uploaded by September 25, 2020, to the Coalition Zone in SharePoint. This implementation plan must address the curriculum choice(s), provider eligibility and priority requirements, training choices, justification for local decisions and data collection methods.

Expected Outcomes: Increase the knowledge and skills of ECE professionals; increase opportunities that will significantly improve child care and instructor quality and increase their ability to implement curriculum with fidelity; and increase local ability to assess for implementation and inform improvement.

Project to be completed by June 30, 2021.

For More Information: Contact Gregory Allerellie at Gregory.allerellie@oel.myflorida.com



Professional Development

Professional Development Stipends

Provide stipends to participants for completing professional development courses.

Related Activities:

Participants can be eligible for stipends for completing professional development in one of the following:

- Participation in the Regional Education Laboratory (REL) Professional Development to Support High-Quality Language Instruction in Early Childhood Classrooms (Universal Strand) training.
- Early childhood educators' completion of OEL courses/events for professional development listed in the [OEL Training Event/Courses for Early Childhood Educators Professional Development](#). A maximum of three (3) stipends can be awarded to an individual participant; or
- For Certified COP facilitators only, a stipend will be paid for completion of one of the following:
 - FAIMH – The Growing Brain Birth to Five Years. Six (6) sessions (online); <https://members.faimh.org/events/faimh-training-academy-the-growing-brain-birth-to-5-years> - maximum of 100 CoP facilitators (priority to infant and toddler specialists)
 - FSU Professional Certification in Trauma & Resilience, Level One (online); <https://learningforlife.fsu.edu/professional-certification-trauma-and-resilience-level-one/> - maximum of 50 CoP facilitators.
- For those seeking Florida Infant Mental Health Endorsement, a stipend will be paid for completing up to four of the following FAIMH courses (other courses will be added as identified):
 - The Growing Brain: Birth to Five Years
 - Introduction to Infant and Early Childhood Mental Health
 - Reflective Supervision & Practice
 - The Impact of Adverse Childhood Experiences (ACEs)
- Training events/courses completed prior to application acceptance by PAEC do not qualify.

Expected Outcomes: Increased knowledge and skills of ECE professionals; increase in the number of hours of professional development completed by early childhood professionals; increased number of people trained to provide responsive technical assistance coaching; and improved child outcomes.

Project to be completed by June 30, 2021.

For more information: Contact Katie Dufford-Meléndez at Katie.dufford-melendez@oel.myflorida.com and Hope Colle at hope.colle@oel.myflorida.com



Professional Development

Communities of Practice (CoP)

Increase the capacity of current CoP facilitators and coaches to provide support to early learning programs on OEL key priorities, including but not limited to trauma-informed care, adult-child interaction and strengthened teaching practices.

Related Activities:

- Design and facilitate CoP sessions among certified coaches and community-based participants (virtual) -- One to two hours per session.
- Build the capacity of current COP facilitators and certified coaches training through advanced training (virtual) -- Six hours per training day.

Expected Outcomes: To cultivate reflective practice and shared learning on key goals such as: improved adult-child interactions, strengthened teaching practices and trauma-informed care.

Project to be completed by June 30, 2021.

For More Information: Contact Monique Wilkinson at Monique.wilkinson@oel.myflorida.com.

Certifying Additional Coaches, Recertification and Best Practice Recommendations³

Expand and improve certified technical assistance and coaching services to early childhood education programs in Florida and purchase training and services to expand access to CoPs to the UF Lastinger Center certified coaches and community-based participants.

Related Activities:

- Provide Coaching and Technical Assistance.
- Develop recommendations on research-based, best practices for implementing quality coaching practices in local communities (e.g., caseload, frequency, dosage).
- Certify 75 new coaches through an online, virtual coaching certification process.
- Recertify 250 current UF Lastinger Center-certified coaches utilizing a UF Lastinger Center recertification model.

Expected Outcomes: Maximization of the impact of coaches' time with early childhood educators; improved program quality; increased access to quality ECE services and support; and improved interactions among teachers and children.

Project to be completed by June 30, 2021.

For More Information: Contact Antrica Morgan at Antrica.morgan@oel.myflorida.com or Monique Wilkinson at Monique.wilkinson@oel.myflorida.com

³ The Coaching work crosses over PDG Activity Areas, such as the Coaching Best Practices and the Coaching Inventory and Analysis, which is in quality Improvement Activity 3.



Quality Improvement

Coach Inventory and Analysis

Enhance the collaboration between OEL and the local early learning coalitions and school districts, to maximize and support existing staff, resources and professional development offerings to early childhood educators.

Related Activities:

- Provide a complete and comprehensive collection of data identifying the quality, quantity, goals, roles and responsibilities of early childhood educational coaches in the state of Florida, and
- Provide a complete and comprehensive analysis of all collected data.

Expected Outcomes: OEL shall utilize the data and analysis to make fiscal, professional development, and enhancement decisions as they relate to early learning coaches, educators, families, centers and schools.

Project to be completed by June 30, 2021.

For More Information: Contact Hope Colle at hope.colle@oel.myflorida.com

Equity Training, Coaches, and Staff Training

Work with the Florida Institute of Child Welfare to provide coaching on equity to ELCs to conduct a systematic examination of how vulnerable racial and ethnic group are likely affected by a proposed action or decision.

Related Activities:

- Coaching – (Two hours per month) ELC leadership teams work with their respective equity coaches. The equity coaches and the ELC leadership team will co-create an implementation plan through an equity lens. There will be a focus on the revision of any internal policies and procedures, gaps in service, collaboration with other agencies, and any obstruction for a fair and equitable delivery of services. The coaches and the evaluator will engage in the tracking of advances, challenges and barriers; and
- Provide an 8-day certification process (split into two sessions) for ELC staff to build capacity of equity trainers across the state.

Expected 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. Reduce Gaps in health and achievement by socioeconomic status, race, or other demographic characteristics.
- Support for vulnerable and underserved young children at risk of school failure by addressing policies, laws, systems, and practices that produce inequitable outcomes. Policies identified and actions taken to increase equitable child outcomes.

Project to be completed by June 30, 2021.

For More Information: Contact Lisette Levy at Lisette.Levy@oel.myflorida.com or Antrica Morgan at Antrica.morgan@oel.myflorida.com



Quality Improvement

Professional Development Task Force

Identify criteria for approving competency-based, stackable credentials/specializations and once approved by the OEL, they will be recognized in the Florida Early Care and Education Professional Development Registry.

Related Activities:

The taskforce shall produce recommendations for business rules and procedures for

- Improving coordination across existing professional development opportunities in the ECE field;
- Aligning professional development with early learning standards and credentials with wage supports;
- Identifying and implementing new informal specializations (e.g., inclusion, dual language learners, and trauma-informed care); and
- Addressing articulation agreements.

Expected Outcomes:

- Adoption of the Florida Standards and Key Competencies among professional development providers, from pre-service through higher education, so professionals know their career options and there is alignment in professional preparation.
- Identification of criteria for approving competency-based, stackable credentials/specializations.

Project to be completed by June 30, 2021.

For More Information: Contact Antrica Morgan at Antrica.morgan@oel.myflorida.com

Professional Development Inventory

Conduct a comprehensive review and independent assessment of publicly funded early childhood care and education professional development (PD).

Related Activities:

- Refine investments as needed to focus on high-impact activities at both state and local levels;
- Inform a redesign of the way funds are spent throughout the state; and
- Identify PD content areas that are best met by state agencies or local entities.

Expected Outcomes: Inform the creation of a statewide system for efficient investment of funds to improve the knowledge and skills of Florida's early childhood care and education (ECE) workforce.

Project to be completed by June 30, 2021.

For More Information: Contact Monique Wilkinson at Monique.wilkinson@oel.myflorida.com or Tamara Price at tamara.price@oel.myflorida.com



Quality Improvement

Infant and Early Childhood Mental Health

Increase early childhood education and healthcare professionals' knowledge and skills supporting infant and early childhood mental health through the Florida Association of Infant Mental Health's (FAIMH) endorsement program, called the Florida Infant Mental Health-Endorsement (FIMH-E®). Identify local and state resources and provide ELC staff with professional development and training, which may then be used to work with early childhood educators to improve classroom environments and individual help to children.

Related Activities: There are three individual projects related to endorsement that are being funded through PDG including an infrastructure study, reflective supervision and endorsement support.

- **Infrastructure Study** – the Infrastructure study entails a capacity assessment to describe infant and early childhood mental health (IECMH) support systems, providers, policies and funding mechanisms for the state of Florida. The project will catalogue and map supporting policies, funding streams, training and professional development structures, and formal and informal providers, provider networks and systems.
- **Endorsement Support** - develop capacity through FAIMH to ensure key early childhood staff are prepared to earn the FIMH-E® throughout the state. FAIMH is uniquely qualified to guide early childhood education and health professionals through the process. As the sole licensee to offer the FIMH-E® credential, the organization will be positioned to advise applicants, review credentials, maintain required documentation, and approve applications and issue the endorsement. As part of the endorsement process, individuals will be asked to include recommendations from supervisors and other relevant professionals who are familiar with their work. All recommenders who provide RS/C must complete the vetting process through FAIMH.
- **Reflective Supervision** – FAIMH offers four categories of endorsement, each with unique levels of preferred and required reflective supervision and consultation hours. Those seeking endorsement must demonstrate education, knowledge, and training aligned to FAIMH's Competency Guidelines. Endorsements require RS/C (between 24 and 50 clock hours) from someone who is endorsed to be a reflective supervisor/consultant. Therefore through this project OEL has also engaged the University of South Florida to provide the reflective supervision and consultation hours to meet the requirements of the FAIMH endorsement programs.
- **Endorsement Scholarships:** OEL will provide scholarships for endorsement in year 2 of the PDG.

Expected Outcomes: Increased skills in early childhood workforce, improved child outcomes, and increased physical and mental health among children.

Project to be completed by June 30, 2021.

For More Information:

- Contact Katie Dufford-Meléndez at Katie.dufford-melendez@oel.myflorida.com or
- Learn more about [FAIMH endorsement](#).



Quality Improvement

Social Emotional Supports and Mental Health

This project is available to early learning coalitions and Redlands Christian Migrant Association To identify and purchase needed social-emotional and/or mental health supports for children and their families and School Readiness and Voluntary Prekindergarten providers. More information on the PDGR Mental Health Sub-Grant, guidance and application, was emailed to coalitions and RCMA from the Office of Early Learning on August 21, 2020.

Related Activities: Submission of an application by the ELCs/RCMA outlining the plan for providing mental health and social-emotional supports to SR and/or VPK providers, children, their families and ELC/RCMA staff. Applications are due September 25, 2020 and must be uploaded by then to the Coalition Zone in SharePoint.

Expected Outcomes: More skilled early childhood workforce; improved child outcomes; and children with improved physical and mental health

Project to be completed by June 30, 2021.

For More Information: Contact Katie Dufford-Meléndez at Katie.dufford-melendez@oel.myflorida.com

Cost of Quality -- Expand study to Family Child Care Homes

Examine and analyze the family child care home (FCCH) costs associated with providing high quality early care and education services.

Related Activities: Conduct an analysis of currently approved county subsidy payment rates and the authorized stacked differentials.

Expected Outcomes: Strengthen quality by further understanding the quality of FCCH programs throughout the state; correcting the payment rate and providing quality-aligned incentives will help improve and sustain quality throughout the state, particularly for the most vulnerable children.

Project to be completed by June 30, 2021.

For more information: Contact Penney Norton at penney.norton@oel.myflorida.com



Systems and Data Integration

Cost of Quality -- Enhancements to Budget Calculator for Providers⁴

Enhance the Cost of Quality calculator, housed in the existing Quality Performance System (QPS), which allows providers to analyze their income and expenses by answering questions about their business model including operating costs such as insurance, licensing fees, personnel salaries and benefits along with sources of revenue such as their base reimbursement and any differential payments they receive. OEL and other policy and decision makers will be able to use the information gained to inform base payment rates.

Related Activities: Design enhancements to the Cost of Quality calculator.

Expected Outcomes: ECE providers are able to make better business decisions that affect a family's access to quality services

Project to be completed by June 30, 2021.

For more information: Contact Penney Norton at penney.norton@oel.myflorida.com

Provider Profile Enhancements to CARES

Make enhancement to CARES to track actual enrollment (to inform cost of quality refinements) and ability to capture staff, care level, and highest level of education (to inform workforce study).

Expected Outcomes: Improve parent choice by providing more information about the qualifications of ECE program staff; enhanced professional development registry and training system that will calculate and display teacher specializations and provider badges; and have a more highly skilled ECE workforce.

Project to be completed by December 31, 2020.

For More Information: Contact Monique Wilkinson at Monique.wilkinson@oel.myflorida.com

Professional Registry Enhancements for Core Competencies and Career Pathway

Enhance the professional development registry, reflecting changes made to Core Competencies and Career Pathway.

Expected Outcomes: More skilled early childhood workforce and improved child outcomes.

Project to be completed by June 30, 2021.

For More Information: Contact Antrica Morgan at Antrica.morgan@oel.myflorida.com

⁴ The Cost of Quality work crosses over PDG Activity Areas, such as the Cost of Quality Budget Calculator for Providers, which is in Systems and Data Integration Activity 4.



Systems and Data Integration

Core Competencies/Career Pathway PD and Resource Updates

Make updates to the existing trainings and resources to include coursework related to updated educators' and directors' competencies.

Expected Outcomes: Increased numbers of ECE professionals holding specializations, credentials, and degrees; more skilled early childhood workforce; and improved child outcomes

Project to be completed by June 30, 2021.

For More Information: Contact Antrica Morgan at Antrica.morgan@oel.myflorida.com

Career Planning Tool

Assist ECE professionals to identify and document their career goals and professional development that will help them achieve their goals.

Related Activities: Add to the existing Florida Pathway to allow students to set a career goal and guide them accordingly.

Expected Outcomes: Increased numbers of ECE professionals able to set career goals and track progress toward meeting their goals.

Project to be completed by June 30, 2021.

For More Information: Contact Antrica Morgan at Antrica.morgan@oel.myflorida.com

BPIECE - Tool Automation

Automation of the Best Practices in Inclusive Early Childhood Education (BPIECE) to make tools widely available throughout the state.

Expected Outcomes: Providers, ELCs and other agencies will use the tools to provide the best possible environment for children in their care through continuous quality improvement across multiple topics.

Project to be completed by June 30, 2021.

For more information: Contact Penney Norton at penney.norton@oel.myflorida.com