ELCIRMO *Virtual* Provider Meeting Agenda - Indian River County
January 11, 2022 at 12:30pm

~Happy New Year! ~

I. Welcome / Providers sign in – chat box

II. Introductions and Guests
- Guest: Department of Health, Stacy Brock
- Guest: Childcare Resources, Tara Beard – Professional Development Schedule
- School District of Indian River County – Brooke Flood

III. Administrative Updates
- Marsha Powers – CEO
- Sean Lewis – CFO
- Samantha Reed – Family Services Manager

IV. Provider Services Dept.
- Disaster Relief Payments
- 2022 Provider Profile Updates
- *Reminder*: New Transportation law in effect – alarm system requirements
- *Reminder*: Rilya Wilson reporting requirements
- Literacy Week – Jan. 24 - 28
- School Readiness Program
  - Child Assessments, Program Assessments, Notification Unusual Incidents, QPS Monthly Rosters
  - Quality Specialist Updates
- VPK Program
  - Early Learning bill: CLASS assessments, Emergent Literacy, T2K
  - VPK Assessment requirements and data chats
- Inclusion Services – Updates

V. DCF Representative: Linda Halpin

VI. ELCIRMO Board Representative: Rachna Handa

Early Learning Coalition of Indian River, Martin and Okeechobee Counties, Inc.
10 SE Central Parkway Suite 200 · Stuart, FL 34994 · Tel 772-220-1220 · Toll Free (877) 220-1223 · Fax 772-223-3868
www.elcirmo.org

MTG_Agenda_Template_Rev121119

~Happy New Year!~

64D-3.049 Protocols for Controlling COVID-19 in School Settings.

(1) GENERAL PROTOCOLS AND DEFINITION. The following procedures shall be instituted to govern the control of COVID-19 in public schools:

(a) Schools will encourage routine cleaning of classrooms and high-traffic areas.

(b) Students will be encouraged to practice routine handwashing throughout the day.

(c) Students will stay home if they are sick.

(2) PROTOCOLS FOR SYMPTOMATIC OR COVID-19 POSITIVE STUDENTS. Schools will ensure students experiencing any symptoms consistent with COVID-19 or who have received a positive diagnostic test for COVID-19 shall not attend school, school-sponsored activities, or be on school property until:

(a) The student receives a negative diagnostic COVID-19 test and is asymptomatic; or

(b) Ten days have passed since the onset of symptoms or positive test result, the student has had no fever for 24 hours and the student's other symptoms are improving; or

(c) The student receives written permission to return to school from a medical doctor licensed under Chapter 458, F.S., an osteopathic physician licensed under Chapter 459, F.S., or an advanced registered nurse practitioner licensed under Chapter 464, F.S.

Rulemaking Authority 1003.22(3) FS. Law Implemented 1003.22(3) FS. History–New 1-4-22.

DAP: Why Our Children Don't Need Pushing & What They Do Need Instead

December 11, 2021
First Presbyterian Church

Teaching with Intention & Powerful Play

February 5, 2022
First Presbyterian Church

Conscious Discipline

April 9, 2022
First Presbyterian Church

December and January workshops feature Amanda Morgan
Author of the blog "Not Just Cute," Amanda holds a BA in both elementary and early childhood education and an MS in family and human development. She has classroom experience ranging from preschool to sixth grade, along with teaching university students, parents, and early childhood professionals, and has taught in private, public, and migrant school settings.

We welcome back Kim Jackson
Kim has 20 years of experience as an educator and coach and has been a part of the North Carolina Preschool Demonstration Program, showcasing best practices. She specializes in Conscious Discipline implementation for early childhood and elementary age groups and is a national keynote speaker and trainer.

Childcare
RESOURCES

CHILDCARE RESOURCES MISSION:

To elevate and promote the highest quality early childhood development and education in Indian River County, focusing on economically challenged children and families.

ABOUT

Childcare Resources provides high-quality professional development workshops in early education topics.

Provided at no cost to local early educators, all workshops offer a certificate of in-service/CEUs through FLAEYC.

Technical assistance for workshops is available through the Childcare Resources coaching program.

Professional development programs are made possible through generous funding from Indian River County Children's Services Advisory Committee.

PROFESSIONAL DEVELOPMENT

2021 - 2022 SCHEDULE

Childcare Resources of Indian River
2300 5th Ave, Suite 149 | Vero Beach, FL 32960
772-567-3202 | ChildcareResourcesIR.org

Childcare
RESOURCES

INDIAN RIVER COUNTY
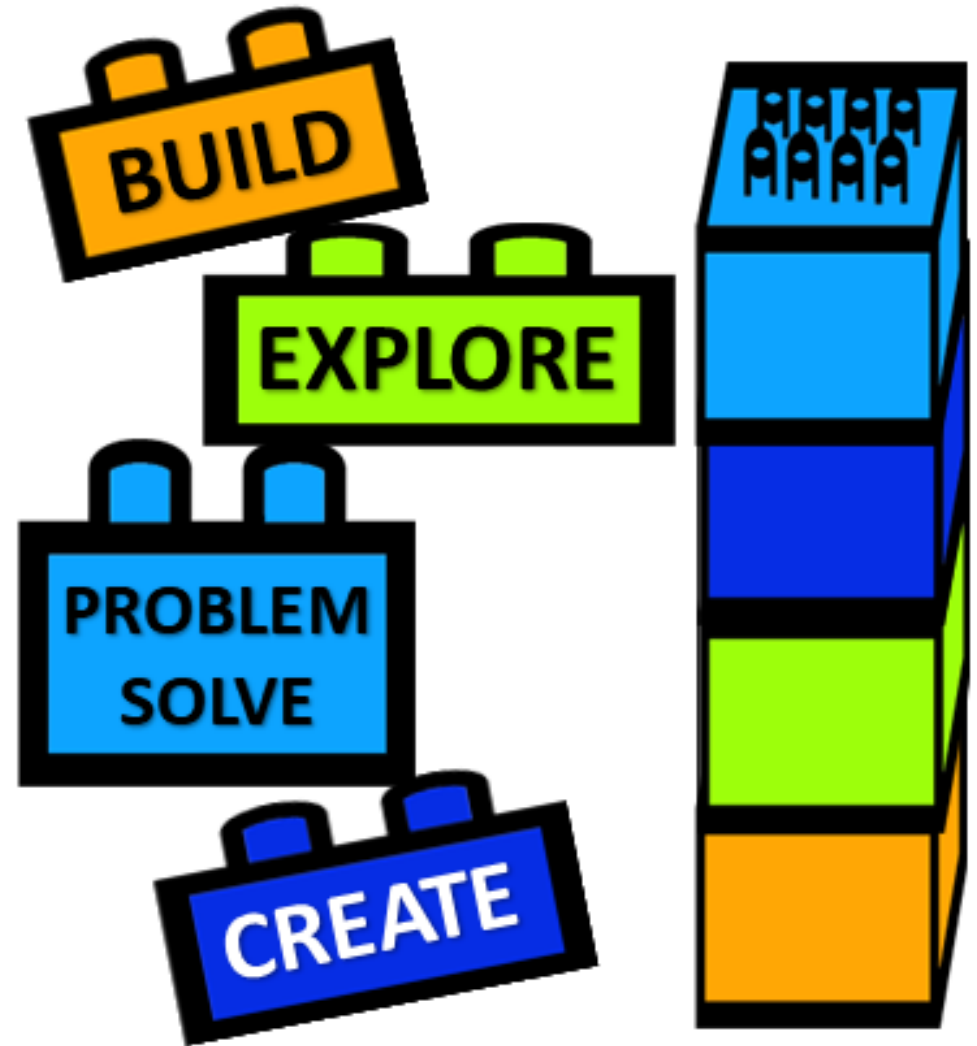# EARLY LEARNING PROGRAMS

early learning
SDIRC

ACHIEVE 2025 District Strategic Plan

ACADEMIC SUCCESS

Ensure high-quality, equitable, standards-based instruction for all students.

Ensure the School District of Indian River County ranks in the Top 10 Florida districts as measured by kindergarten readiness.

BUILD

EXPLORE

PROBLEM SOLVE

CREATE

#BLOCKS

Building **L**earners **O**n **C**ourse to **K**indergarten **S**uccess!

1️⃣ **Block Designation:** Utilize SDIRC PreK to K Transition Form

Participate by 1-using transition form (see BLOCK 1)

1️⃣ *Supports kindergarten readiness through* provider to district communication – Transition form includes SDIRC Student ID, encourages parents to enroll into kindergarten through SDIRC FOCUS system to attain School ID

② **Block Designation:** Participate in the Indian River County Kindergarten Benchmark Assessment

Participate by 1-using transition form (see BLOCK 1)
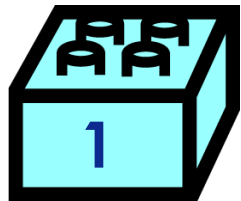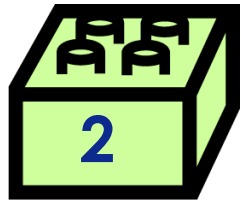
2- Assess students using **Indian River County Kindergarten Benchmark Assessment** (IRKRBA) and participate in 2/3 **Data chats** with Early Learning Programs
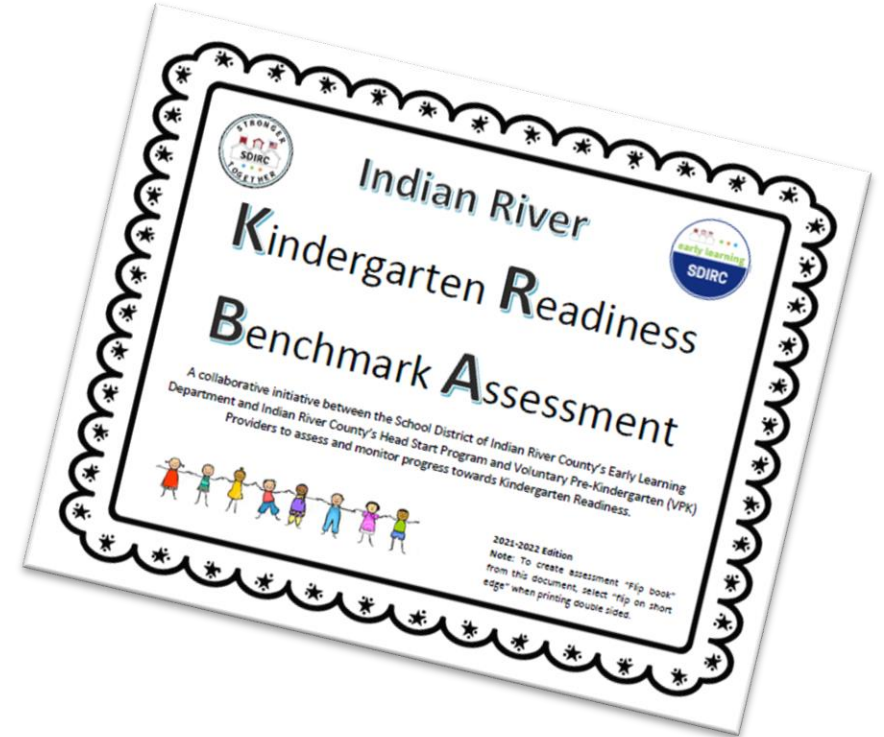
② *Supports kindergarten readiness through* progress monitoring: Provides 2 or 3 assessment periods for data chats, tracking learning and goal setting.

Focus (Indian River Schoo...

Scheduling | Grades | Assessment | Attendance | Discipline | Forms | Billing | Eligibility | Employee Self Service | Florida Reports | SSS | Reports

Audit Trail

☐ Include Inactive
Flood, Brooke ▼

Save

Filter fields...

Athletics
Classified
Employee Summary
Extended Day
General
Miscellaneous
Permissions ●
Personnel Evaluation
PreK Data
Teacher Schedule ●
Teachers

PreK Data

Agency Abbreviation   SDIRC

Your Programs Agency Codes and Student ID's

Export   Filter: ON

	Agency Code - Number Only	SDIRC Student ID	Gender	Race/Ethnicity	DOB	IEP
			▼	▼		▼

PreK Assessment Period Data

Export   Filter: ON

	Period	Student	Uppercase Letters (26)	Lowercase Letters (26)	Produces Letter Sounds (26)	Writes 1st Name (5)	Recognize Rhymes (5)	Produce Rhymes (5)	Initial Sounds (5)	Blending Onset-Rime (5)	Story Retelling (5)	Counts to 31 (31)	Re
	▼	▼	▼	▼	▼	▼	▼	▼	▼	▼	▼	▼	

Filter

1
2
3
4
5
6
7
8
9

Back to Student List   Back to User List

Messenger   Help   Logout

3️⃣ **Block Designation:** Utilize "High Impact Standards" spreadsheets
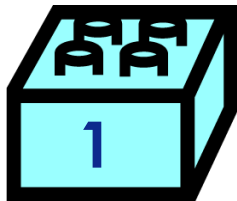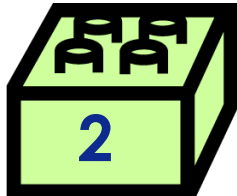
Participate by 1-using transition form (see BLOCK 1)

2- using IRK RBA with Data Chats (see BLOCK 2)

3 - Teachers utilize "High Impact Standards" spread sheets to monitor progress of Early Learning Standards **and** share data summaries (see BLOCK 3)

3️⃣ *Supports kindergarten readiness through* targeted instruction of Florida Early Learning Developmental Standards as set by the Florida Division of Early Learning.
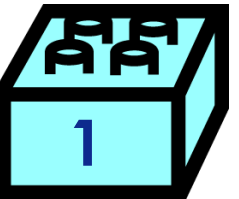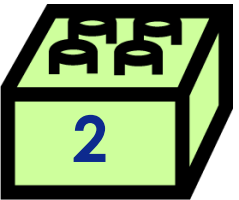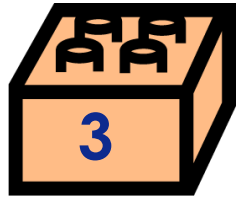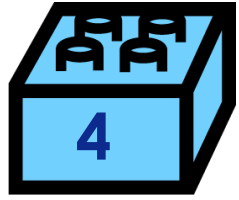
④ Block Designation: Utilize SDIRC PreK Report Card *and* Parent Conference Summary Form

Participate by 1-using transition form (see BLOCK 1)

2- using IRK RBA with Data Chats (see BLOCK 2)

3 - Teachers utilize "High Impact Standards" spread sheets to monitor progress of Early Learning Standards **and** share data summaries (see BLOCK 3

4- Utilize SDIRC PreK Report Card (paper copy) **and** Parent Conference Summary Form

④ *Supports kindergarten readiness through* parent communication and collaboration. Student progress is shared during parent conferences with the report card which is based on the FL standards (FELDS).

Lego blocks numbered: 4, 3, 2, 1
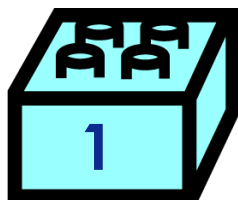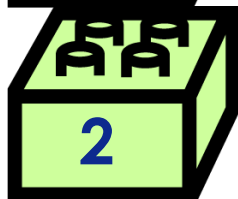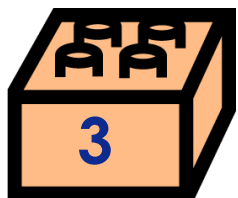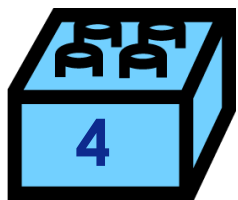
SCHOOL DISTRICT OF INDIAN RIVER COUNTY
PREK PARENT CONFERENCE SUMMARY

ID# _____

School: _____

Student: _____ Teacher: _____

Parent/Guardian: _____

On the dates below, we met to review your child's academic progress this year. During our meeting, we d___ which you agreed to use at home to support your child in achieving academic success. Those interventions

Mathematics: Num___

Conference			Skills
1	3		Practice r___

ELA: Phonological Awareness/Print Knowledge

Conference			Skills
1	2	3	Upper case letters ___/26 ___/26 ___/26
			Practice:
			Lower case letters ___/26 ___/26 ___/26
			Practice:
			Letter Sounds ___/26 ___/26
			Practice:
			Practice Identifying/Producing Rhymes
			Practice Identifying Initial Sounds of words
			Practice blending: compound words / one syllable words – c/vc or c/v/c

ELA: Oral & Written Language / Comprehension

Conference			Skills
1	2	3	Read Daily with my child for ___ Min___
			Complete & Sign Reading Log
			Make conversations academic: use___ play word games, use sentences
			Practice answering "Wh" questio___ short story they just heard (who___ when, where and how)
			Practice proper letter formati___
			Practice writing: pictures w___

Name: _____

Academic Scale

M- Mastery of skill
D-Developing understanding of skill
L-Limited understanding of skill

PreK School Readiness	AP1	AP2	AP3
Physical Development - Safety and Personal Care			
Makes safe choices with materials and for self			
Initiates self-care routines (toileting, wash hands)			
Physical Development – Motor Development			
Demonstrates use of large muscles to move in the environment			
Easily coordinates hand and eye movements to carry out tasks			
Holds pencil/marker/ crayon with appropriate grasp			
Uses scissors effectively			
Approaches to Learning			
Shows increased curiosity and is eager to learn new things and have new experiences			
Sustains attention to tasks (preferred and non-preferred)			

VPK Report Card School Year 20___ - 20___

School: _____

Teacher: _____

English Language Arts	AP1	AP2	AP3
Speaking, Listening and Vocabulary			
Demonstrates understanding and increases knowledge through listening			
Follows simple 2-3 step directions			
Speaks audibly and expresses ideas			
Shows increased vocabulary understanding and use			
Identifies 8 basic colors			
Uses increasingly complex phrases and sentences in conversation			
Shows beginning conversation skills (eye contact and taking turns to speak)			
Emergent Reading			
Shows interest in books/stories			
Names most uppercase letters			
Names most lowercase letters			
Recognizes and/or names some letter sounds			
Recognizes rhymes			
Produces rhymes			
Recognizes initial sounds			
Puts sounds together to make words (onset/rime)			
Manipulates syllables in words			

Writes numerals 1-10	
Identifies and names numerals 0-___	
Solves real world joining and sepa___ problems up to 8	
Geometry and Spatial Relations	
Identify and extends a simple patt___	
Duplicates a simple pattern	
Names 4 basic 2D shapes	
Sorts objects by attributes	
Creates and constructs using 2D/3___ and describes product	
Understands and uses positional v___ (location, ordinal)	
Measurement and Data	
Uses length, weight and/or height___ compare objects by using standar___ non-standards units	
Demonstrates basic graphing skill___	
Begins to predict results from dat___	
PreK Science, Social Studies and The A___	
Science	
Uses tools in scientific inquiry	
Notices similarities and difference___ things	
Identifies or tries to solve problem___ through design or simple inventio___	

Timelines:

1 Block Designation:
March – Distribute SDIRC Transition forms to providers
April/May – All Transition forms Due TO SDIRC Early Learning Programs
*Requires: Transfer/share/release of data form for participating students

2 Block Designation:
Sept/Oct – Share IRKRBA Booklet and score summary sheets
November – Data Chat 1
February – Data Chat 2
May -Data Chat 3

3 Block Designation:
Sept/Oct – Share "High Impact Standards" Spread sheets
Include in November, February and May Data Chats 1, 2 & 3

4 Block Designation:
Sept/Oct – Share SDIRC Report Card Form and Parent Conferences
Summary Form (PDF – to be copied by Providers)
Include in November, February and May Data Chats 1, 2 & 3

"Working to achieve higher goals for our young learners, goals that guarantee Kindergarten readiness academically and developmentally as a community has been a vision many of us have long waited for. The collaboration in the 2025 SDIRC Strategic Plan is one step of many on the road to building a stronger community that values the child and works effortlessly together to build our future. We are thrilled to be one of the stones on this road."

Sally Alkayaly,
Director
Little Rising Stars
4 BLOCK Designee

David K. Moore, Ed.D
Superintendent,
School District of Indian River County

"Our accountability and public sharing will result in improved programs!"

Enrollments - SR

Pending Family Acceptance Status

When a new School Readiness enrollment is created for an eligible child, families must accept the terms and conditions, establish their consent for developmental screening and/or child assessment, and sign the payment certificate. Families receive an email notification from OEL every five days until these steps are completed and the enrollment status changes from **Pending Family Acceptance** to **Enrolled**.

New enrollments in **Pending Family Acceptance** will not be visible on provider attendance rosters and will only appear once the family signs the payment certificate; however, there are exceptions.

- New enrollments for at-risk children (BG1) or at-risk children in relative care (BG3R) billing groups in **Pending Family Acceptance** will populate on attendance rosters
- Existing enrollments in **Pending Family Acceptance** that have already been submitted for attendance in previous months will continue to populate on attendance rosters

Providers will be able to process attendance and be paid for these enrollments, but not until the payment certificate is signed by the family.

If a provider has new enrollments in **Pending Family Acceptance**, when the provider accesses SR attendance, a pop-up window will display with a count of those new enrollments and a link to the Manage SR Enrollment queue.
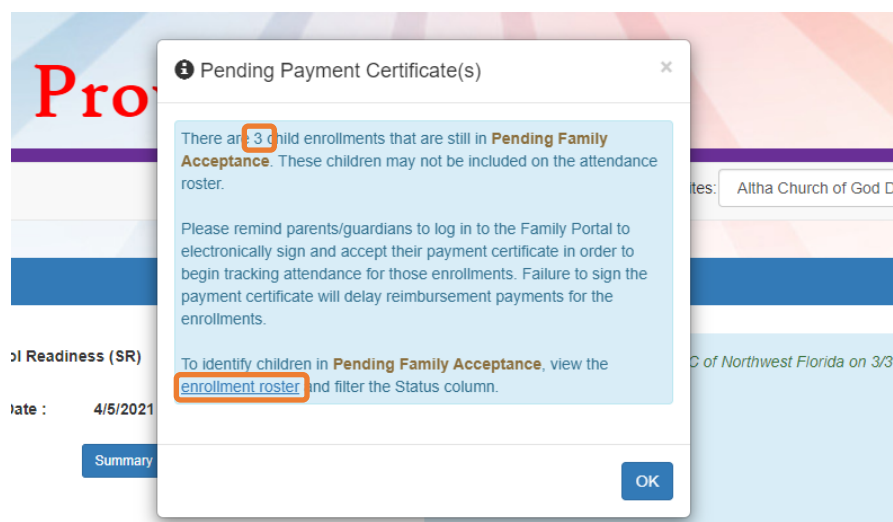
Viewing Enrollments in Pending Family Acceptance

To view enrollments in **Pending Family Acceptance**, navigate to **Enrollments > Manage SR Enrollments > View/Edit SR Enrollments > Pending Family Acceptance.**
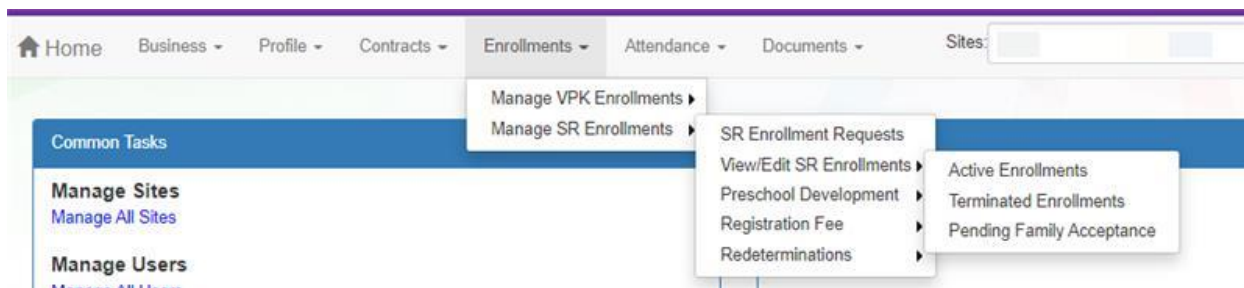
Ending Enrollments in Pending Family Acceptance

Providers can end enrollments in **Pending Family Acceptance**. Navigate to **Enrollments > Manage SR Enrollments > View/Edit SR Enrollments > Pending Family Acceptance**. Find the enrollment, then click the **End Enrollment** button.
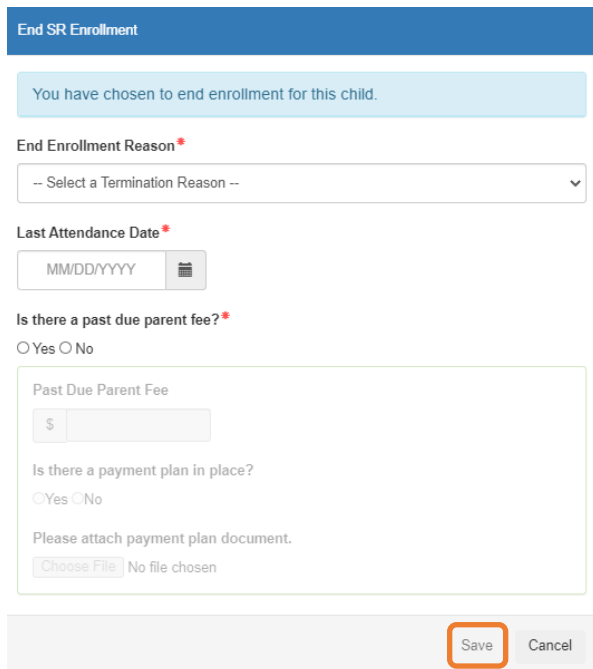
A confirmation pop-up window displays. Click **Yes** to continue or **No** to stop the End Enrollment process.
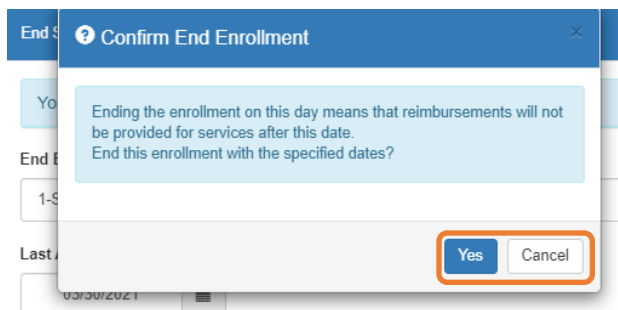
After clicking the **Yes** button, the following pop-up window displays. Complete the required information and click **Save**.
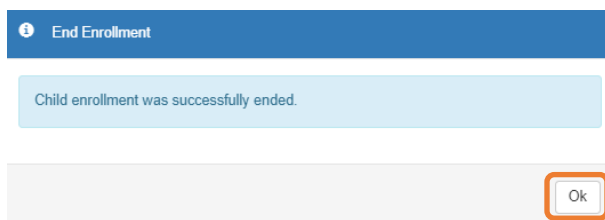
End SR Enrollment

You have chosen to end enrollment for this child.

End Enrollment Reason*

-- Select a Termination Reason --

Last Attendance Date*

MM/DD/YYYY 🗓

Is there a past due parent fee?*

○ Yes ○ No

Past Due Parent Fee

$

Is there a payment plan in place?
○ Yes ○ No

Please attach payment plan document.

Choose File No file chosen

Save   Cancel

After clicking **Save**, a confirmation pop-up window displays. Click **Yes** to end the enrollment or **Cancel** to cancel the End Enrollment process.

End S   ❓ **Confirm End Enrollment**   ×

Yo

End E

Ending the enrollment on this day means that reimbursements will not be provided for services after this date.
End this enrollment with the specified dates?

1-S

Last A

05/30/2021 🗓

Yes   Cancel

After clicking the **Yes** button, a pop-up window displays a message that the enrollment is ended. Click **Ok** to continue.

ⓘ **End Enrollment**

Child enrollment was successfully ended.

Ok

Cancelling Enrollments in Pending Family Acceptance

Providers can cancel enrollments in **Pending Family Acceptance**, but only if the enrollment is not for an at-risk child (BG1) or at-risk child in relative care (BG3R) and attendance has not been submitted for the enrollment.

Navigate to **Enrollments > Manage SR Enrollments > View/Edit SR Enrollments > Pending Family Acceptance**. Find the enrollment, then click the **Cancel Enrollment** button.

A confirmation pop-up window displays. Click **Yes** to cancel the enrollment and remove it from the SR Enrollment queue. Click **No** to stop the Cancel Enrollment process.

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C C R & R
Child Care Resource and Referral

Every year, Florida's 30 early learning coalitions provide CCR&R services to hundreds of thousands of families. When child care providers participate in the annual provider update, the CCR&R programs are able to:

- Inform communities about child care options and the cost of care.
- Offer customized child care listings to families based on their needs.
- Provide a <u>FREE</u> marketing tool for <u>ALL</u> legally operating providers in Florida.

The information collected on child care businesses assists Florida with state and federal reporting and statewide child care analysis.

To complete your 2022 Provider Update and be included in child care listings to families:

1. Log on to your Provider Portal account.
2. Choose year 2022 on the top right hand side.
3. Click each tab and review the information. Make any necessary updates. Verify that all fees, private pay rates and schedules are accurate.
4. Submit your profile for coalition review.
5. Periodically check for correspondence and the coalition's approval.

2022 PROVIDER UPDATE

IT'S THAT TIME OF YEAR!

It is time for child care providers to update their profile in Florida's Early Learning Provider Portal.

Early Learning Provider Portal:
https://providerservices.floridaearlylearning.com

Thank you for participating in the annual provider update!

Florida Department of Education
Division of Early Learning
Child Care Resource and Referral State Network
2022 CCR&R Provider Update FAQs – Technical Assistance

CCR&R Rule 6M-9.300(8), Florida Administrative Code, requires that each CCR&R organization shall ensure that provider information for each legally operating child care, early learning or school-age provider, and each provider receiving state or federal funds within the CCR&R organization's service area, is updated and approved between January 1 and May 31 of each calendar year in the single statewide information system maintained by the Division of Early Learning (DEL). Provider information for providers with an active contract to provide School Readiness (SR) services or the Voluntary Prekindergarten Education (VPK) program must be updated prior to contract renewal.

Table of Contents

Provider Update Timeframes

1. **Q: What is the provider update time period?**
   A: The provider update time period is between January 1 and May 31 of each calendar year. It is during this period that legally operating providers will update their provider profiles in the single statewide information system or Early Learning Provider Portal (Provider Portal). Provider updates completed during this timeframe are counted in the annual provider update report and biennial Market Rate Report.

2. **Q: Will a provider's profile still be required to be updated, even though they may have made updates to their profile between July 1 and December 31, 2021?**
   A: Yes. In order to be counted towards the 2022 annual provider update, the update must occur between January 1 and May 31 of the current 2021-2022 fiscal year. The provider will need to create their 2022 profile, verify/edit their information, certify and submit for coalition activation/approval.

3. **Q: Will provider profiles updated outside of January 1 through May 31 be included in the provider update report?**
   A: No. Only providers completing updates between January 1 and May 31 are included in the CCR&R Provider Update Report. However, providers are free to update their profile anytime outside of that period. When this occurs, the coalition shall ensure provider information updated outside of the provider update time period is approved within fifteen (15) calendar days of being submitted by the provider into the statewide information system.

4. **Q: Will the coalition be out of compliance if provider updates submitted between June 1 – December 31 are not approved within 15 calendar days?**
   A: DEL will take into account if the coalition goes back and forth with a provider to update the provider's information. For instance, the EFS Modernization (EFS Mod) work queue captures the date a provider submits changes to its profile. The coalition must review and approve these changes and place the provider's profile back in an active state within 15 calendar days. However, if the coalition finds that additional changes or corrections will have to be made by the provider, the coalition will notify the provider; and the fifteen calendar days will restart after the provider makes corrections or new submissions.

5. **Q: Which provider profiles do we use during the 2021-2022 fiscal year?**
   A: For providers wishing to update their profile to be active in June 2022, they need to select "Create 2022" profile. If a provider wishes to make a change to their current profile, they can do so by selecting their existing 2021-2022 profile. Please note, however, the new SR and VPK contract year does not go into effect until July 2022.

6. **Q: If a provider with an existing SR and/or VPK contract(s) decides not to renew their contract(s), must coalitions, ask the provider to update a 2022 profile?**
   A: Yes. The provider may wish to receive referrals to their program. Therefore, the coalition should invite the provider to participate in the upcoming provider updates. If a provider refuses to participate, then the coalition will enter the REF (Refused to Update) code and inactivate the account. However, please remind contracted providers that they are obligated to the terms and conditions of their current contract(s) until the end of the contract period to continue receiving state and/or federal funds.

7. **Q: How do we ensure provider updates are completed and approved by May 31?**
   A: Coalitions should encourage providers to complete and submit their update prior to the month of May, since it may take several days to review and approve provider profiles. This is to ensure every legally operating provider has the opportunity to be counted in the annual provider update report.

8. **Q: If a provider updates their provider profile between January 1 and May 31 then makes subsequent changes during this timeframe, will subsequent changes override the initial provider update?**
   A: No. Not if the coalition approved the provider's initial provider update. All approval dates are timestamped in the Provider Portal. DEL will count the initial provider update as meeting the complete provider update. Approved changes are on the provider's profile, and the new data shared with families.

9. **Q: How long have providers been able to update their CCR&R profile in EFS Mod?**
   A: As of February 28, 2019, when EFS Mod release 3.5 was deployed.

<div align="center">**General Provider Update Questions**</div>

10. Q: Is there a paper provider update form that providers may use?
A: No. Providers are required to use the Provider Portal with coalitions available to offer technical assistance.

11. Q: May coalitions conduct provider updates via telephone?
A: No. Providers are required to use the Provider Portal to complete provider profile updates. However, a provider with an existing profile is now able to request assistance through the Provider Portal. In addition, with the provider's authorization, the coalition is able to make changes on the provider's behalf.

12. Q: Which providers are early learning coalitions responsible for updating?
A: Coalitions are responsible for updating all legally operating providers within their county/service area. This includes any child care, early learning or school-age provider that is either licensed, registered, or has a qualifying exemption from licensure from the Florida Department of Children and Families (DCF), as well as before-school and after-school programs, summer recreation and summer day camp programs and recreational facilities. Additionally, the coalition is required to update profiles of current contracted providers when necessary and profiles of providers who wish to be contracted by July 1.

13. Q: Is a coalition responsible for updating a provider, physically located outside of the coalition's service area, who is contracted with the coalition?
A: No. The provider's home coalition is responsible for updating the provider's profile. The provider may contract with multiple coalitions. Those coalitions, however, are not responsible for updating the provider's profile.

14. Q: Is May 31 deadline for CCR&R only providers, since we will be reviewing profiles for providers with SR and VPK contracts through June 30?
A: May 31 is the deadline for all providers, including contracted, to be counted in the annual provider update.

15. Q: Will CCR&R units within coalitions be responsible for updating contracted providers?
A: SR and VPK provider profiles must be updated prior to contract renewal in accordance with local processes. Some coalitions' contract departments review and approve profiles for contracted providers and have their CCR&R staff review and approve non-contracted providers. Some CCR&R staff review profiles in the submitted work queues to ensure all elements are accurate on the provider profiles before the contract department reviews contracts.

16. Q: What documents will providers need to upload for CCR&R only providers who choose not to contract?
A: A complete list of documents can be located in the EFS Modernization User Guide. However, coalition staff must be cognizant to thoroughly review each field and document. The supporting documents will carry over from the previous year. Verify the documents are current and meet requirements before approving provider profiles.

17. Q: Do coalitions have to update the rate date and enter provider update codes when reviewing the provider profile?
A: Updating the rate date is no longer required. This information is captured in the provider profile. Coalitions, however, will have to enter the applicable provider update codes covered on number 19. Coalitions should carefully review all fields on the provider profile, including the rates, before approving provider profiles.

18. Q: When is the provider update considered complete?
A: A provider update is considered complete once all information entered has been fully approved, the provider profile status is set to "Active" or marked "Inactive" by the coalition and saved. Profiles marked "Coalition Reviewing" or "Rejected" will not be considered as a complete update.

Please note: Setting the new provider profile to "Active" status will identify that the annual provider update has been completed. The UP (Complete Update) code is not a true indicator of a completed annual profile update. Some coalitions are using the UP code to record changes made to provider profiles. DEL encourages coalitions to use the NLOG (CCR&R Provider Notes Log) code to capture notes (i.e., communication with the provider, changes made to the profile, reason for profile edits, etc.) in the profile.

19. Q: What provider update reason codes must be added to the provider profile and where do coalitions add the notes/comments?
A: To add provider notes, go to the profile and under "Provider Notes" select "Add Provider Note" and a reason code. To explain why a provider will not be updated and should be excluded from the provider update report and biennial Market Rate Report use the following codes:

- UTC (Unable to Contact) indicates a provider that the coalition is unable to contact after multiple attempts.
- REF (Refused to Update) indicates that a provider does not wish to participate.

20. Q: May coalitions use any provider note codes that are available?
A: Coalitions may use any codes that are available. However, only the UTC (Unable to Contact) and REF (Refused to Update) codes will count towards a complete provider update or will satisfy the requirement for a complete provider update attempt. Profiles with these codes will be excluded from the provider update report and biennial Market Rate Report.

21. Q: What are reasons that the coalition may inactivate a provider's profile?
A: Coalitions may inactivate provider profiles for the following reasons:
- Provider has not responded to the update notifications.
- Provider is closed and no longer in business (ensure all VPK/SR attendance records are submitted before inactivating). Use the provider note code "CLOSE" and the provider will be excluded from the Provider Update Report.
- Providers do not wish to participate.
- Providers do not wish to contract with the coalition or participate in the update process.
- Other reasons (i.e., revoked licensed/registration per DCF, child care facility located outside of the coalition's service area, etc.)

22. **Q: Are coalitions able to inactivate providers who are closed or who do not wish for families to be referred to their program? Will these providers show up on the CCR&R child care listings?**
A: Yes. If the coalition user has permissions to manage provider profiles, they will be able to inactivate provider profiles. These providers will not show up on the child care listings.

23. **Q: Where do coalitions inactivate providers, and is there a list of inactivation codes?**
A: Coalitions may inactive providers on the "Change Profile Status" tab of the provider's profile, and enter the reason in comment section.

Provider Update Reports and EFS Mod User Guide

24. **Q: Which reports are currently available to assist with monitoring provider update progress?**
A: Provider update progress may be tracked and monitored using the CCR&R Update Report (CCR&R Dashboard) located in DEL's Tableau report system. To locate this report type "CCRR Update Report" in the search window. A link to this report is also on the Tableau Server landing page. After you log in, the link is listed in the banner, at the bottom left. This report contains all active providers in EFS Mod. Coalitions will be able to filter the report based on program year, submission and approval date, program type (i.e., CCR&R only, VPK, SR and VPK) and more. Additionally, coalitions will be able to track the number and percentage of providers completed and left to update.

25. **Q: How do coalitions access the Tableau Report?**
A: Please contact your Tableau administrator or management for approval before submitting a request with the requestor's phone number to DEL's Service Desk at Service.Desk@oel.myflorida.com. After DEL processes the request, login credentials would be the same as your SharePoint credentials. The link to review the report is https://oel-reports.floridaearlylearning.com.

26. **Q: What are some tips for exporting data from the provider update Tableau Report?**
A: Coalitions are able to export data from the CCR&R Update Report in Tableau. Clicking in the body of the report will capture all of the coalition's information. Saving down as a crosstab will allow the document to open as a spreadsheet, but to ensure that all changes saved, it must be saved as an Excel document. Prior to filtering in Tableau, it is best to hit pause, enter the filters, then click resume. These steps enables a faster refresh rate.

27. **Q: Where can detailed guidance be located for learning how to use the Early Learning Portal, reviewing, and approving provider profiles?**
A: Coalitions must ensure they are using the latest guidance for learning and using the Florida's Early Learning Portal. DEL has developed and periodically update user guides to assist coalitions. User guidance documents can be located on DEL SharePoint. Go to Coalitions Zone → Application & Data Services → EFS Modernization Project Documents → Guidance & Training → User Guides → *Coalition Portal User Guide and/or Provider Portal User Guide.*

28. **Q: How do CCR&R staff access DEL SharePoint?**
A: Please contact your SharePoint administrator or management for approval before submitting a request to DEL's Service Desk at Service.Desk@oel.myflorida.com.

29. Q: Who do we contact to report issues with the Provider Portal?
A: Please report issues to the DEL's Service Desk at Service.Desk@oel.myflorida.com. Each coalition has an EFS Mod point of contact. Locate the contact for your organization to report your portal issue.

Promoting Provider Updates

30. Q: Should our coalition promote the Provider Portal in our county?
A: Yes. DEL strongly encourages coalitions to promote the Provider Portal in their area. Coalitions may do so via social media, provider newsletters, email blasts, sending new providers a welcome letter and more. To promote the Provider Portal, feel free to use the New Provider Sample Cover Letter located in the CCR&R Dropbox or SharePoint. Coalitions may also use DEL's Provider Update Flyer to promote the Provider Portal and provider update. In order to customize these documents (saved in Dropbox), you will need to download and save to your computer.

31. Q: Where may a coalition identify new legally operating providers and providers who have closed?
A: Coalitions may visit DCF's website https://www.myflfamilies.com/service-programs/child-care/brochures-facts-progress.shtml. Under "Publications," select "Listing of all child care providers." The list is updated monthly. Download the list, at the beginning of each month, and save. Contact your local child care licensing office if you have questions or to report potential discrepancies.

32. Q: What steps may a coalition take if a provider cannot be reached to complete a provider update?
A: Contact the provider a minimum of two times, leaving a message each time. If the coalition chooses to contact providers via email/postal service, do so a minimum of two times. Coalitions may also use a combination of written correspondence and phone calls. DEL suggests that coalitions record their attempts to reach a provider using the "contact attempts" field via the Coalition Portal under the administrative review tab. This field will allow coalitions to add/edit their contact attempts for a specific provider.

DEL suggests the coalition send a follow up letter to inform the provider that families are provided customized child care listings only to providers with active profiles.

33. Q: If a provider refused to participate last year, should the coalition still attempt to contact the provider again this year?
A: Yes. DEL encourages coalitions to contact these providers. We want to give every provider the opportunity to conduct a complete provider update, even those that refused to participate the prior year.

34. Q: What steps may a coalition take when a provider has agreed to update their profile but is not responsive or prompt in their efforts to complete tasks waiting in their queue?
A: DEL strongly encourages coalitions to begin reviewing and approving provider updates, if possible, as early as January. Remind contracted providers that profiles must be reviewed and approved by the coalition prior to contract renewal. One week prior to the May 31 deadline, inactivate non-contracted providers' profiles who have not followed-up or are late to respond. Use codes listed in question number 19. Maintain detailed history notes of your communication and efforts via the "Provider Notes" tab using the NLOG code.

35. Q: What are some tips on updating resistant providers?

- Explain to each provider how the provider portal is a free marketing tool for their business.
- Inform each provider about the number of customers seeking child care your organization has served through CCR&R each month and/or year.
- Email or mail the provider a detailed listing, along with a letter explaining the update's importance, to encourage providers to correct inaccurate or missing information in the Provider Portal.

Contact the CCR&R State Network at 866-357-3239 for questions regarding the provider update process or email directly to:

- Audia Bradwell, 850-717-8596, Audia.Bradwell@oel.myflorida.com
- Chelsea Markarian, 850-717-8667, Chelsea.Markarian@oel.myflorida.com

2022 Celebrate Literacy Week, Florida!

The Division of Early Learning (DEL) is once again collaborating with *Just Read, Florida!* office and the Florida Department of Education (FDOE) for the 14th annual statewide *Celebrate Literacy Week, Florida!* 2022 events. *Celebrate Literacy Week, Florida!* 2022 is scheduled for the week of January 24-28, 2022, so mark your calendars now for this important week of events. This year, our *Celebrate Literacy Week, Florida!* theme is Launch Into Literacy, Blast Off Into New Worlds!

DEL will support the Celebrate Literacy Week theme from an early learning perspective with a focus on new experiences. Early childcare providers and preschools will incorporate early literacy skills into age-appropriate self-awareness topics related to families and their communities.

Please mark your calendars for the simultaneous reading activity on Wednesday, January 26, at 9 a.m. (EST). Providers will spread the love of literacy in their homes, centers and schools by reading My First Busy World by Eric Carle to infants and toddlers (birth to 3-year-olds) and Regards to the Man in the Moon by Ezra Jack Keats to preschoolers (3 to 5-year-olds).

My First Busy World **(The World of Eric Carle) Board book (Birth to 3-year-olds)**
From beloved author-illustrator Eric Carle, this interactive busy book is filled with touch-and-feels, lift-the-flaps, mirrors, and more, and highlights all the things that little ones see in their busy, busy world!
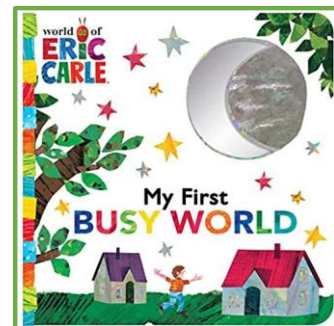
Regards to the Man in the Moon **by Ezra Jack Keats (3-5 year-olds)**
Louie is unhappy because the other kids call his father "the junk man." But his father knows it's not just junk. "All a person needs is some imagination! And a little of that stuff can take you right out of this world!" So Louie builds a spaceship fueled entirely by imagination—and he and his friends blast off into an amazing adventure.

My First Busy World
by Eric Carle

Optional Expansion Activities for Children Birth to 3-Year-Olds

Following the simultaneous reading, teachers may want to provide one or more of these activities for the children in their class.

Activities:
- My Busy World
- Who is in Your Busy World?
- Let's Play!
- What Do You See Outside?
- What's for Dinner?

Activity: My Busy World (Infants and Toddlers)

Using the book *My First Busy World* as a reference, use a classroom mirror to help infants recognize themselves and parts of their bodies. Point out parts of their bodies that are moving in the mirror – "Your arms are waving." "You are bouncing up and down on your legs." The activity can be extended by using a teddy bear to gently model the actions as you say the movements.

Florida's Early Learning and Developmental Standards:

- **Physical Development** –I.B.b.1.b. Begins to discover how the body fits and moves through space.
- **Approaches to Learning** – II.A.1. Shows awareness of and interest in the environment.
- **Social and Emotional Development** – III.C.1. Develops positive relationship with adults.
- **Language and Literacy** – IV.A.1. Demonstrates understanding when listening.
- **Scientific Inquiry** – VI.A.1. Scientific inquiry through exploration and discovery
- **Social Studies** – VII.B.1. Begins to recognize characteristics of self.

Activity: Who is in Your Busy World? (Infants and Toddlers)

Take this opportunity to ask "Who is in your busy world?" and name child's family members. Post a picture of the child's family. Point out the child's family several times daily and reiterate each family member's role such as, "There's Lena and her mommy." "Who has a brother? You do, Martez!" "Joanna, you have a sister."

Florida's Early Learning and Developmental Standards:

- **Approaches to Learning** – II.A.1. Shows awareness of and interest in the environment.
- **Social and Emotional Development** –III.C.1. Develops positive relationship with adults.
- **Language and Literacy** –IV.A.1. Demonstrates understanding when listening.
- **Scientific Inquiry** –VI.A.1. Scientific inquiry through exploration and discovery.
- **Social Studies** –VII.B.1. Begins to recognize characteristics of self.

Activity: Let's Play! (Infants and Toddlers)

While reading the book, *My First Busy World*, intentionally engage in conversation about the items identified on the page, Let's Play. "We have blocks in our classroom. You like to clap them together." Ask, "What else do you like to play with?" Name other items on the pages or in the classroom that the child plays with.

Florida's Early Learning and Developmental Standards:

- **Physical Development** – I.B.b.1.a. Begins to act and move with purpose.
- **Approaches to Learning** – II.A.1. Shows awareness and interest in the environment.
- **Social and Emotional Development** – III.B.2.A. Exhibits joint attention.
- **Language and Literacy** – IV.A.1.c. Responds to gestures that indicate understanding of what is being communicated.
- **Mathematical Thinking** – V.C.1. Explores objects with different characteristics.
- **Scientific Inquiry** – VI.A.2.a. Responds in varied ways to people and objects and manipulates objects in a purposeful way (e.g. uses a toy to make sounds on xylophone).

Activity: What Do You See Outside? (Infants and Toddlers)

While reading the book, My First Busy World, make a connection to the things mentioned on the "What do you see outside?" page to what the children can see out the classroom window – clouds, trees, birds, etc. After an outdoor play period, read the book again and ask children if they saw any of the things on the pages that show/name outdoor items. Or, take the book outside and have the children point out the items. Extend this activity by asking, "Is the sun shining? Or are there sparkly stars in the sky? "You sat in the grass yesterday and grabbed it with your fingers."

Florida's Early Learning and Developmental Standards:

- **Approaches to Learning** – II.A.1. Begins to show eagerness and curiosity as a learner.
- **Social and Emotional Development** – III.D.2.a. Explores for extended periods and delights in discoveries.
- **Language and Literacy** – IV.C.2.a. Builds and uses vocabulary through repeated exposure with language, pictures and books.
- **Scientific Inquiry** – VI.D.1.d. Begins to identify day and night.
- **Social Studies** –VII.F.2. Begins to use senses to solve problem.

Activity: What's for Dinner? (Toddlers, 18+)

On the "What's for dinner?" pages, ask children to come forward and point to the food that they like on those pages. Connect those foods to what the children are served for meals at school – "We had pasta for lunch yesterday." Initiate conversation about foods children eat at home. Ask children to draw a picture of their favorite food; take dictation.

Florida's Early Learning and Developmental Standards:

- **Physical Development** – I.A.d.1.c. Shows preferences for food choices; I.B.c.1. Increasingly coordinates hand and eye movement to perform a variety of actions with increasing precision.
- **Social and Emotional Development** – III.D.4.b. Begins to verbally or non-verbally communicate own preferences.
- **Language and Literacy** – IV.A.3.a. Follows simple one-step directions with scaffolding.
- **Creative Expression Through the Arts** – VIII.A.1. Chooses from a wide variety of open-ended, diverse and process oriented sensory materials to engage in the art experience.

Regards to the *Man in the Moon*
by Ezra Jack Keats

Optional Expansion Activities for Children 3-5 Year-Olds

Following the simultaneous reading, teachers may want to provide one or more of these activities for the children in their class.

Activities:
- "Out of This World" Planetarium Adventure
- "You'll Do Better on Your Own" Moon Sand Writing Let's Play!
- "Do You Have Lots of Imagination?" Space Art Masterpiece
- "Blast Off: How Do You Feel?"

Activity: "Out of This World" Planetarium Adventure

Transform your dramatic play area into a planetarium and encourage the children to use their imagination to go "Out of This World" by visiting the planetarium. In the planetarium the children will have the opportunity to go outer space, stargaze by using the telescopes, and see the planets. The teacher will emphasize on the book page that references "junk" and how, by recycling items, new worlds can be created if they try using their imagination.

Supplies: tent or cardboard box, glow in the dark stars, glue, planets (or you can create your own planets with foam balls or paper balls and paint), string, stapler, paper towel cardboard tubes as telescopes, vocabulary word cards: planets, planetarium, telescope, astronaut, stars, rocket (or you can make your own words).

Florida's Early Learning and Developmental Standards:

- **Approaches to Learning** – II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. II. C.1. Approaches daily activities with creativity and intentness.
- **Language and Literacy** – IV.C.2.a. Uses increased vocabulary to describe objects, actions and event (expressive). IV.F.1.b. Shows motivation for and appreciation of reading.
- **Scientific Inquiry** – VI.D.1.c. Demonstrates knowledge related to the dynamic properties of earth and sky. VI.E.1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment.
- **Creative Expression Through the Arts** – VIII.D.1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or nonverbally, using a variety of objects in own environment.

Activity: "You'll Do Better On Your Own" Moon Sand Writing

During Small Group, the teacher can have kinetic sand bins ready for the children to use to practice writing the letters. Children who master the letters may be instructed to write their name. Children may use their fingers to write in the sand or use rocks. The teacher will emphasize on the book page that encourages the children to use their own imagination making the connection of how children will benefit as well when they learn on their own. Children may be encouraged to build self-confidence approaching daily activities.

Supplies: kinetic sand, bins, rocks to use for writing (optional), glow in the dark stars (optional) and printed stars with the individual alphabet letters.

Florida's Early Learning and Developmental Standards:

- **Approaches to Learning** – II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences.
- **Social and Emotional Development** – III.D.2.a. Develops sense of identity and belonging through exploration and persistence. III.D.4. Develops sense of self-awareness and independence.
- **Language and Literacy** – IV.G.1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition.

Activity: "Do You Have Lots of Imagination?" Space Art Masterpiece

Children will be challenged to use their imagination to create space art. In this particular art masterpiece, they will be imagining if they were in space. Children will use the white paper and crayon to draw their space scenes, then they will reveal their masterpieces by layering with black watercolor paint the entire paper. The teacher will reference the book page that mentions how the ending results depend on having "lots of imagination." Children will be encouraged to share about their masterpieces with the group.

Supplies: white paper, white crayon, black watercolor paint, paint brush.

Florida's Early Learning and Developmental Standards:

- **Approaches to Learning** – II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. II.C.1. Approaches daily activities with creativity and intentness.
- **Creative Expression Through the Arts** – VIII.A.1. Uses imagination and creativity to express self with invention using a variety of open-ended, process-oriented and diverse art materials. VIII.D.1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or nonverbally, using a variety of objects in own environment. VIII.E.1. Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others.
- **Scientific Inquiry** – VI.D.1.c. Demonstrates knowledge related to the dynamic properties of earth and sky. VI.E.1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment.
- **Language and Literacy** – VI.A.3. Follows directions. VI.E.1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems.

Activity: "Blast Off: How Do You Feel?"

As children experience new things and adventure to new worlds, they may have different feelings/emotions. In this activity, the teacher will focus on accessing the children's feelings/emotions when they imaginarily blast off to space. The teacher will engage in a pre-activity conversation reviewing the feelings/emotions cards and prompting the children with questions such as: "How do you feel about visiting space for the first time?" and "What will make you feel better? "After the discussion, the children will complete a paper plate activity portraying the feeling/emotion they experienced. The children can be invited to share about their activity and the teacher can create a graph showing "our feelings and emotions in (?) outer space" and engage in a guided discussion about differences/similarities in the classroom as well as integrating mathematical skills like counting how many children are under each feeling/emotion. This activity is focused on the book page where the main characters make it to space for the first time and they feel scared.
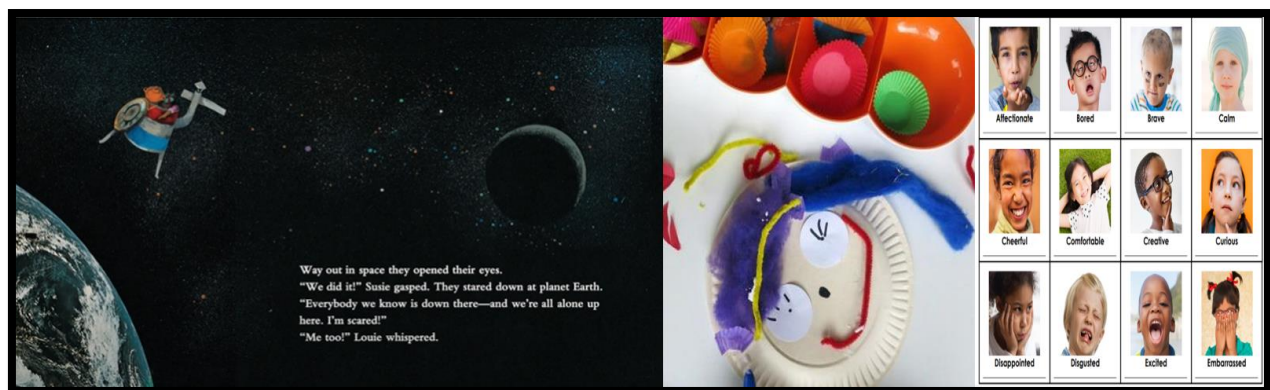
Supplies: feelings/emotions cards or poster, paper plates, glue, safety scissors, decorations (e.g. tissue paper, yarn, crayons or markers, construction paper, pom-poms, buttons, popsicle sticks, pipe cleaners, googly eyes), chart paper or dry erase board for graphing.

Florida's Early Learning and Developmental Standards:

- **Physical Development:** I.C.2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision.
- **Approaches to Learning** – II.A.1. Shows increased curiosity and is eager to learn new things and have new experiences. II. C.1. Approaches daily activities with creativity and intentness.
- **Social and Emotional Development**: III.A.1. Expresses, identifies and responds to a range of emotions.
- **Language and Literacy –** VI.A.3. Follows directions. VI.E.1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems.
- **Mathematical Thinking:** V.A.1. Subitizes (Immediately recognizes without counting the number of objects in a set of four objects).
- **Social Studies:** VII.B.2. Recognizes the ways self is similar to and different from peers and others.
- **Creative Expression Through the Arts** – VIII.A.1. Uses imagination and creativity to express self with invention using a variety of open-ended, process-oriented and diverse art materials. VIII.C.1. Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge.

Teacher Resources

Florida Division of Early Learning Standards Book List
http://flbt5.floridaearlylearning.com/docs/Preschool%20Booklist-%20ADA-DEL.pdf

Florida Division of Early Learning Activity Plans
http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training/vpk-professional-development-teacher-resources/activity-plans

Florida Transition to Kindergarten Booklist
http://www.floridaearlylearning.com/Content/Uploads/floridaearlylearning.com/files/Transition%20to%20Kindergarten%20Booklist-%20ADA-12.14.21.pdf

Child Assessment Timelines					
Assessment Periods- Children's skills and abilities should be observed and recorded during this time period.	Child Eligibility Period- Child must be enrolled 60 days prior to the end of the assessment period to be eligible.	Submission Period- Providers review and ensure eligible child assessments are uploaded to the assessment system	EFS Mod Data Pull (upload to SSIS)	ELC Review and Technical Assistance Period	OEL Defined System Final Pull (final upload to Family Portal)
One: August 1 through October 31	September 2	October 1 to October 31	November 1	November 1 to December 1	December 2
Two: November 1 through January 31	December 3	January 1 to January 31	February 1	February 1 to March 1	March 2
Three: February 1 through April 30	March 2	April 1 to April 30	May 1	May 1 to June 1	June 2

2022 TRAININGS

January 6-Overview of Pre-k-CLASS

January 13-Overview of Inf/Tod CLASS

January 20-Instructional Support

February 10-Classroom Management
For Pre-k

February 17-Classroom Management
For Inf/Tod

Trainings are from 12:30 to 1:30

Register on our ELCIRMO website

www.elcirmo.org

Get ready for the VPK CLASS IMPLEMENTATION 2022-2023

Attend the Overview of Pre-K CLASS training 2/3/2022 (Registration opens 1/11/22) to understand how CLASS works and why it is important.

Access the following resources thru your Quality Specialist
- Teachstone Dimension guide
- Teachstone website
- Primer for leaders(self-paced online module)
- CLASS foundations for teachers
  (self-paced online module)

AP 2 Intentional Strategies

When?   **January 27, 2022   12:30 pm - 1:30 pm**

Where?   **Virtual/Microsoft Teams**

Who?   **VPK Teachers**

What?   **Strategies and activities to promote print knowledge, phonological awareness, mathematics, and oral language and vocabulary in the classroom.**

How?   **Register at elcirmo.org on the training calendar. Deadline to register is 01/25/22**

Training is limited to 25 participants.

Component 1 - Emergent Literacy _Instructor-led_ Training Calendar
January 2022

Participants must register at https://training01-dcf.myflorida.com/studentsite/admin/signin using the appropriate course reference number.
*Instructional support for English Language Learners is available for this session (e.g., someone who speaks Spanish).

Phonological Awareness Development for Preschoolers (VIPA21)		
Date	Time	Registry Course Reference #
*Monday, January 10, 2022	1:00 pm – 4:00 pm	9533
*Wednesday, January 19, 2022	6:00 pm – 9:00 pm	9535
*Monday, January 24, 2022	1:00 pm – 4:00 pm	9534
*Thursday, January 27, 2022	11:30 am – 2:30 pm	9536
Building a Strong Foundation for Emergent Literacy (BSFEL)		
Date	Time	Registry Course Reference #
Monday, January 10, 2022	10:00 am – 1:00 pm	9551
Thursday, January 13, 2022	12:00 pm – 3:00 pm	9552
Wednesday, January 19, 2022	5:00 pm – 8:00 pm	9553
Friday, January 21, 2022	12:00 pm – 3:00 pm	9554
Dialogic Reading : Language and Vocabulary Development for Preschoolers (DRP)		
Date	Time	Registry Course Reference #
Tuesday, January 25, 2022	10:00 am – 1:00 pm	9547
Friday, January 28, 2022	11:00 am – 2:00 pm	9548
Book Embedded Vocabulary Instruction : Language and Vocabulary Development for Preschoolers (BEP)		
Date	Time	Registry Course Reference #
*Wednesday, January 12, 2022	10:00 am – 1:00 pm	9543
*Thursday, January 13, 2022	11:00 am – 2:00 pm	9544
*Monday, January 24, 2022	5:00 pm – 8:00 pm	9545
*Wednesday, January 26, 2022	10:00 am – 1:00 pm	9546
Scaffolding and Think, Show, Tell, Talk: Language and Vocabulary Development for Preschoolers (STSTT)		
Date	Time	Registry Course Reference #
Thursday, January 27, 2022	10:00 am – 1:00 pm	9561
Monday, January 31, 2022	11:00 am – 2:00 pm	9563

FLORIDA DEPARTMENT OF
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MEMORANDUM

TO: Early Learning Coalition (ELC) Executive Directors
All Voluntary Prekindergarten (VPK) Contracted
Providers (via ELC)
School District Superintendents
School District VPK Contacts

FROM: Matthew H. Mears

DATE: October 29, 2021

SUBJECT: Increased Emergent Literacy Training Requirements

Florida law now requires every prekindergarten classroom to have at least one prekindergarten instructor who has completed three five-hour emergent literacy training courses. Prior to the passage of House Bill (HB) 419 and HB 7011 in 2021, only one emergent literacy training course was required. Thus, continuing prekindergarten instructors, who have already completed one five-hour emergent literacy training course, must complete two additional courses. Any new prekindergarten instructors must take all three classes.

This legislative change became effective on July 1, 2021. Through this memorandum, the Department of Education, Division of Early Learning (DEL), is giving notice of this new requirement, and is identifying ten emergent literacy training courses that meet this requirement. Given the importance of this training, DEL is setting a deadline of July 1, 2022, for all prekindergarten providers to meet this requirement.

After completing the first three emergent literacy courses, Voluntary Prekindergarten (VPK) instructors must complete one emergent literacy course every five years.

Instructors will receive Continuing Education Units (CEUs) upon completion of each course, and the completed courses will be added on the instructor's training transcript.

VPK instructors are encouraged to begin taking the emergent literacy courses in order to complete the three five-hour emergent literacy course requirement by July 1, 2022.

MATTHEW H. MEARS
CHANCELLOR, DIVISION OF EARLY LEARNING

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The following online, virtual instructor-led and in-person emergent literacy courses meet the five-hour course requirement:

Division of Early Learning Literacy Courses Registration link: https://training01-dcf.myflorida.com/studentsite/admin/signin	Date Available	Course Description	Cost
1. *Emergent Literacy for VPK Instructors* (online **VPK21**) 5 hours; 0.5 CEUs	Currently available	This course will provide participants with background information on emergent literacy and demonstrate instructional practices that can be used in early learning classrooms with 4- to 5-year-olds, supporting success in kindergarten and beyond.	$10.00
2. *Language and Vocabulary in the VPK Classroom* (online **LVPK21**) 5 hours; 0.5 CEUs	Currently available	This course will provide participants with instructional strategies for increasing language and vocabulary with young children, a critical component of children's development. Activities and resources are provided to support instructors as they begin to use the language and vocabulary strategies in their own classrooms.	$10.00
3. *Phonological Awareness Development for Preschoolers* (online **VIPA21;** in-person and virtual instructor-led **PAP21**) 5 hours; 0.5 CEUs	October 30, 2021	This training is appropriate for preschool educators and directors, and is open to all. Participants will have an opportunity to participate in hands-on activities supporting developmentally appropriate instruction in phonological awareness as well as explore the phonological awareness stages of development.	$10.00
4. *Dialogic Reading: Language and Vocabulary Development for Preschoolers* (in-person and virtual instructor-led **DRP**) 5 hours; 0.5 CEUs	October 30, 2021	This virtual instructor-led course is appropriate for administrative staff, directors and teachers of 3-, 4- and 5-year-old children. Participants will learn Dialogic Reading as a strategy used with books to promote vocabulary and oral language skills. In Dialogic Reading, the book becomes a shared visual and verbal context for the instructor to teach their children new words.	Free
5. *Book Embedded Vocabulary Instruction:* Language and Vocabulary Development for Preschoolers (in-person and virtual instructor-led **BEP**) 5 hours; 0.5 CEUs	October 30, 2021	This virtual instructor-led course is appropriate for administrative staff, directors and teachers of 3-, 4- and 5-year-old children. Participants will learn how to implement the Book Embedded Vocabulary Instructional strategy to facilitate vocabulary teaching and learning.	Free

Division of Early Learning Literacy Courses Registration link: https://training01-dcf.myflorida.com/studentsite/admin/signin	Date Available	Course Description	Cost
6. *Scaffolding and Think, Show, Tell, Talk: Language and Vocabulary Development for Preschoolers* (in-person and virtual instructor-led **STSTTP**) 5 hours; 0.5 CEUs	October 30, 2021	This virtual instructor-led course is appropriate for administrative staff, directors and teachers of 3-, 4-, and 5-year-old children. Participants will learn about Language Scaffolding and Think, Show, Tell, Talk instructional strategies used to promote language, vocabulary and oral language skills.	Free
7. *Building a Strong Foundation for Emergent Literacy* (in-person and virtual instructor-led **BSFEL**) 5 hours; 0.5 CEUs	October 30, 2021	This virtual instructor-led course provides foundational content focused on emergent literacy skills and instruction. This course is most appropriate for directors, new VPK instructors and/or preschool instructors who are new to early childhood education.	Free
Early Learning Florida (University of Florida Lastinger Center) Literacy Courses Registration: Contact the local early learning coalition	Date Available	Course Description	Cost
8. *Preschool Language Development* (online) 20 hours; 2.0 CEUs Meets full 15-hour requirement	Currently available	Participants will explore language development in young children and learn evidence-based strategies for helping children develop language skills and extend their vocabulary knowledge. These strategies are job-embedded and will need to be implemented with the preschool children (3-5-year-olds) in the participant's setting.	Free
9. *The Building Blocks of Preschool Literacy* (online) 20 hours; 2.0 CEUs Meets full 15-hour requirement	Currently available	This course will review the research and provide participants with ways to support children in classrooms as they continue on their journey to becoming successful readers and writers. These strategies are job-embedded and will need to be implemented with preschoolers in the participant's program.	Free
Reading Endorsement Registration: Contact the local school district	Date Available	Course Description	Cost
10. *Competency 1: Foundations of Reading Instruction* (varied delivery methods) 60 hours Meets full 15-hour requirement	Currently available	Participants will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency and vocabulary.	Varies

The attached Frequently Asked Questions document is provided as a resource. Please direct any additional questions regarding the expanded VPK instructor emergent literacy training requirements to VPKQuestions@oel.myflorida.com.

MHM/mw

Attachment: VPK Instructor Increased Emergent Literacy Course Requirements Frequently Asked Questions

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Richard Corcoran
Commissioner of Education

VPK Instructor Increased Emergent Literacy Course Requirement

Frequently Asked Questions
October 2021

Recent legislative changes to section (s.) 1002.55, Florida Statutes (F.S.)., and s. 1002.63, F.S., following the passage of House Bill (HB) 419 and HB 7011, provide all VPK instructors, including those holding a valid Florida educator certificate, opportunities to increase skills for emergent literacy instruction with young children. All VPK instructors must complete three 5-hour emergent literacy courses, an increase from the previous requirement of one emergent literacy course. After completing the first three emergent literacy courses, VPK instructors must complete one emergent literacy course every five years.

1. **What is the deadline for meeting this new requirement?**
   This legislative change became effective on July 1, 2021. Given the importance of this training, the Division of Early Learning (DEL) is setting a deadline of July 1, 2022, for all prekindergarten providers to meet this requirement.

Importance of Early Literacy

1. **How will completing the three 5-hour emergent literacy courses impact or benefit my instruction?**
   Through the participation in an emergent literacy course, teachers will expand and enhance their knowledge and instructional strategies related to emergent literacy. Teachers will gain a deeper understanding of the emergent literacy progression and how the sequence of instruction impacts the learning process for young learners. Several of the training courses include three component areas: a content instructional component, a classroom implementation component and a virtual reflection component. It is through these various methods of delivery that teachers will expand professionally as an early childhood educator.

Course Requirements for VPK Instructors

2. **What courses meet the 5-hour emergent literacy course requirement?**
   The following courses meet the emergent literacy course requirement and may be accessed via the following links:

Division of Early Learning Literacy Courses Registration link: https://training01-dcf.myflorida.com/studentsite/admin/signin	Date Available	Course Description	Cost
1. *Emergent Literacy for VPK Instructors* (online **VPK21**) 5 hours; 0.5 CEUs	Currently available	This course will provide participants with background information on emergent literacy and demonstrate instructional practices that can be used in early learning classrooms with 4- to 5-year-olds, supporting success in kindergarten and beyond.	$10.00
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Division of Early Learning Literacy Courses Registration link: https://training01-dcf.myflorida.com/studentsite/admin/signin	Date Available	Course Description	Cost
3. *Phonological Awareness Development for Preschoolers* (online **VIPA21;** in-person and virtual instructor-led **PAP21**) 5 hours; 0.5 CEUs	October 30, 2021	This training is appropriate for preschool educators and directors, and is open to all. Participants will have an opportunity to participate in hands-on activities supporting developmentally appropriate instruction in phonological awareness as well as explore the phonological awareness stages of development.	$10.00
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7. *Building a Strong Foundation for Emergent Literacy* (virtual instructor-led **BSFEL**) 5 hours; 0.5 CEUs	October 30, 2021	This virtual instructor-led course provides foundational content focused on emergent literacy skills and instruction. This course is most appropriate for directors, new VPK instructors and/or preschool instructors who are new to early childhood education.	Free

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9. *The Building Blocks of Preschool Literacy* (online) 20 hours; 2.0 CEUs Meets full 15-hour requirement	Currently available	This course will review the research and provide participants with ways to support children in classrooms as they continue on their journey to becoming successful readers and writers. These strategies are job-embedded and will need to be implemented with preschoolers in the participant's program.	Free
Reading Endorsement Registration: Contact the local school district	**Date Available**	**Course Description**	**Cost**
10. *Competency 1: Foundations of Reading Instruction (varied delivery methods)* 60 hours Meets full 15-hour requirement	Currently available	Participants will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency and vocabulary.	Varies

3. **Where can instructors find additional information regarding emergent literacy professional development?**
   The emergent literacy course requirement information as well as other professional development information may be found on the Division of Early Learning (DEL) website at http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training.

4. **Are public school VPK teachers and/or certified teachers required to complete the three   5-hour courses?**
   Yes. All VPK teachers are required to complete three 5-hour emergent literacy courses. See ss. 1002.55(3)(c) and 1002.63(4), F.S.

5. **Are substitute instructors or classroom assistants required to meet the emergent literacy course requirement?**
   No. Substitute instructors and classroom assistants are not required to complete the course requirement. However, it would be recommended that any person providing instruction to young children complete the trainings in an effort to increase their professional knowledge and instructional abilities.

6. **Can an instructor receive credit for courses previously taken?**
Yes. Teachers who have completed the following online courses, after the dates identified below, may count these courses toward the emergent literacy course requirement.
   - *Emergent Literacy for VPK Instructors* (5 hours) (July 1, 2018)
   - *Language and Vocabulary in the VPK Classroom* (5 hours) (July 1, 2020)
   - *Preschool Language Development* (20 hours) (March 19, 2018)
     The Building Blocks of Preschool Literacy (20 hours) (January 7, 2019)

7. **How will instructor course participation be tracked?**
DEL, in partnership with the Department of Children and Families (DCF), offers course access via the Florida Early Childhood Professional Development Registry. Instructor completion of three 5-hour emergent literacy courses will be recognized on the participant's training transcript with the following message:
   "VPK Instructor Emergent Literacy Course Requirement has been completed."
Participants have access to their training transcripts in the Florida Early Childhood Professional Development Registry.

8. **Are public school teachers required to use the Florida Early Childhood Professional Development Registry?**
Yes. Teacher participation and completion of course requirements will be tracked via the Florida Early Childhood Professional Development Registry. Public and private school VPK teachers will create an account in the Registry and utilize the system to access approved emergent literacy courses. Completed courses will appear on the participant's training transcript. Once the course requirement is met, a notice of completion will also be posted to the transcript.
   "VPK Instructor Emergent Literacy Course Requirement has been completed."

Additionally, school districts may add DEL training courses to their Master Inservice Plan (MIP) and offer inservice points for course completion.

9. **Can this requirement be satisfied by taking a single class that is at least 15-hours, instead of three 5-hour classes?**
Yes. The list of approved classes includes three longer classes that meet this requirement.

Course Access and Information

10. **When can VPK instructors begin taking the courses?**
Instructors may begin taking the available courses immediately.

11. **Where are the approved courses offered?**
Emergent literacy courses are available both **online** via the Florida Early Childhood Professional Development Registry (DCF) for $10 per course or through the **instructor-led** trainings offered **virtually** by the VPK Regional Facilitators. The virtual instructor-led trainings are free. A schedule of **virtual instructor-led** training opportunities and registration tips are available here.

Additionally, Early Learning Florida offers the following courses. Course fees are paid by DEL.
   - Preschool Language Development (online)
   - The Building Blocks of Preschool Literacy (online)

12. **How do instructors gain access to the online training courses?**
Emergent literacy courses are available through the Florida Early Childhood Professional Development Registry (DCF). Instructors will set up an account in the registry if they do not already have one. Teachers will be able to access the online courses in the registry. Emergent literacy course reference numbers will be posted on the DEL professional development webpage located at http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training.

13. **Are there free course options?**
    Yes. All of the virtual instructor-led and in-person courses offered by the VPK Regional Facilitators are free of charge. Registration information can be found at http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training.

14. **Do the emergent literacy courses have to be taken online?**
    No. Teachers may complete an approved online course or register and attend a virtual instructor-led training offered by the VPK Regional Facilitators. Additional training information can be found on the DEL website at http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training.

15. **Where can the course reference numbers be found?**
    DEL course reference numbers can be found at http://www.floridaearlylearning.com/vpk/vpk-providers/professional-development-training.

16. **Where is registration available for Reading Endorsement Competency 1?**
    Interested individuals should contact their local school district for course availability information.

Districts and Early Learning Coalitions

17. **Are districts or coalitions required to pay for the instructors to take the emergent literacy courses?**
    No. There are free and low-cost options available to all instructors. Online courses are available via the Florida Early Childhood Professional Development Registry (DCF) are $10 per course. The Virtual Instructor-led courses are free and also available via the Registry.

18. **Are coalitions or school districts required to track teacher completion of this requirement?**
    Teacher participation and completion of course requirements will be tracked via the Florida Early Childhood Professional Development Registry.

    Coalitions and school districts may require VPK providers to upload participants' Florida Early Childhood Professional Development Registry training transcripts to the Provider Portal. The transcript will reflect the following upon completion of the three emergent literacy courses:
    "VPK Instructor Emergent Literacy Course Requirement has been completed."

19. **Will DEL conduct a train-the-trainer for coalition or school district staff for the emergent literacy courses?**
    VPK Regional Facilitators will be available to provide virtual instructor-led trainings. Ultimately, DEL plans to utilize previously trained trainers for the *Phonological Awareness Development for Preschoolers* course. As the need arises, DEL may provide train-the-trainer sessions to train additional trainers at the local level for selected emergent literacy courses.

Directors/Administrators/Owners

20. **How can directors track teacher progress towards the emergent literacy requirement?**
    Directors may require instructors to provide their Florida Early Childhood Professional Development Registry training transcripts to their director as evidence of requirement completion.
    Coalitions or school districts may also accept a copy of the participant's transcript, which upon completion of the three 5-hour emergent literacy courses will reflect the following:
    "VPK Instructor Emergent Literacy Course Requirement has been completed."

Administrative Rule

21. **Will DEL create State Board Rule for the Emergent Literacy Course Requirement?**
    DEL is scheduled to seek rule approval by the State Board of Education in early 2022.

22. **Will there be workshops for the public, early learning coalition and school district staff to attend?**
    DEL Rule Workshops are scheduled to be presented in the fall of 2021.

How to Facilitate a Smooth Transition to Kindergarten

Multiple large-scale research studies have found that establishing transition activities for children and families are associated with reduced stress and higher social-emotional competence at the beginning of school year. Communities, schools and educators who follow the best practices outlined in this tip sheet can help their students grow academically and increase family involvement in a child's education.

How to achieve smooth transitions

Evidence points to these important factors:

- Positive relationships for children and families with their new elementary schools
- A transition team of preschool and kindergarten administrators and educators, families and community members
- Assessments, learning standards and curriculum that align between early childhood and kindergarten settings
- Joint professional development between early childhood and kindergarten educators
- Information and communication that is shared with families and the community at large

Use three core principles:

- Approach transition collaboratively
- Involve all key stakeholders in the process
- Align children's experiences between preschool and kindergarten settings

How to start: six steps to successful transition planning

1. Establish partnerships, identify transition team members and designate leaders.
2. Identify goals.
3. Assess current transition practices used in your community.
4. Identify the data or evidence you have for practices that are or are not working.
5. Plan and prioritize: reevaluate goals or create new ones and plan appropriate next steps.
6. Implement and evaluate your plan.

Additional strategies to support transitions

Connecting with Children and Families

- The children and families in your setting want to know—what will kindergarten be like? Introduce children to the kindergarten classroom, the school environment, the new routines and their new teacher.

- Involve families throughout the transition.

Connecting with Schools

- Collaborate with kindergarten and early education staff to identify goals for children. Share information about children's progress and additional support services they may receive.

- Help kindergarten educators become familiar with incoming students, for example by planning events and opportunities for students to visit their new school (classroom visits, family events, etc.).

- Encourage alignment between the early learning setting and kindergarten—the environments, curricula, assessments and interactions.

- Be informed about school policies and procedures to help families understand decisions that may be made about placements and services for their child.

Connecting with Community

- Use resources within the community to support continuity in the transition process.

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This content is provided by the Florida Department of Education.

Inclusion – January 2022 Provider Meeting

Michele Schmoyer

Jessica Staudt

Screening Rule Updates

See handouts for updates to rule/memo from DEL

Changes:

- Parents have the option to complete the screens
- Parents can choose to have one or both screens conducted
- Providers and parents conduct screens through links in the Portal
- Providers and parents receive results with no concerns through Portal
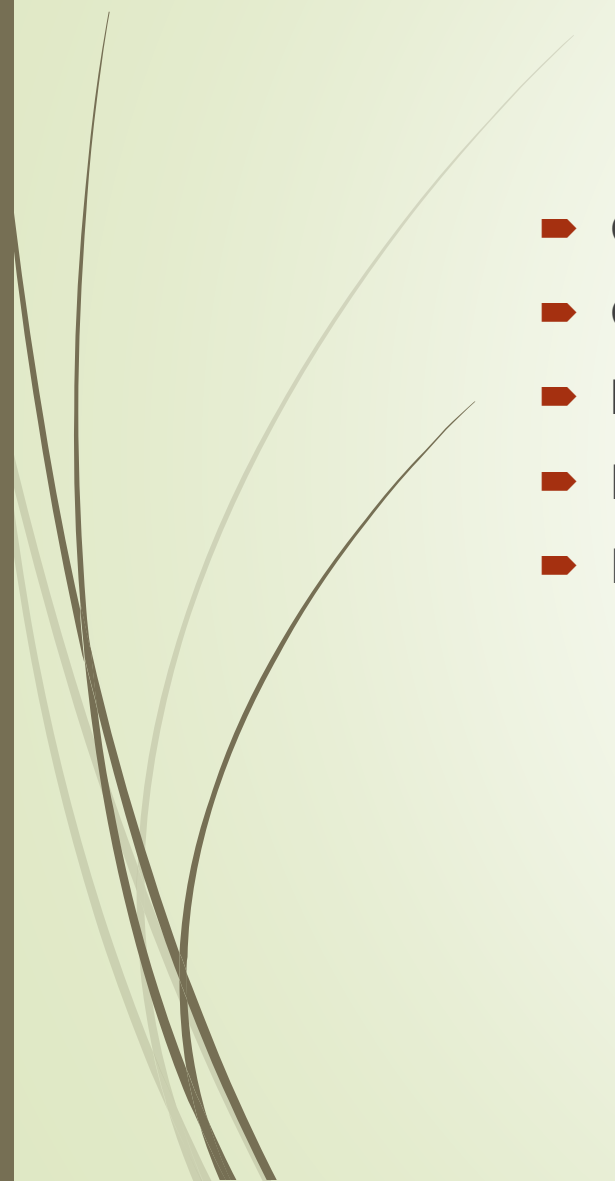- Providers and parents receive results with concerns via secured email

Incomplete Screens

- Weekly reminders
- Incomplete status form
- Non-Compliance/Corrective Action
- Tips

Intervention Practices

- Concern identification
- Concern analysis
- Intervention implementation
- Plan evaluation
- Referrals to other agencies, as necessary

Referrals

- Referrals need to be completely filled out and signed.

- Referrals are sent to Agencies for review and a team specialist will review the information and contact you to schedule a screening appointment.

- Results will be shared

- If results indicate there is no need for further testing, the Specialist will assist you with some techniques and strategies that may help alleviate the initial concern(s).

- If there are any concerns noted, you can choose to have your child referred to the local school district for further testing. Further testing helps determine if your child is eligible to receive free services through the local school system.

- ASQ are not required to move forward with a referral. However, we do need as much information to the reason why a referral is needed. Understand the more information we have, the better we can support you.

- Referral follow ups are completed every two weeks by ELCIRMO. We appreciate your assistance in sharing information with the parents in times we are unable to reach them.

The requirement for a minimum of three childcare personnel **on site with FA/CPR certification begins on 12/31/2021.**

***This requirement has been in rule, so there will not be the normal 'TA at first inspection'.

This standard will be monitored at the first inspection of the year.

Please be sure that providers know that the number of FA/CPR certified is based on the number of child care personnel.-see some examples below and also chart below:

If the number of staff at the facility is less than the minimum needed based on ratio; For example: 10 children present and 2 adults needed, then *both of those adults will need to have FA/CPR certification.*

If a staff member is on a field trip with the children then that individual's FA/CPR counts for the field trip certified person, and cannot at that time count as one of the ones at the facility.

Staff who are not childcare personnel do not count.

The director may count as one of the individuals with certification, even if the director is not working in a classroom but is on-site and available and has F/A and CPR. (Don't forget infant CPR if you have infants in care).

Please see the info below of personnel:

Total number of child care personnel in direct supervision of children to meet staff to child operating ratios:	Total minimum number of child care personnel with Pediatric CPR certification on site when children are present:	Total minimum number of child care personnel with first aid training on site when children are present:
0-25	3	3
26-50	4	4
51-75	5	5

76-100	6	6
101+	7	7

Please click on the info below concerning alarms-you will get a notice of technical assistance on your next inspection even if you don't provide transportation. If you are providing transportation or field trips, Even with alarms, Please ensure you are still keeping a log of children getting on and off- and keep that log for a minimum of 12 months and accessible to read by the licensing counselor/authority at inspections. If you are doing a walk on foot, you must keep a transportation log for that as well (You can call the log something else since the children are walking from the facility to somewhere else) but you must have a log.

Please also remember for transportation that you must show vehicle insurance coverage: $5,000 multiplied by the rated seated capacity of the vehicle, or $100,000, whichever is greater. Vehicles must be inspected annually by a mechanic and documentation must be maintained in the vehicle. The licensing counselor will inspect vehicles to ensure seat belts/child restraints are age appropriate and can be safely operated.

https://www.myflfamilies.com/service-programs/child-care/child-care-alarms/