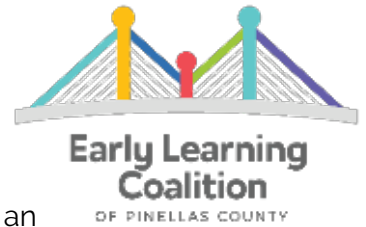


Strategic Plan

2021-2026



In fall 2019 60% of Pinellas County kindergarteners and 69% of VPK completers were "ready for kindergarten". The needs of our children, families, providers and community have changed considerably since our inception. ELC has undergone an extensive community assessment and interactive planning process to chart the course of the next five years. The strategic plan is designed to strengthen the early learning infrastructure in Pinellas County. Programs have been designed to leverage existing or forthcoming local and state initiatives. Recognizing the currently changing environment, strategies may be revised to respond to acute needs. Implementation of early learning legislation passed in the 2021 session will impact future programming. Our plans have been designed with these changes in mind, but may require adjustment down the road.

Mission: Revolutionize early learning to inspire children, engage families and elevate educators.

Vision: All children will confidently enter kindergarten ready for success in school and in life.

Core Values:

- Accountability
- Inclusion
- Innovation
- Empathy
- Knowledge

Process:

Our strategic planning process included environmental scans, SWOT analyses and stakeholder feedback. This included input from over 150 providers, over 200 parents/caregivers, ELC staff, ELC Board of Directors and community partners. ELC staff have reviewed all existing programming to realign according to the newly set priorities. All elements of the strategic plan have been developed with an equity lens. Programming is designed to prioritize resource allocation to the populations of the greatest needs.

The research and plan is structured around the following areas:

- Kindergarten Readiness
- Early Learning Workforce
- Provider Quality
- Access to Quality Early Learning
- Family Engagement
- Community Engagement

Goal: 90% of VPK participants will be ready for kindergarten

1.1 Increase kindergarten readiness among BIPOC, and FRL

1.1.1 *Quality VPK Pilot*- Implement and support NIEER standards in select VPK programs.

1.1.2 *Early Literacy Training* - PCS/Lastinger Partnership to provide intensive training & coaching for VPK instructors in public schools & private settings that surround low performing elementary schools

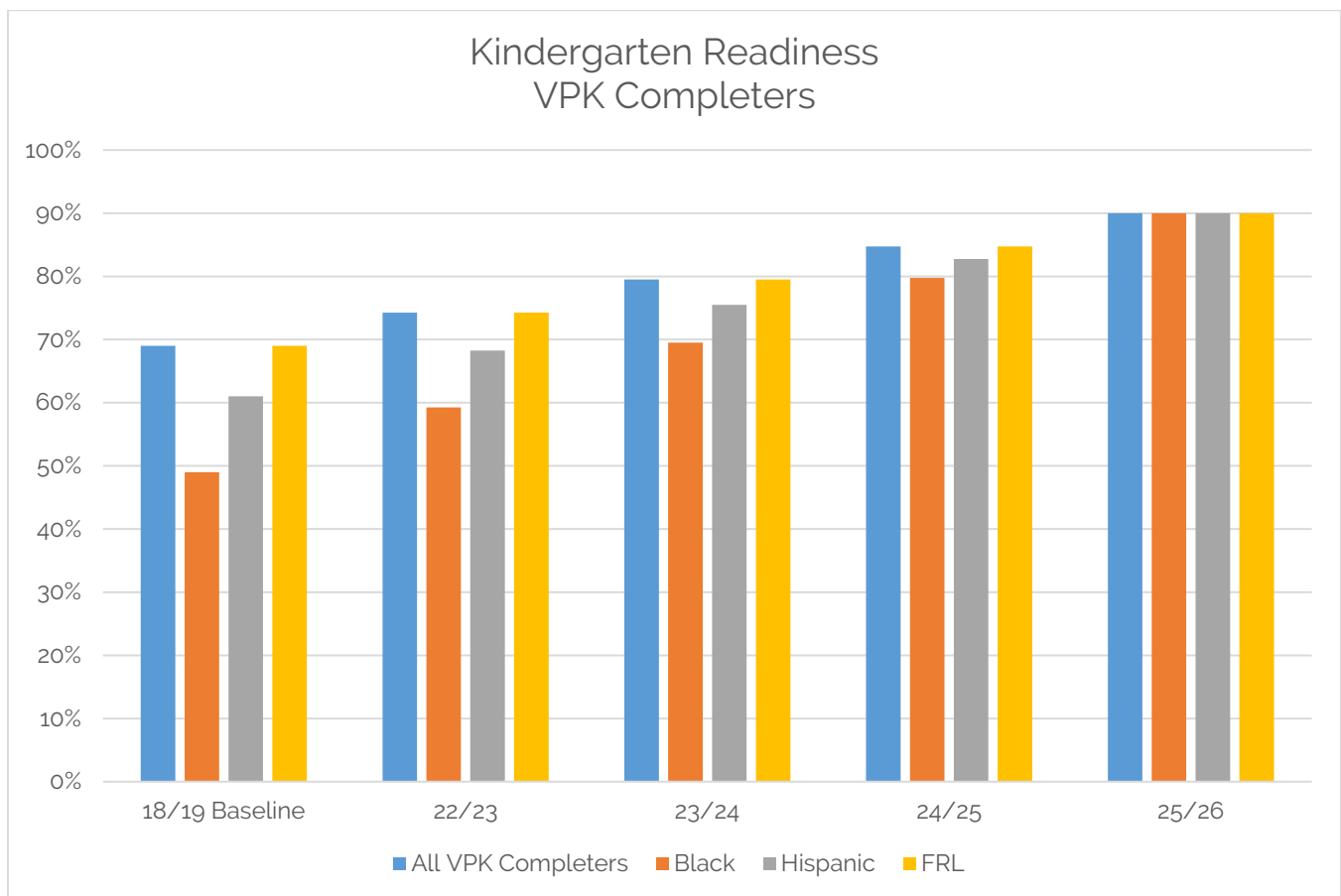
1.2 90% of VPK children will demonstrate developmental gains on progress monitoring

1.2.1 *VPK Progress Monitoring Pilot*- Use progress monitoring results to inform instruction and remedial interventions. Note: Effective fall 2022, progress monitoring will be mandatory for all VPK providers.

1.2.2 *Nemours Bright Start Early Literacy Initiative*- Provide remedial literacy supports to struggling VPK students.

1.3 90% of VPK participants will attend >=70% of instructional hours

1.3.1 *Everyday Counts*- *VPK!* Coordinated recruitment & attendance campaign w/ JWB, PCS.



Goal 2: Recruit, upskill and retain qualified ECE workforce

2.1 Recruit and retain 50 new early educators annually

2.1.1 *Engage Early Educators*- Provide stipends for introductory screening, training & competency exams for new hires. Additionally, offer "sign on" bonuses upon completion of the first 90 days.

2.2 35% SRPA ECE instructors will achieve ECE II + on the *Career Pathway* by July 2026

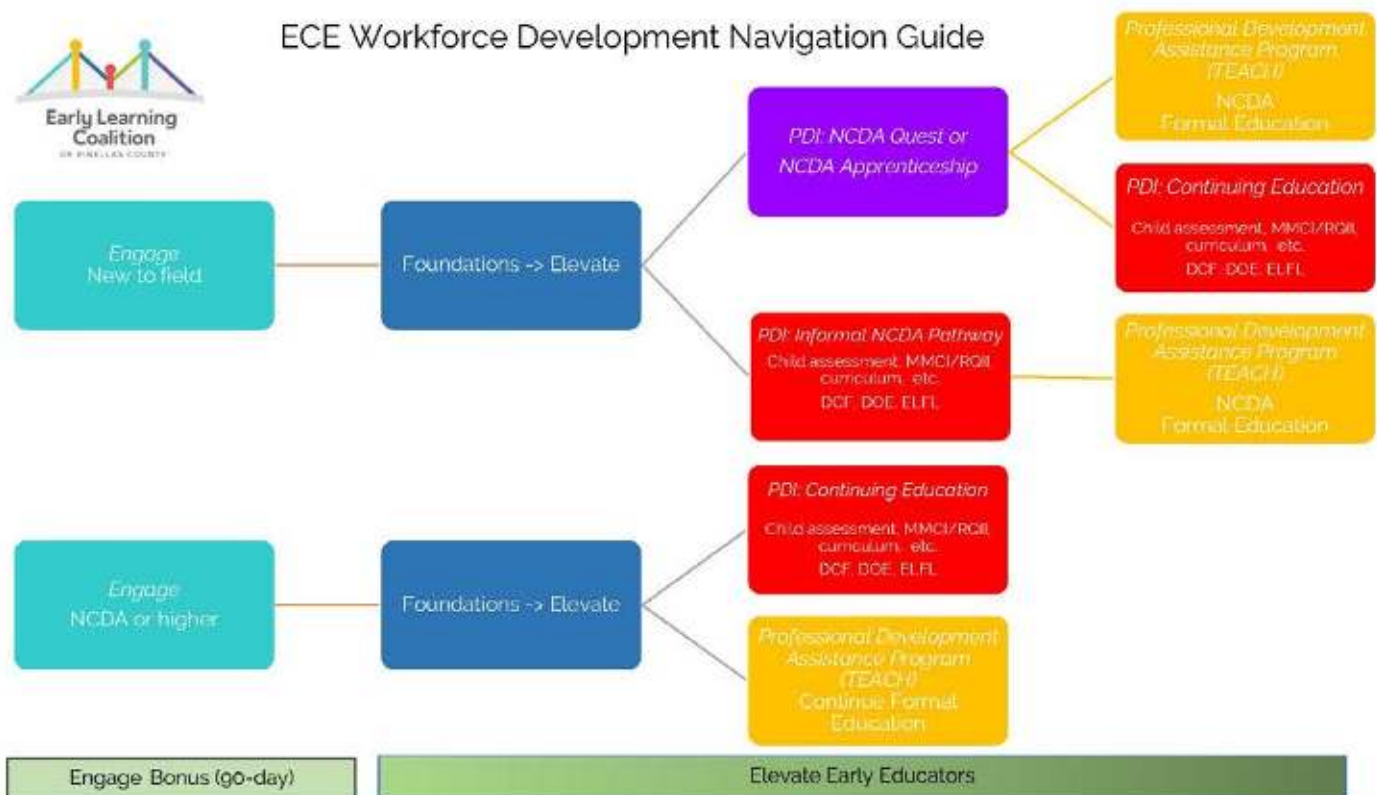
2.2.1 *Professional Development Assistance Program* - Provide advisement and financial assistance (TEACH) to instructors pursuing the ECE Career Pathways

2.2.2 *NCDA QUEST* -Provide Gold Standard NCDA preparatory coursework supported by onsite technical assistance. Separate cohorts for infant/toddler and prek instructors.

2.2.3 *Leadership Quest*- Train center directors on coaching skills to serve as mentors to NCDA candidates.

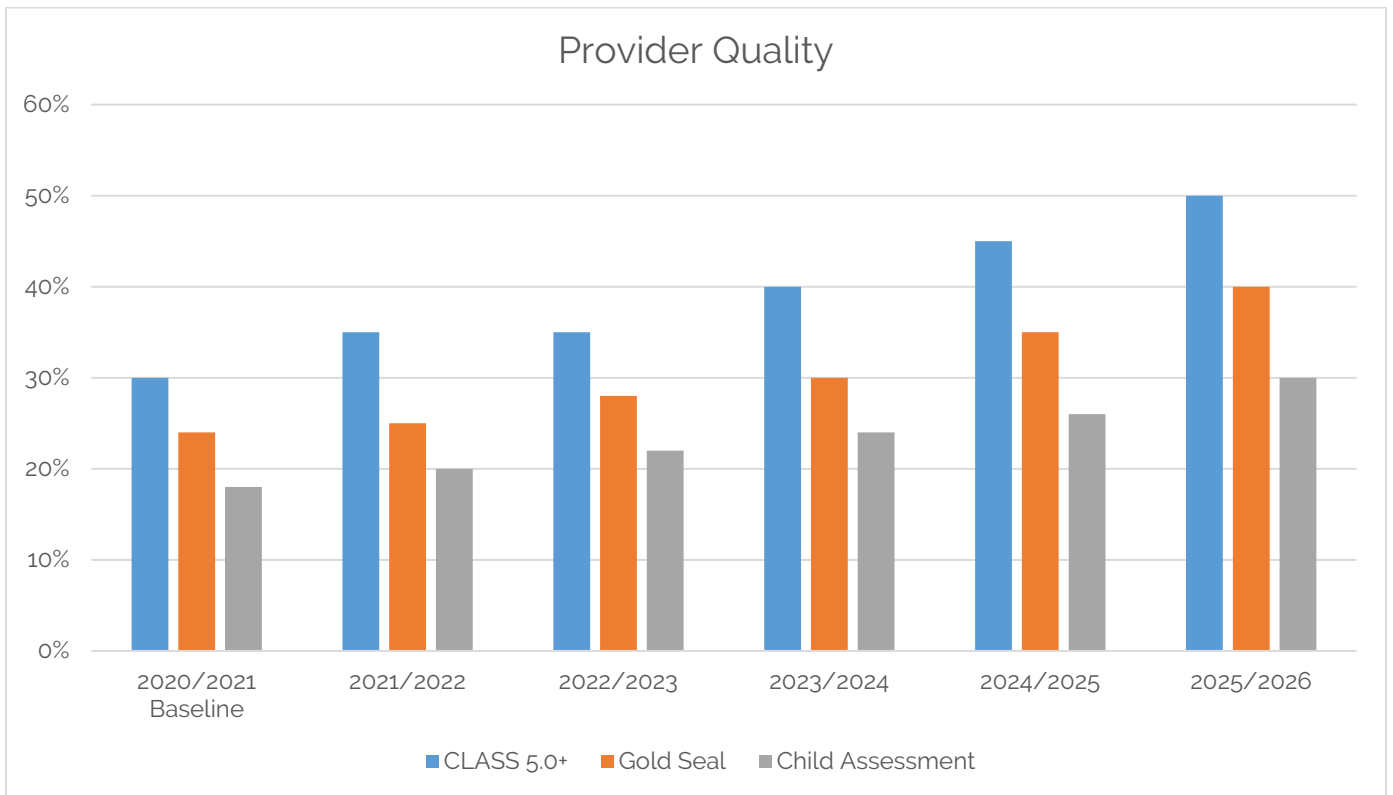
2.3 Retain 85% of SRPA ECE instructors annually

2.3.1 *Elevate Early Educators 2.0* - Provide semi-annual retention bonuses to early education instructors in School Readiness programs based upon attainment of Career Pathways; prioritize providers serving 50%+ School Readiness



Goal 3: Improve quality of School Readiness and VPK providers

- 3.1 50% of SR and VPK providers will have a CLASS Composite Score of 5.0 or higher
 - 3.1.1 *Professional Development Institute*- Equip ECE instructors with the technical knowledge for effective teacher child interactions including instructional support and emotional supports.
 - 3.1.2 *Quality Performance Incentive* 4%-10% payment differential for School Readiness reimbursement rates
- 3.2 40% of SR providers will be accredited by 2026
 - 3.2.1 *Early Learning Accreditation Assistance Program (ELCAAP)*- Accreditation grants, training & coaching.
 - 3.2.2 *Gold Seal Payment Differential*- 20% payment differential for School Readiness reimbursement
- 3.3 30% SR Providers implementing child assessment with reliability by 2026
 - 3.3.1 *PDI: Child Assessment Initiative* -Provide knowledge, training and technical assistance to effectively implement child assessment with reliability. Additionally, this initiative supports instructors in utilizing assessment data to inform instruction.
 - 3.3.2 *Child Assessment Incentive* - 5% School Readiness reimbursement rate differential for providers where 75% of instructors are implementing child assessment with reliability.



Goal 4: Children 0-5 will have equitable access to quality early learning programs

4.1 Increase % of SR and VPK children enrolled in high-quality programs

4.1.1 Prioritize participation in quality initiatives among providers in areas of low infrastructure, high needs and School Readiness population.

4.2 90% VPK participation among eligible SR, FRL & BIPOC children

4.2.1 *VPK Outreach & Awareness*- Direct mail/ calls to complete enrollment in VPK; Geo-targeted VPK registration efforts; CCR&R outreach; paid advertisements, earned media

4.2.2 Additional recruitment partnerships with Community Health Centers, Homeless Leadership Board, St. Pete Free Clinic, WIC, PCS, JWB, FAST.

4.2.3 Advocacy: EFS Mod Enhancement to streamline SR/VPK registration process in EFS Mod

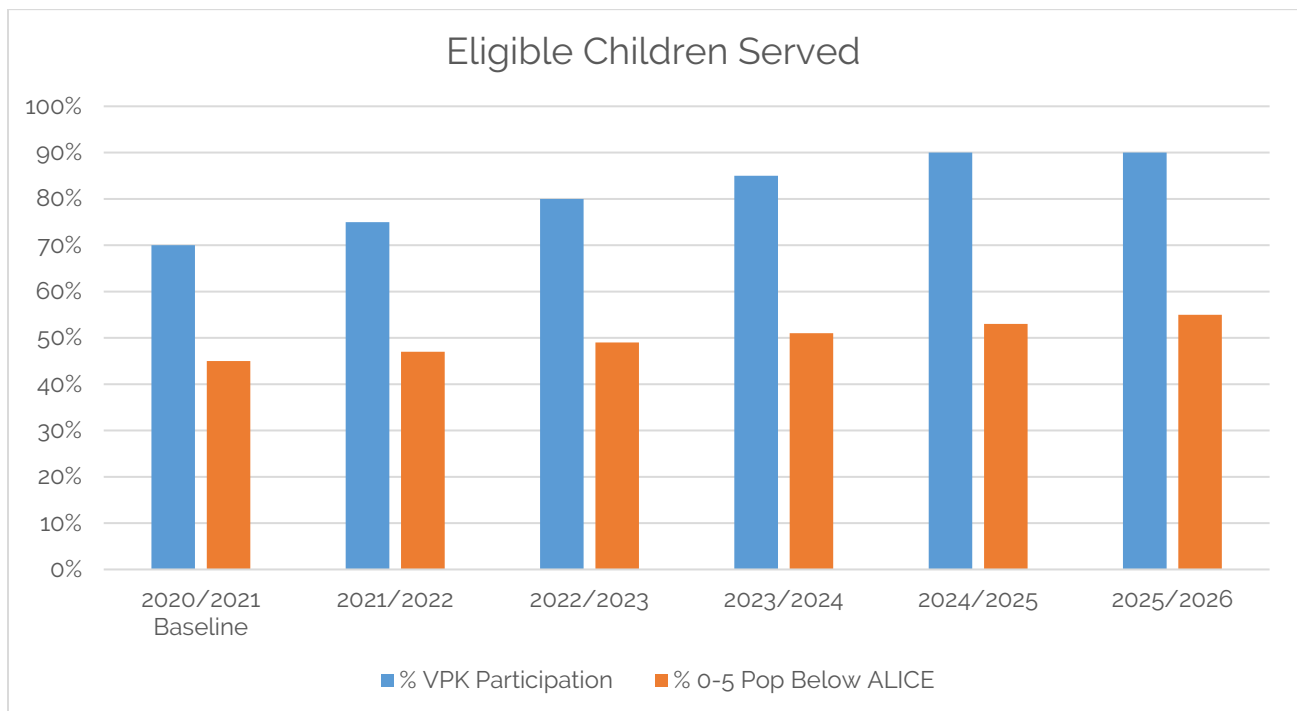
4.3 Increase availability of early learning scholarships for children in families below ALICE or poverty thresholds

4.3.1 Advocacy: Advocate that OEL use ARP funding to expand eligibility for SR.

4.3.2 *PreK All Day* → *SR+* Propose eligibility expansion for child care (0-5) subsidies to include up to 300% FPL with purpose for care; <200%FPL with no purpose for care. Propose expand provider eligibility to all SR providers.

4.4 Identify and correct racial biases in ELC policy, procedure or practices.

4.4.1 *Internal Quality Assurance*-Implement modified internal monitoring protocols to include review of exceptions, appeals and provider enforcement actions by race.



Goal 5: Ensure School Readiness children receive differentiated supports to meet unique needs

5.1 Reduce new IEPs among SR children during K

- 5.1.1 *Developmental & Social/Emotional Screening*- Conduct screening for School Readiness children upon enrollment and redetermination.
- 5.1.2 *Supportive Intervention Services*- Provide intermediate supports to address developmental challenges.
- 5.1.3 *Referral Coordination*- Facilitate Referral Planning Team among partners in IDEA and therapeutic services to streamline navigation of ESE evaluation & formal interventions.

5.2 % providers will adopt progressive expulsion prevention policies

- 5.2.1 Provide acute behavioral support consultation upon provider request or ASQ identification. Propose expansion
- 5.2.2 *SuperSTARS*- provide onsite technical assistance & implementation strategies for Positive Behavioral Supports, trauma informed care and social emotional development. Proposed expansion
- 5.2.3 *Positive Behavioral Supports Pilot*- Provide training and coaching to support implementation of the PBS Pyramid Model.
- 5.2.4 *Inclusion Warmline*- Provide consultation for families and providers to ensure children are served in a supported, least restrictive environment.

5.3 Increase capacity to support ESOL students & instructors in early learning programs

- 5.3.1 To be developed during year 1



Goal 6: Families will be engaged and supported as a child's first and most important teacher

6.1 *Family Engagement Initiative* provider participants will demonstrate effective family engagement and cultural continuity practices

6.1.1 *PDI: Family Engagement Initiative*- Provide training on parenting tips and technical assistance to implement effective family engagement and cultural continuity practices.

6.2 Engage families and providers in the design and implementation of culturally responsive early childhood programs

6.2.1 *Service Delivery Advisory Council*- Establish a Service Delivery Advisory Council including providers and parents; demographics to reflect the population we serve in School Readiness.

6.3 Increase awareness among parents/caregivers about programs and resources to support their child's on time development

6.3.1 *PreK to Kindergarten Partnership*- Coordination between ELC, VPK providers and Pinellas County Schools to ensure parents & caregivers to ensure a smooth transition from PreK to kindergarten.

6.3.2 *Child Care Resource & Referral*: Assist families in choosing quality early learning programs and accessing financial assistance. Develop, procure & distribute resource materials such as developmental flip books, VROOM, 3Ts, etc...

6.3.3 *TB5 Connects*- Host online questionnaire for families to provide customized referrals for relevant programs and services.



Goal 7: Mobilize all parts of our community to support early childhood development and kindergarten readiness

- 7.1 Public Awareness/Advocacy: Engage community leaders and stakeholders as advocates
 - 7.1.1 Invite community leaders & board members to be Provider Appreciation Ambassadors/ Literacy Week Readers
 - 7.1.2 Host annual Early Learning summit
 - 7.1.3 Recruit additional private board members
- 7.2 Diversify and engage strategic partner agencies to promote and enrich community-based early learning experiences
 - 7.2.1 *Officer Friendly Book Club*- Partner with local law enforcement to promote early literacy and character development.
- 7.3 *Thrive by Five Pinellas*: continue collaboration and active partnership with Thrive By Five as it transitions to an independent entity
- 7.4 Resource Development: Increase unrestricted funds to advance ELC mission beyond government appropriations including 100% board giving participation
 - 7.4.1 100% Board giving participation
 - 7.4.2 Additional strategies will be identified post-COVID

To learn more about how you can support the work of the Early Learning Coalition of Pinellas County visit www.elcpinellas.org or email us at info@elcpinellas.org



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