



QUALITY EARLY EDUCATION SYSTEM

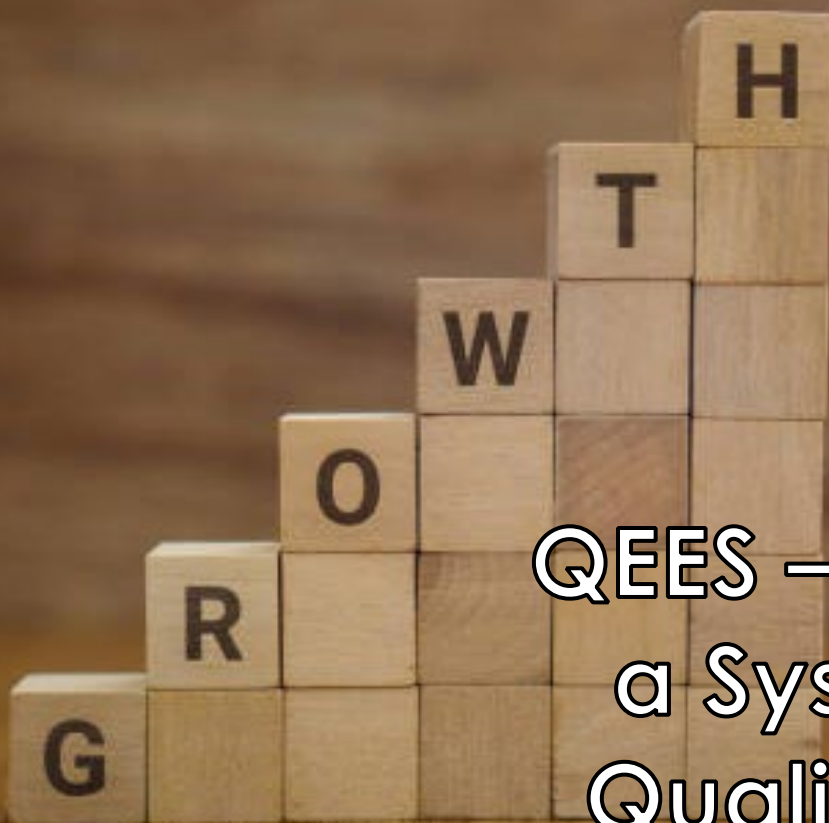
Year 5 Evaluation Report

October 2023

Prepared for Hillsborough Community College
for submission to

Children's Board Hillsborough County

1002 East Palm Avenue
Tampa, FL 33605



**QEES – Building
a System of
Quality Care**



Quality Early Education System

Year 5 Evaluation Report

QEES is generously funded by The Children's Board of Hillsborough County



In partnership with Hillsborough Community College, Conscious Awareness Learning Model (CALM) and Early Literacy Matters (ELM)







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QEES Vision Statement

All children arrive at school with the benefit of high-quality positive life experiences that matter for brain development in all the areas that play critical roles in school success.

In 2018, the Quality Early Education System (QEES) began with a vision to provide supports and services so that all children arrive at school with the benefit of high quality, positive life experiences that matter for optimal brain development and the areas that play critical roles in school success.

QEES grew from a response to address early child care providers' need for a systems approach to offer relevant programming and increase the quality of early childhood education. The program has built a sustainable infrastructure that welcomes innovation, partnerships, and shared learning experiences. This multifaceted program has established strong trusting relationships creating a vibrant community of early learning providers that work together to educate Hillsborough County's youngest citizens and support the adults that play an integral part in their lives.

The program has integrated supports in partnership with Hillsborough Community College (HCC) to create and expand the inclusive QEES program for supporting child care providers (owners and operators) and children's cognitive, social, emotional, and physical growth. QEES is committed to enhancing quality by offering a holistic, comprehensive approach to early learning. Additionally, it actively supports the professional development of early childhood teachers and center directors by aligning all training with certificates or stackable credentials leading toward a degree at HCC. The model is thoughtfully rooted in solutions that address the current landscape of early childhood education.

QEES is designed to:

- Streamline early learning professional development.
- Provide business and operational management training and coaching.
- Promote high-quality early learning and provide support for early care educators and caregivers, fostering lasting connections.
- Increase kindergarten readiness through developmentally appropriate social-emotional and literacy strategies.

Quick Guide

QEES TRAINING AND COACHING

Conscious Awareness Learning Model (CALM)

Monthly training plus on-site coaching and parent training in social-emotional skill development.

Early Literacy Matters (ELM)

Coaching and workshops for strengthening early literacy and cognitive growth.

HCC-Pathways

Biweekly, one-on-one coaching and monthly training on foundational elements for quality programs.

QEES Business Operations and Management

Coaching and training sessions on organizational and operational topics, including staff management, communication skills, record keeping, and indoor/outdoor health and safety.

For a complete description of these program components see Appendix A.

QEES Background

QEES has been a pillar of strength providing stability and meaningful support to the early childhood community while increasing awareness of challenges and the importance of early learning both locally and statewide. The staff continues to keep the lens focused on improving early childhood supports in Hillsborough County, through these key beliefs:

- Cultivating creative collaboration is the best way to approach the many complexities of early childhood education.
- Providing thoughtful holistic programming and high-quality positive experiences are essential to brain development and teaching the whole child.
- To truly educate and support our youngest citizens as they grow and learn, all those surrounding the child must be supported with the same level of care and compassion.

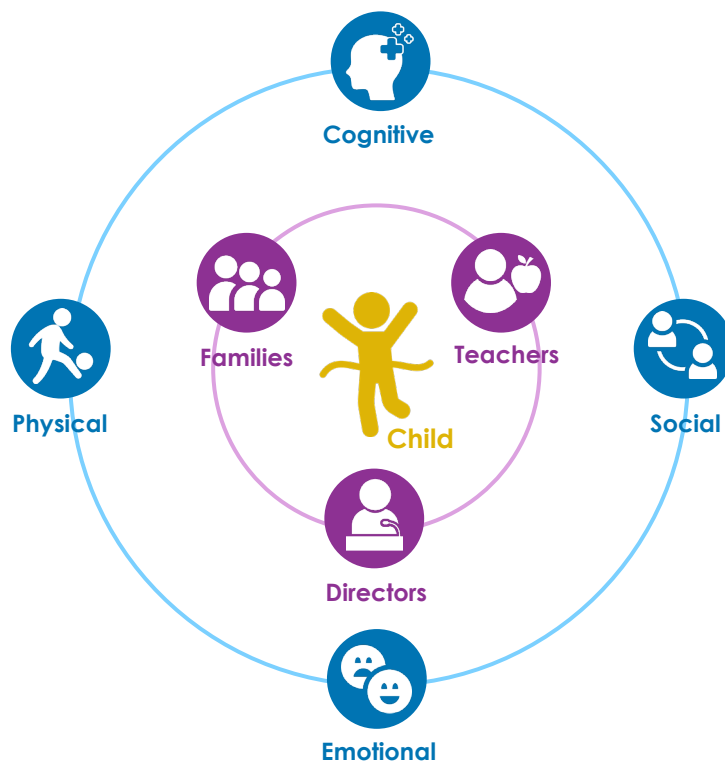
Navigating beyond the pandemic requires the ability to pause, reflect, and learn, to find opportunities for growth, new perspectives, and a different approach to learning. The presence of the global pandemic is somewhat gone but the effects are still within us, especially young children. The side effects of disruption, isolation and prolonged instability children faced during those two to three years was apparent in early childhood classrooms everywhere. The early years are critical moments in a child's life cycle; as a result, development was derailed for millions of children. Additionally, research has proven that "lack of predictable and stable daily routines at home can make it hard for children to develop executive function skills. These skills are crucial to a child's ability to filter distractions, prioritize tasks, set, and achieve goals, and control impulses." (Harvard University Center of the Developing Child, n.d.) Children, like adults, are learning to readjust from this unprecedented global event. This is evident in the lack of educational workforce, classrooms varying in quality, and lower child assessment scores.

Last year, QEES' deep understanding of the neuroscience, development and complexities of early learning served as a valuable and multidimensional hub. QEES provided academic, social-emotional, and operational supports to the early childhood community, wrapping their arms around Hillsborough County, welcoming various local, state, and national programs to the conversation to find sustainable solutions.

This report will show another 12-month journey of collaborative supports and forward thinking that QEES provided to the early childhood community in Hillsborough County that extended across the state of Florida. It will illustrate how the program

listened to the community and learned from the vulnerability felt by the pandemic and the scars that remain. Each member of the staff maintained their commitment to being present with an empathic ear that guided programming that found solutions while building a stronger, connected caring early childhood community.

This section of the report provides details on the ten major objectives tracked by QEES in 2022-2023. Collectively, these activities have addressed the comprehensive needs of the early learning community. In 2023, Town Halls were conducted by The Children's Board that extended across the county, bringing together both citizens and community stakeholders in an effort to gain real-time insight into community needs in Hillsborough County and the system of care that supports them (The Children's Board of Hillsborough County, 2023). It was validating to see that QEES has supports addressing the critical needs identified for **emotional health, quality child care, and parenting training** integrated in the activities of their objectives. The comprehensive QEES approach focuses on **increasing the quality of child care programs**. The Conscious Awareness Learning Model (CALM) is designed to enhance the emotional health and social-emotional skills of children and the adults around them. Along with CALM, Early Literacy Matters (ELM) also offers parent support training that teach positive ways to guide children and implement practical learning experiences at home that promote the development of the whole child while strengthening the important caring connection **(staff, providers, teachers, parents, and children)**.



Objective 1

Provide access to countywide training and technical assistance to at least 80% of 1,050 early childhood education staff in college, community-based locations, or via live virtual platforms.



Teachers



Directors



Cognitive



Social



Emotional



Physical



Advancement

This objective refers to community wide training and technical assistance across Business Operations and Management, Conscious Awareness Learning Model (CALM), Early Literacy Matters (ELM), and HCC-Pathways. This objective does not include more intensive coaching, which is conducted with a subset of participants and is covered by other objectives.

Year 5 Findings



EXCEEDED TARGET



Breadth

164% of target

1,721 teachers provided with training and technical assistance

Year 5 target = 1,050 teachers



Effectiveness

114% of target

91% of the teachers trained for whom data were submitted demonstrated increased knowledge from pretest to posttest by achieving at least 70% correct on the posttest

Year 5 target = 80% of the teachers trained

ON-SITE SUPPORT

PAS/BAS

Program Administration
Scale/Business
Administration Scale for
Family Child Care

EOS Organizational Checkup

Entrepreneurial Operating
System

CIRCLE CEC

Circle Classroom
Environment Checklist



EXCEEDED TARGET

Objective 2

Provide at least 70% of 267 non-system early childhood education centers and family child care homes with coaching, mentoring, and professional development.



Teachers



Directors



Cognitive



Physical

This objective refers to support provided by two distinct teams: Business Operations and Management and HCC-Pathways. The staff from the Business Operations and Management team visit centers and homes to provide coaching on setting up their business with specific and advanced organizational and operational supports. The Business Operations Support System (BOSS) course takes a deeper dive into the overarching business concepts that can help businesses succeed, using the Organizational Checkup as an assessment tool for providers. Also included, is support provided by the HCC- Pathways team, whose staff visit centers and homes to provide coaching on setting up basic structures for learning related to environments, daily routines, curriculum planning, approaches to learning, and assessments. This evaluation is necessary before a center can successfully implement additional, more specialized support elements provided by CALM and ELM.

Year 5 Findings



Breadth

76% of target

202 centers and homes supported onsite

Year 5 target = 267 centers and homes



Effectiveness

141% of target

99% of the 198 centers and homes that submitted data completed the pre/post assessments, involved observations and interviews, and showed improvement over time

Year 5 target = 70% of at least 267 centers and homes

COACHING

CALM creates an environment for positive learning, constructive problem solving, and self-regulation, allowing children to be successful in their early years and ready for kindergarten.



EXCEEDED TARGET



EXCEEDED TARGET

Objective 3

Provide coaching to at least 75% of 165 countywide early childhood education practitioners (ages 1-5 classrooms) participating in CALM.



Teachers



Directors



Social



Emotional

CALM provides universal training to early education providers and families in social-emotional learning, using Conscious Discipline® as a framework while integrating positive psychology, mindfulness, emotional-intelligence theory, and self-care strategies. Coaching is tailored to specific needs and occurs weekly, biweekly, or monthly. The program builds a connected early-childhood community of caring and compassionate educators who support each other and the children and families they serve.

Year 5 Findings



Breadth

109% of target

180 teachers and directors coached

Year 5 target = 165 teachers and directors



Effectiveness

116% of target

87% of the teachers and directors coached demonstrated developmentally appropriate practices on the Conscious Discipline® Progress Assessment

Year 5 target = 75% of at least 165 teachers and directors

Objective 4

Provide early childhood education coaching support services for social-emotional development of at least 75% of 200 children (ages 3-5) in classrooms countywide participating in CALM.



Families



Teachers



Social



Emotional

This objective refers to supports and intervention activities for children in identified classes. Coaches model and implement lessons and strategies on self-regulation and prosocial behavior. The classroom strategies are shared with families to encourage the implementation of practices at home. Parent and family engagement are promoted by providing information, events, materials, and take-home activities.

Year 5 Findings



EXCEEDED TARGET



Breadth

178% of target

356 children provided with social-emotional support services

Year 5 target = 200 children



Effectiveness

128% of target

96% of the 293 children for whom data were submitted demonstrated increased social-emotional competence from pre- to posttest

Year 5 target = 75% of at least 200 children



EXCEEDED TARGET

Objective 5

Provide at least 75% of 375 countywide parents/caregivers engaged in early childhood education sites with CALM strategies.



Families



Social



Emotional

This objective refers to providing families with information from the CALM program on self-regulation and social-emotional development. Parent resource centers are established at the preschools attended by participating children. Additional resources and materials are offered through outreach, parent events, forums, and website links to support services.

Year 5 Findings



EXCEEDED TARGET



Breadth

158% of target

591 families provided with CALM strategies

Year 5 target = 375 families



Effectiveness

124% of target

93% of the 484 families for whom data were submitted attended events and demonstrated increased knowledge on surveys administered at the beginning and end of events by achieving at least 70% correct on the postsurvey

Year 5 target = 75% of at least 375 families



EXCEEDED TARGET

Objective 6

Provide educational site supports to at least 50 eligible early childhood education programs serving children birth to age 5 participating in CALM or BOSS.



Teachers



Directors



Social



Emotional



Cognitive



Physical

This objective refers to a system for managing funding requests from early education providers for classroom materials needed to implement CALM techniques and Conscious Discipline® strategies or center materials needed to implement BOSS strategies for the business. Eligible providers must be in compliance with Child Care Licensing, and have attended at least 8 CALM trainings or a full BOSS cycle in the past 12 months. QEES staff review and fulfill requests from the CALM and BOSS Educational Support Catalogs and follow up to confirm the receipt and utilization of materials. QEES uses an internal system to track this program component.

Year 5 Findings



EXCEEDED TARGET



Breadth

118% of target

59 programs requested and implemented site supports for CALM and/or BOSS strategies

Year 5 target = 50 programs



Effectiveness

N/A

EMERGENT LITERACY SKILLS SUPPORT

ELM encourages the home-school connection by providing families with books, literacy activities, and materials.



EXCEEDED TARGET



EXCEEDED TARGET

Objective 7

Provide at least 85% of 695 children (ages birth-5) in countywide early childhood education centers or family child care homes with emergent literacy skills/support year-round through the ELM model.



Families



Teachers



Cognitive

This objective refers to providing support/skills to children (ages birth-5) regarding emergent literacy. Children are assessed to identify levels of emergent literacy skills. Instruction on multisensory early literacy skills includes print awareness, oral language, letter knowledge, phonological awareness, syllable counting and segmentation, rhyming, blending, alliteration, onset-rime, comprehension, and emergent writing. This support is provided through weekly targeted coaching in small groups (12 sessions; 20-30 minute lessons) in classrooms.

Year 5 Findings



Breadth

135% of target

941 children supported in emergent literacy skills

Year 5 target = 695 children



Effectiveness

108% of target

92% of the 669 children for whom data were submitted demonstrated increased literacy skills on the Early Literacy Skills Assessment or Get Ready to Read! from pretest to posttest

Year 5 target = 85% of at least 695 children

Objective 8

Provide year-round support to at least 85% of 500 countywide parents/caregivers (of ELM children) engaged in early childhood education sites to develop strategies for emergent literacy and home-school engagement.



Families



Cognitive

This objective refers to parent/caregiver support and information provided through the ELM program. Literacy activities include family trainings, lending libraries, events, distribution of family tips and calendars of readiness activities, access to myON digital library, and forums.

Year 5 Findings



EXCEEDED TARGET



Breadth

145% of target

726 parents/caregivers provided with support developing literacy and engagement strategies

Year 5 target = 500 parents/caregivers



Effectiveness

117% of target

100% of the eligible 608 parents/caregivers for whom data were submitted earned a score of at least 20 on a home literacy checklist administered at the end of the year

Year 5 target = 85% of at least 500 parents/caregivers



EXCEEDED TARGET



EXCEEDED TARGET

Objective 9

Provide ELM activities to 240 children (ages 3-5) and their families to carryover classroom literacy strategies into home environments.



Families



Cognitive

This objective refers to an enhanced home reading program supported by ELM. Books, reading tips, and supplemental activities are sent home monthly with each participating child to encourage at-home reading at least four times a week.

Year 5 Findings



Breadth

148% of target

354 children provided with literacy strategies for home

Year 5 target = 240 children



Effectiveness

88% of target

70% of the 335 children for whom data were submitted had documentation of being read to at home at least 4 times per week

Year 5 target = 80% of at least 240 children

Note: 5% of children served moved prior to completion of Outcome 9 measurement, 23% of children served did not submit a log from pre to post, and 5% of children served submitted reading logs with increased reading times from pre to post that did not meet the 4x a week qualifier

TECHNICAL ASSISTANCE

ELLCO

Early Language and Literacy Classroom Observation



EXCEEDED TARGET



EXCEEDED TARGET

Objective 10

Provide technical assistance for literacy strategies to at least 85% of 60 early childhood education staff in 25 sites countywide using Nemours BrightStart! Literacy Curriculum.



Teachers



Cognitive

This objective refers to coaching on literacy in classrooms using the Nemours BrightStart! Literacy Curriculum as a framework. The Early Language and Literacy Classroom Observation (ELLCO) is conducted to determine the quality of instructional strategies and the literacy environment. Results are used to tailor coaching to meet the specific needs of teachers in their classrooms.

Year 5 Findings



Breadth

132% of target

79 staff served at 30 sites

Year 5 target = 60 staff across 25 sites



Effectiveness

107% of target

91% of the 76 staff for whom data were submitted demonstrated increased literacy skills on the ELLCO from pre- to posttest

Year 5 target = 85% of at least 60 staff

CHANGE FROM YEAR 4
TO YEAR 5



INCREASED



SLIGHT DECREASE
BUT STILL ABOVE
TARGET



INCREASED



MAINTAINED

Comparison of Outcomes

Year 4 to Year 5 | October–September

Objective 1— Provide access to countywide training and technical assistance to at least 80% of 1,050 early childhood education staff in college, community-based locations, or via live virtual platforms.



Breadth

More teachers were provided with training and technical assistance in Year 4.

Year 4 = 1,249 Year 5 = 1,721 teachers



Effectiveness

A **lower percentage** of teachers met the target in Year 5.

Year 4 = 98% Year 5 = 91% of teachers

Objective 2— Provide at least 70% of 267 non-system early childhood education centers and family child care homes with coaching, mentoring, and professional development.



Breadth

Fewer centers and homes were supported on-site in Year 5.

Year 4 = 222 Year 5 = 202 centers and homes



Effectiveness

The **same percentage** of centers and homes met the target in Year 5.

Year 4 = 99% of 213 centers completed posttests by September and demonstrated improvement

Year 5 = 99% of 198 centers completed posttests by September and demonstrated improvement

CHANGE FROM YEAR 4 TO YEAR 5



INCREASED



SLIGHT DECREASE
BUT STILL ABOVE
TARGET



SLIGHT DECREASE
BUT STILL ABOVE
TARGET



INCREASED

Objective 3— Provide coaching to at least 75% of 165 countywide early childhood education practitioners (ages 1–5 classrooms) participating in CALM.



Breadth

More teachers and directors were coached in Year 5.

Year 4 = 172

Year 5 = 180 teachers and directors



Effectiveness

A **lower percentage** of teachers and directors met the target in Year 5, but the number still exceeded the target.

Year 4 = 90% of teachers and directors

Year 5 = 87% of teachers and directors

Objective 4— Provide early childhood education coaching support services for social-emotional development of at least 75% of 200 children (ages 3-5) in classrooms countywide participating in CALM.



Breadth

Less children were provided with social-emotional support services in Year 5, but the number still exceeded the target.

Year 4 = 381

Year 5 = 356 children



Effectiveness

A **higher percentage** of children met the target in Year 5.

Year 4 = 93%

Year 5 = 96% of children

CHANGE FROM YEAR 4 TO YEAR 5



INCREASED



SLIGHT DECREASE
BUT STILL ABOVE
TARGET



DECREASED BUT
STILL ABOVE
TARGET



SLIGHT DECREASE
BUT STILL ABOVE
TARGET



MAINTAINED

Objective 5— Provide at least 75% of 375 countywide parents/caregivers engaged in early childhood education sites with CALM strategies.



Breadth

More families were provided with CALM strategies in Year 5.

Year 4 = 520

Year 5 = 591 families



Effectiveness

A **lower percentage** of families who completed posttests met the target in Year 5, but the number still exceeded the target.

Year 4 = 98%

Year 5 = 93% of families

Objective 6— Provide educational site supports to at least 50 eligible early childhood education programs serving children birth to age 5 participating in CALM or BOSS.



Breadth

Fewer educational site support requests were processed in Year 5.

Year 4 = 97

Year 5 = 59 requests



Effectiveness

N/A

Objective 7— Provide at least 85% of 695 children (ages birth-5) in countywide early childhood education centers or family child care homes with emergent literacy skills/support year round through the ELM model.



Breadth

Fewer children were supported in emergent literacy skills in Year 5, but the number still exceeded the target.

Year 4 = 1,036

Year 5 = 941 children



Effectiveness

The **same percentage** of children met the target in Year 5.

Year 4 = 92%

Year 5 = 92% of families

CHANGE FROM YEAR 4 TO YEAR 5



SLIGHT DECREASE
BUT STILL ABOVE
TARGET



INCREASED



SLIGHT DECREASE
BUT STILL ABOVE
TARGET



DECREASED



SLIGHT DECREASE
BUT STILL ABOVE
TARGET

Objective 8— Provide year-round support to at least 85% of 500 countywide parents/caregivers (of ELM children) engaged in early childhood education sites to develop strategies for emergent literacy and home-school engagement.



Breadth

Fewer parents were provided with support for developing literacy and engagement strategies in Year 5, but the number still exceeded the target.

Year 4 = 884

Year 5 = 726 parents



Effectiveness

A **higher percentage** of families who completed posttests met the target in Year 5.

Year 4 = 98%

Year 5 = 100% of parents

Objective 9— Provide ELM activities to 240 children (ages 3-5) and their families to carryover classroom literacy strategies into home environments.



Breadth

Fewer children were provided literacy strategies for home in Year 5, but the number still exceeded the target.

Year 4 = 385

Year 5 = 354 children



Effectiveness

A **lower percentage** of children met the target in Year 5.

Year 4 = 89%

Year 5 = 70% of children

Objective 10— Provide technical assistance for literacy strategies to at least 85% of 60 early childhood education staff in 25 sites countywide using Nemours BrightStart! Literacy Curriculum.



Breadth

Fewer staff were served in Year 5, but the number still exceeded the target.

Year 4 = 85

Year 5 = 79 staff



Effectiveness

A **lower percentage** of staff met the target in Year 5, but the number still exceeded the target.

Year 4 = 96%

Year 5 = 91% of staff

Discussion

Program Objectives

QEEES continued to transform the landscape of early childhood and lives of teachers, children, and families by providing direct access to exceptional training and on-site supports that inspired growth and contributed to the local community and global society. Services, partnerships, and programming promoted a thriving community in which students achieve their full potential by providing innovative supports, access to training to increase quality care and lifelong education. This allows QEEES to build a diverse environment where all backgrounds, beliefs and experiences are welcomed; creating a reciprocal environment that supports the economic and cultural vitality of Tampa Bay.

A hallmark of QEEES is embracing the role as a responsible steward of the social, environmental, and economic resources that have been entrusted to Hillsborough County. This fosters a culture that is considerate of the need for safety, respect, and acceptance for all participants in both individual and group interactions, including feeling safe to create and learn from challenges. For 5 years, QEEES has prepared and delivered on-site training, child coaching and family programming. All practices are rooted in employing research-based, coaching/mentorship with teams and staff to improve participants' existing abilities, help them develop new skills, and encourage them to build developmentally appropriate instruction through all components of the QEEES program.

The success in breadth and effectiveness of QEEES is evident. In comparison to Year 4, **QEEES increased its success in breadth measures for all 10 of the objectives in Year 5.** The greatest success was for Objective 4 (Provide early childhood education coaching support services for social-emotional development of at least 75% of 200 children, ages 3-5, in classrooms countywide participating in CALM), which had a target of 200 children. The breadth goal was exceeded by 178% reaching 356 children, an increase from last year. This objective was also the greatest success in Years 1, 2, 3 and 4.

The two other objectives with the highest success in breadth were Objective 1 (Provide access to countywide training and technical assistance to at least 80% of 1,050 early childhood education staff in college, community-based locations, or via live virtual platforms) and Objective 5 (Provide at least 75% of 375 countywide parents/caregivers engaged in early childhood education sites with CALM strategies). Objective 1 had a target

All objectives exceeded their breadth goals

8 objectives exceeded their effectiveness targets¹

of 1,050 teachers. The breadth goal was exceeded by 164% reaching 1,721 teachers, an increase from Years 1, 2, 3 and 4. Objective 5 had a target of 375 families (parents/caregivers). The breadth goal was exceeded by 158% reaching 591 families (parents/caregivers), an increase from Years 1, 2, 3 and 4.

For the program's effectiveness goals, **8 of the 10 objectives exceed their effectiveness targets.**¹ Objective 9 did not exceed its effectiveness target. 70% of the 335 children for whom data were submitted for Objective 9 had documentation of being read to at home at least 4 times per week. 5% of children served moved prior to completion of Outcome 9 measurement, 23% of children served did not submit a log from pre to post, and 5% of children served submitted reading logs with increased reading times from pre to post that did not meet the 4x a week qualifier.

Objective 2 (Provide at least 70% of 267 non-system early childhood education centers and family child care homes with coaching, mentoring, and professional development) exceeded its effectiveness goal by 141%, reaching 99% of the 198 participating centers and homes.

The continued flexibility and meaningful content in QEES programming in Year 5 provided parents/caregivers and educators with intrinsic value and comfort when participating. This in conjunction with the continuing use of various communication strategies could be a result of the increased participation levels from families (parents/caregivers) and early childhood education providers. The level of participation throughout all program services was significant and should be highlighted noting that QEES is a completely voluntary program.

Comparing Year 4 and Year 5

The dedication, quality of work, and effectiveness of QEES are evident in the outcome results. In Year 5, **QEES achieved continued success in comparison to Year 4, meeting the breadth measures for all 10 objectives.** The partnership between the local funder (Children's Board of Hillsborough County) and a higher education institute (Hillsborough Community College) remains strong and committed to being proactive visionaries developing and delivering solution-based services to address the complex issues of early education. These agencies are pillars in the

¹ Objective 6 refers to a system for managing funding requests from early education providers for classroom materials needed to implement CALM techniques and Conscious Discipline® strategies or center materials needed to implement BOSS strategies for the business as a whole; however, the effectiveness of this objective is not currently measured. QEES staff conduct frequent site checks to ensure the receipt and appropriate utilization of the materials.

Additional data and feedback on these activities were collected, but not calculated in the unduplicated service delivery.

community, integrated in the fabric and fully vested in citizens finding ways to solve issues surrounding early and adult learning while supporting the family around them. A cradle-to-career mindset lifts all, resulting in sustainable change.

QEEs illustrated a curiosity and commitment to lifelong learning, taking an even deeper dive into research, community, and issues to provide the most impactful support to those served.

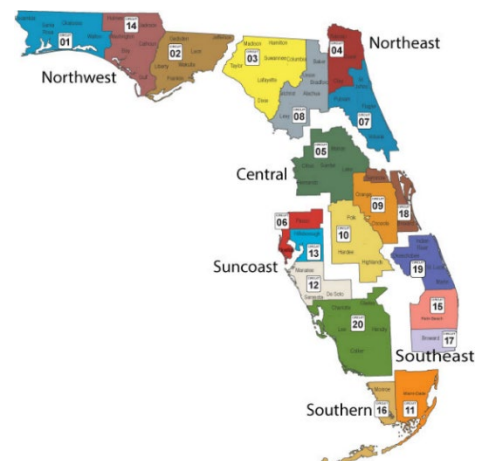
The consistent evolution of thoughtful collaboration with providers, families and other agencies built an even stronger system of support. Additionally, there was on-going reflective analysis of programming during Year 5. QEEs is a model in the ability to adjust and provide timely responses to address needs of the community. Staying connected to the field and focused on participant data driven feedback is a key contributor to QEEs' ability to grow and achieve remarkable success.

Additional Successes, Growth, Innovation & Collaboration

QEEs connected with various agencies, hundreds of early childhood programs and over 1,800 early childhood professionals addressing the broad needs of the field. The system addressed universal needs through coaching, mentoring and professional development. The supports ranged from foundational needs such as self-care and social-emotional learning, language and literacy, to budget and staffing. Understanding each of these areas must be tackled in unison with a streamlined approach, which is what makes QEEs so incredibly unique. When a group of individuals can work together with a shared vision and a collaborative spirit the depth and breadth of the work is remarkable.

Department of Children and Families Statewide Project

Beginning in May 2022, QEEs had the unique opportunity to collaborate with the Department of Children and Families' (DCF) Child Care Licensing division. This collaboration allowed QEEs to provide professional development enhancements to a select group of licensing staff statewide. The participants represented five regional licensing agencies: **Central, Northeast, Northwest, Southern, and Suncoast.**



This partnership allowed licensing counselors in these regions to refer their providers to QEES for access to training. The goal of the project was to provide quality training and professional development to child care licensing counselors. This Cultivating Quality Care Collaborative delivered a comprehensive approach to guide the perspective of the participants from one that focused solely on regulation to a preventative model that included a balance of regulation, assistance, and community involvement. QEES staff worked to accomplish this change in perspective by incorporating CALM concepts of mindfulness and empathy throughout a social-emotional training series, as well as introducing participants to business operations concepts to use internally within their office environments and throughout their communities. QEES maintained its focus on the critical importance of serving the community, teachers, children, and their families.

The cohort of 50 participants spanned across the five regions of Florida illustrated on the map. The scope of work entailed providing 20 trainings to the audience monthly, as well as providing regional coaching to support what was presented in the workshops. Beginning with the basics of early childhood, the first several topics consisted of child development content and a look at the financial landscape a child care provider experiences for operation. From there, the topics became more specialized on licensing issues and providing effective and meaningful technical assistance to providers. The series ended with a train the trainer concept, with topic specific materials DCF staff could use when working with child care providers in their region. In addition, QEES conducted statewide needs assessments to measure the needs of the licensing staff and child care providers. The goal was to assess how to support each entity through professional development, find operational efficiencies, and to glean their overall satisfaction. All programming for this project was determined through the results of the needs assessments.

While participants displayed hesitation at the beginning of the project, there was a noticeable shift in attitude towards the end. The participants learned that during the trainings and coaching sessions, they really enjoyed getting together, even if it was virtually, with their counterparts across the state and sharing experiences. QEES found that the statewide community formed by this project has been valuable in spreading awareness and cultivating partnerships. The relationships formed will be long lasting in supporting each other in doing the important work to increase quality and lift the early childhood community.

Collaborative Analysis – University of South Florida

In 2022, QEES entered into a longitudinal study agreement with the University of South Florida's (USF) College of Public Health. This was a cross-sectional study using secondary data analysis of de-identified data from QEES to identify center characteristics that are associated with increased odds of citations for early child care centers and family child care homes. All data was then broken down and mapped by zip code to better show trends in areas across Hillsborough County. The purpose of this study was to analyze data on specific indicators provided by the QEES program and have impartial third-party issue recommendations for action steps to QEES based on the results.

The secondary analysis found significant improvements across all the assessment tools used by QEES (Salinas-Miranda, et al. 2023).

- Children and their families participating in the QEES report significant gains in early childhood outcomes including social emotional development skills, knowledge of child development, improved home literacy, and readiness to read.
- Although families in QEES report an increase in the average number of days the child is read, the post-test mean is only 3.26 days. Thus, there is room for improvement in the average number of days the children are read to weekly by their parents or caregivers. The first 5 years of life are the most intensive period for speech and language development. It is critical that families read, talk, and sing regularly with young children to stimulate their brain development. The American Academy of Pediatrics (2021) recommends parents or caregivers read to their children daily or at least four times a week.
- Providers participating in QEES coaching demonstrate significant increases in competencies regarding administrative skills, including the measures BAS, PAS, and EOS.
- Providers demonstrate increases in their quality of their learning environments as demonstrated by increases in Circle Classroom Environment Checklist.
- Providers participating in QEES' CALM program demonstrate significant increases in all competencies for the Conscious Discipline® Curriculum including knowledge assessments and in the Progress Assessment (measuring skills of composure, assertiveness, encouragement, choices, empathy, positive intent, and consequences). Hence, the results indicate significant improvements in social emotional awareness of the early child care providers.

- Therefore, the findings of this evaluation support the continuous implementation and expansion of the QEES program.

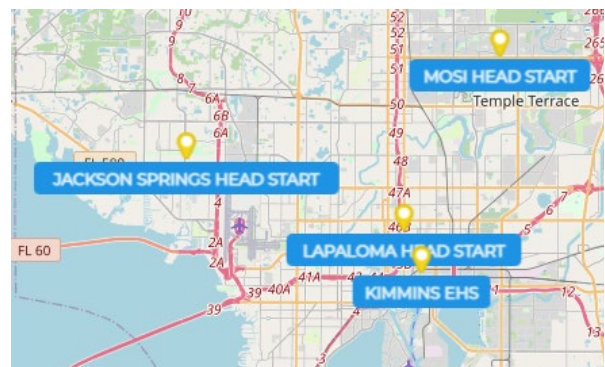
Upon completion, the project was presented at the November 2023 American Public Health Association (APHA) Annual Meeting and Expo in Atlanta, GA. The abstract was selected from many excellent submissions and was judged to be of high quality and interest.



Board of County Commissioners Head Start

Since August 2022, the CALM program has provided training and coaching to select Board of County Commissioners (BOCC) Head Start sites, teams, and administrators to improve their existing abilities, help develop new skills, and encourage the development of appropriate social-emotional instructional skills through evidence-based practices.

Four Head Start schools were assigned to participate in the QEES-CALM BOCC Head Start Collaborative for the 2022-2023 school year. Each school was unique in its needs but united in the mission



of the collaborative to provide additional support to these schools that play a vital role in our county.

These schools were visited bi-weekly for classroom coaching assistance. Teachers participated in monthly trainings and parents of the children at each school attended four CALM training sessions during their required Head Start Parent meeting times. The topics aligned with the programming to increase home-school connection. Targeted supports and resources relevant to the needs of each school were provided during the classroom coaching visits to the teachers after each monthly teacher training, and to the participating parents, reinforcing the topics of each training discussion.



At the start of the QEES-CALM-BOCC Collaborative, 20 Head Start teachers and directors participated in an introduction survey to obtain information regarding best practices to support these teachers in administration and classroom support. Data reflected that 77% of these teachers were familiar with the CALM program and 100% reported using Conscious Discipline® in their current classrooms.

When asked how CALM coaching could better serve their needs, the teachers indicated they wanted more supportive time in the classroom setting. Additionally, 77% responded that the school community, including parents, were familiar with CALM. The survey also indicated that the participants wanted to create more awareness of the specific CALM techniques being utilized in school, including providing more parent resources.

After the fifth CALM teacher training, a mid-year survey was sent to the teachers to gain insight into ongoing collaboration. All the teachers that responded felt that their School Family was more familiar with CALM from the beginning of the school year, and that CALM coaching helped to facilitate a better teacher and

parent connection. The teachers indicated that their needs as teachers had improved “a lot” and “a great deal” because of CALM supports and that increased self-care was apparent in their daily lives.

At the end of the 2022-2023 QEES-CALM-BOCC Collaborative, the teachers were asked if they implemented more self-care due to CALM trainings and supports. Many teachers indicated that they incorporated better sleeping habits, exercise, and healthier eating habits. One teacher stated that, “the most helpful and beneficial support for my classroom was how the students can strengthen their emotional well-being by developing the skills to recognize and manage emotions. Establishing and maintaining positive relationships, making responsible decisions, and learning to appreciate the perspective of others.”

When asked how the CALM coaching facilitated a more regulated classroom, teachers indicated that the modeled strategies from the CALM coaches were easily implemented and integrated into the daily classroom routines. One teacher said, “the coaches modeled how to create an atmosphere that encourages participation, fosters respect, and creates a safe environment while using positive communication.”

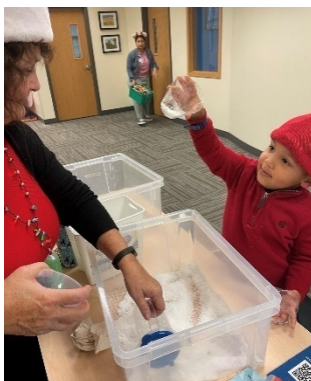
HCC Workforce & Sustainability

Being housed at the college, the QEES program is poised to provide opportunities for this two-generational collaboration. QEES connected families with adult learners seeking professional development opportunities for career training with HCC's workforce programs. The families were provided information on certification and training services in the areas of Allied Health, Information Technology, Personal Interest, Professional Development, and Trades. HCC workforce advisors worked directly with individuals to guide them to programs that best fit their needs. Additionally, families received information regarding the Performing Arts and Sustainability programs and activities are coordinated when requested. This collaboration reinforces the mission of stabilizing and supporting all those who surround children with meaningful programs.

The Children's Board Family Resource Centers Events

Outreach with families and children at The Children's Board Family Resource Centers (CBFRC) continued to be a valued support in Year 5. There are seven CBFRC locations throughout Hillsborough County. They function as a strong, collaborative partnership with agencies committed to families throughout Hillsborough County and are managed by Lutheran Services Florida. The QEES-ELM program held monthly literacy-focused

family events at various center locations for families with children not currently enrolled in preschool or those wanting to engage in hands-on emergent literacy activities, learn at-home strategies to help develop these skills, and/or learn more about the program.



Tampa Museum of Art

The museum and QEES work together to connect families to cultural institutions. This is done both in the preschools and at the Museum downtown. Coaches incorporate “special quest” activities into their coaching sessions that tie into the museum's education staff lessons. A museum education staff shares visuals of the current exhibits with the children and sends information home regarding the free access days. On Family Day at the museum, QEES staff participate by having a table with hands-on, creative, and developmentally appropriate art activities and share the importance of quality early learning with families during their visits.



CALM Family Connections

The demand for CALM Connections increased, offering an additional layer of support for the providers. The Connections were offered to centers participating in CALM trainings to increase the awareness of efforts to implement social-emotional learning into the school day and build the home-school connection. These meet and greet events were held at individual

schools during morning drop-off and pick-up, with resources provided to families. These short, 30-minute sessions aimed to engage families in the discussion of CALM programming and the efforts teachers are making in being trained to implement the skills and strategies in the classroom. Families were given tips and strategies to use at home to build their child's social-emotional skills.

Hispanic Family Child Care Homes Association & Spanish Speaking Community

The QEES team was committed to supporting two groups of providers that historically have not had the resource support. In Hillsborough County, there are approximately 500 licensed family child care homes and of those, **approximately 80% are operated by providers that are Spanish speaking only.** QEES identified programming priorities to address the resource gap that presented itself. The first was to ensure that the QEES was staffed with personnel that were bilingual and that had a long-standing relationship with the Spanish speaking community. Once that was complete, QEES created outreach and programming in the provider's language preferred language, Spanish. Opportunities for training and coaching in Spanish were increased, leading to an increase in participation from the Spanish-speaking community. Along the same lines, the CALM team started translating the recorded webinars from each Saturday training of the standard CALM cycle into Spanish for those participants that attend the live webinar sessions. **On average about 42% of CALM session attendees self-identify as speaking mainly Spanish at home.** This year QEES reached over 250 Spanish-speaking providers between coaching and training from the Business Operations and Management and Pathways teams as well as the QEES Quick Connects and CALM training.

Better Serving Family Child Care Home Providers

Another priority for QEES was to establish additional programming for the English-speaking family child care home (FCCH) providers. QEES has been offering the Business Operations Support System (BOSS) course to the child care center community for several years. QEES started offering the same course to the English-speaking FCCH providers in July 2023. Ten family child care home providers participated in the inaugural class and the results of the program evaluations were outstanding. One participant said, "this was an amazing experience. The information shared will be implemented. I am looking forward to BOSS 2.0." Another commented on the class being "fun, informative, dynamic, knowledgeable, caring, and fantastic!" The results affirmed and

highlighted the tremendous need for this support. QEES will continue to offer the course in the coming year.

Conferences and Presentations

Hillsborough County Public Schools – August 3, 2022

In collaboration with the Hillsborough County's Public School Pre-Kindergarten programs, CALM conducted training on their Professional Development Pre-Planning Day. Over 150 teachers and paraprofessionals learned about the developing brain in relation to behaviors and the social-emotional strategies and structures necessary to set the stage for optimal learning.



National Association for Regulatory Administration (NARA) – September 18, 2022

Making a Mindful Difference in Florida's Licensing World: An Innovative Collaboration – Participants were introduced to a first of its kind collaboration conducted between the State of Florida's Child Care Licensing office and QEES. The goal was shifting the lens from one of strictly regulation to one that thinks beyond the regulations. The audience learned how a cohort of Florida's licensing staff looked inward at their current practices and identified their needs as well as the needs of the child care community to offer more intentional and mindful assistance to the child care providers being served.

Board of County Commissioner (BOCC) Head Start – October 17, 2022

CALM conducted a virtual, program-wide training during the BOCC Head Start Professional Day to over 130 participants. The emphasis was on shifting focus, and understanding behaviors to

effectively implement social-emotional strategies and structures to support the children and families BOCC Head Start teachers and administrators serve.

Healthy Start Coalition Annual Community Meeting – October 26, 2022

CALMING our Brains: A Mindful Approach to Support – This session allowed participants to pause and reflect on the landscape that the field of early childhood experienced nearing post-pandemic times. Armed with that knowledge, and acknowledging that the work must go on, the question became, "what could we do now to move forward stronger and wiser?" Using concepts from the CALM, participants learned strategies to prioritize self-care, enabling them to embody compassion and empathy not only in their interactions with others in their profession, but also toward themselves. They explored the importance of allocating time for personal well-being, emphasizing the idea of "giving the best of oneself, not what is left of oneself." Taking small steps was recognized as having a positive ripple effect that extends beyond the daily obligations of their work.



COMMUNITY MEETING

WEDNESDAY, OCTOBER 26, 2022 @ 10AM
Stetson University Tampa Law Center
1700 North Tampa Street, Tampa, FL 33602



**CALMING our Brains:
A Mindful Approach to Support**



Marni L. Fuente, M.S., Ed.S
*Director of the Quality Early Education System,
Conscious Awareness Learning Model
& Early Literacy Matters grant programs at
Hillsborough Community College*

Department of Children and Families (DCF) Statewide Meeting – January 29, 2023

Conflict Resolution and How to Handle Tough Conversations – The audience were child care regulators whose work spanned the state of Florida. The presentation offered a glimpse of the root causes of conflict, particularly between regulators and licensees. The workshop content also reminded the participants of their responsibility in the equation as it pertains to their behavioral cues and reactions. The participants learned steps to take when all other mitigation techniques have failed and the importance of a department-wide policy for unresolved conflict.

Hillsborough Community College (HCC) All College Day – March 28, 2023

CALMING our Brains: A Mindful Approach to Student Support – The session allowed participants to pause and reflect on the landscape that the field of higher education had experienced during and after the pandemic. Using CALM concepts, participants learned ways to help themselves first so they could implement compassion and empathy, not only to those they worked with and the college students but also to themselves and their families.

Media Outreach

The efforts of QEES to support young children and promote quality were recognized by local news outlets. Residents throughout the Tampa Bay area had access to the news clip.

December 15, 2022: ABC Action News filmed a segment on early childhood educators encouraging developmental activities during the holidays. It focused on "The present of your presence." QEES

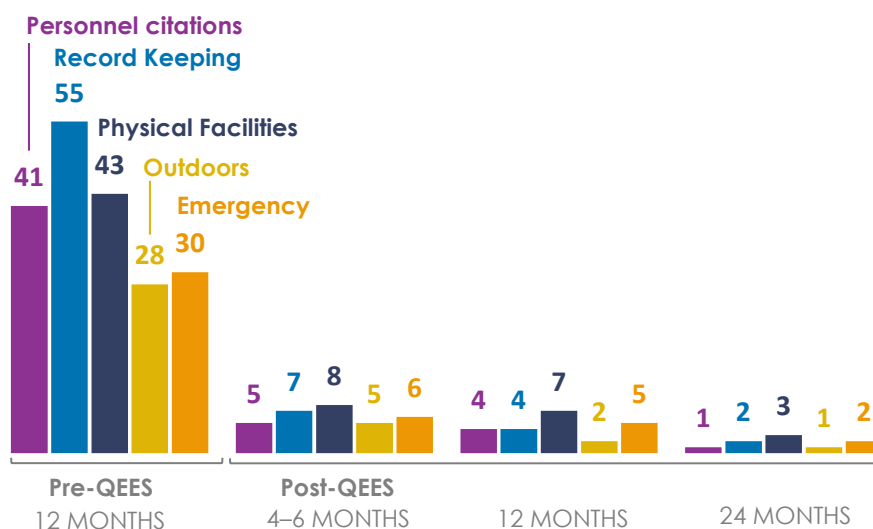
Program Director, Marni Fuente, was interviewed to relay the importance of parents and caregivers spending intentional time with children to reinforce a child's early development and build stronger connections as a gift during the holidays and every day.



Reducing Citations

In a continued effort to understand the program's impact on the early learning community during Year 5, the QEES Business Operations and Management team continued to gather citation

data of child care providers in Hillsborough County. QEES has continued to gauge its effectiveness by collecting this licensing data on the programs they serve with the intent of showing a correlation between the amount of support a program receives from QEES and their licensing history. In addition, it was beneficial to assess whether programs could sustain compliance even after intervention ended. Citations for standard violations are broken down into five areas of focus (personnel, record keeping, physical facilities, outdoors and emergency). The results illustrate a significant decrease in citations among those participating in QEES. This trend is consistent with the data reflected in the four previous years of evaluation.



In Year 4, QEES was able to add an additional component in the analysis of the citation data. To further assess the sustainability of compliance, a look at the previously participating programs' compliance history was analyzed 24 months post QEES support. This continued in Year 5. Based on the data gathered, programs were able to sustain a reduction in the numbers of citations in the inspection areas noted.

Support through Web Based Content and Social Media


Outreach through virtual and social platforms has become standard in creating awareness and engaging the entire community. These efforts sparked inquiry about QEES from individuals throughout the country. The QEES staff monitored social platforms and kept content current, focused on the importance of early education. The accounts all demonstrated growth in Year 5. The Twitter accounts were streamlined into one

Resource Guides with Activities and Links



LITERACY•MATH•SCIENCE

Related to ELM coaching and training

 earlyliteracymatters.com/learning-line-resources



SOCIAL-EMOTIONAL

Related to CALM coaching and training

 calmhcc.org/learning-line-resources

account (under the QEES handle) to optimize outreach. From October 2022 to September 2023, the Twitter account grew from 577 to 608 followers. The QEES Instagram account served as another social outlet to reach QEES' existing participants and potential new ones. The same engagement strategies used to increase Twitter traffic were applied to the QEES Instagram page. From October 2022 to September 2023, the Instagram account grew from 262 to 335 followers. Threads was introduced by Meta through Instagram in the summer of 2023. The QEES Instagram account immediately created an accompanying Threads account that is still growing a following as of September 2023.

To maximize access to resources the QEES YouTube channel (starting with 13 videos on March 30, 2020) is always evolving, with new content posted regularly throughout the year. Video and digital coaching content (literacy, math, science, social-emotional) is available 24/7. These resources proved to be helpful to support teachers between coaching sessions and families increasing the home-school learning connection. The QEES coaches, providing read alouds and supplemental activities to keep children learning, deliver the content. To help teachers and parents select and use the videos, staff created digital resource guides organized by theme, topic, and age (infant/toddler, 3–4, 4–5). The resource guides also include printables for related learning activities. The YouTube channel has a total of 919 videos in English and Spanish and received 36,392 views, with a watch time of 825 hours and 101 new subscribers from October 2022 through September 2023.

Links to Research

Research continues to support the benefits of investing in early childhood education. **The data imply that the supports provided by QEES are an essential part of improving outcomes for the local community.** According to James Heckman (2012), a Nobel Laureate in Economics, “the highest rate of return in early childhood development comes from investing as early as possible, from birth through age five. Efforts should focus on the first years for the greatest efficiency and effectiveness.” Ideally, this investment should include programs that emphasize quantifiable improvement in early learning environments, empowering families as their child’s first teacher, expanding access to quality child care, and the identification of obstacles that can impact later learning. Investing in quality early childhood education programs for children (birth to age 5) has positive, lasting effects on:

- Kindergarten readiness
- Language, math, and social skills
- K-12 test scores
- High school graduation
- College enrollment

Study after study show that having a functional system that connects, supports, and builds resilience is critically needed. **QEES has worked to make materials accessible to more children, families, and early childhood education providers.** A call to action by Harvard University’s Center on the Developing Child (Shonkoff, 2022) states, “The early childhood field is at a critical inflection point in a changing world. The opportunity to align new science and the lived experiences of families and decision makers across a diversity of sectors, cultures, and political values offers a powerful pathway forward. The need for shared leadership along that path is urgent.”

QEES is also extremely familiar with the many inequities associated with early childhood education access and the ever growing shortage of the workforce. Challenges that face early education range from teacher burnout to lack of quality programming. The ChildCare Education Institute polled early childhood educators in 2022 and the data confirmed that stress levels are increasing and pushing teachers out of the field. “While some of that stress is inherent to the job, most of the additional burnout has come from a severe staffing shortage affecting centers and programs across the country.” This was an ongoing issue prior to the pandemic. This issue has now reached a critical level.

The fundamentals of well-designed programs and quality interactions are necessary for healthy growth and development of a child, creating crucial neural connections that dictate lifelong learning. The significance of rich, quality early learning experiences in relation to brain development is highlighted in numerous reports. At birth, the brain is not fully developed, and experiences shape the growth. Additionally, “the most rapid brain development happens in the first five years of life, and evidence suggests back-and-forth interactions between children and their caregivers play a pivotal role” (Emanuel, 2022). **Educating all the adult learners surrounding young children in the early childhood environment is a priority of QEES as evident in the program’s weekly, side by side and on-site interventions with them that support the children and enhance their environment.**

Research by Dr. Evian Gordon (2020), emphasizes the importance of brain plasticity and rapid growth during the early years, laying the foundation for healthy child development.

Learning is about connection. A baby is born with more than 85 billion neurons in its brain. Neurons transmit information between each other through chemical and electrical signals via synapses thereby forming neural networks. Neurons and synapses grow exponentially in the first years of life, even before a baby can walk and talk. Between birth and about 3 years of age, the number of synapses in the brain increases from about 2,500 to 15,000 per neuron.

Children exposed to a stimulus-rich environment, including a variety of sensory experiences ensures healthy brain development. When these are not in place for children in their early years, the brain does not develop the neuro-connections required to create complex cognitive development. Research shows that low exposure to stress and high exposure to positive learning experiences promote basic brain development.

Understanding this research, QEES has integrated the physical and mental wellbeing of caregivers and children throughout all trainings. CALM has always taken a universal approach to social-emotional learning and intervention, as we know that young children each have individual needs during this time of rapid development. The pandemic only exacerbated an already rising number of challenging behaviors. Consequently, teachers are more stressed than they were before the pandemic as they too have experienced the same global trauma and are struggling to remain resilient. Teachers are burned out from caring for children who have missed the benefits of early care and education socialization during the pandemic (Swindle, 2023). Knowing the trauma and its residual effects the early childhood community has experienced, the CALM team took a deeper dive and

became Trauma Informed Care Certified. The goal is to be of better service now and in the future to further navigate the inclusive classroom.

In a 2020 journal article from the National Library of Medicine, the author notes that, “from a pedagogic point of view, tales convey basic values useful for children's lives. In a didactic perspective, properly chosen storybooks represent a valuable resource for school activities, improving students' language skills and building up a friendly/respectful classroom environment.” Similarly, ELM provides multi-sensory literacy intervention focused on the holistic development and well-being of the children. Through storybooks, fables and nursery rhymes, children not only learn early language skills but also how to make sense of and navigate the world around them.

QEES is in lockstep with the research helping shape new approaches to promote healthy child development that are aligned to the diverse assets and needs of families caring for young children in a wide variety of circumstances and cultural contexts. The programming addresses all components of early childhood education while supporting the adults around them. The approach is meaningful, aims to improve all areas of a child's developing brain while simultaneously cultivating relationships with the families, teachers, and community where everyone can thrive.



The ever-present need for strong family supports has become more acute during the economic instability faced by the community we serve. **The [QEES] program at HCC is quickly becoming a national model.**



Paul Nagy
VP, Strategic Planning &
Analysis at Hillsborough
Community College

Key Year 5 Evaluation Takeaways

The findings from this year's evaluation support the conclusion that the work of QEES Year 5 is a stellar example of thoughtful comprehensive programming that considers all aspects of early education. QEES illustrates the power of combining depth of knowledge, connected fieldwork, fortitude, and willingness to work on a growth edge enabling impressive and impactful programming. The story of QEES is the inspirational story of a dedicated team so incredibly connected to the community they serve. This work is crucial in addressing the ever-changing needs of children and in creating sustainable change that is necessary to the field of early childhood education.

- **The workforce still faces challenges that require more engagement from community and business partners.** The struggle for acceptable compensation including benefits for the teachers persists. QEES is determined to keep these conversations alive while identifying barriers and convening community partners that are committed to finding sustainable solutions. Recruitment with relatable and cutting-edge training is necessary to bring new teachers into the workforce and stimulate others remains a priority.
- **Programming that connects, protects, nurtures, and stimulates all those involved, especially the children, yields intrinsic motivation that is invaluable.** This is evident in QEES as participation in the program is voluntary. It is a reciprocal relationship between program specialist and providers with a shared mission of teaching children and moving the needle toward quality early education.
- **The impact of the global pandemic on the developing brains of children is becoming apparent only now.** The self-regulation and reading skills of children are lagging and the additional supports of QEES are more significant than ever. Providers were unified in their purpose but still in need of support. Their voices and appreciation for QEES were evident in the feedback from program evaluations. The bridge and strategies the QEES programs provide fill the gaps for providers when they feel fragile, giving them needed strength to continue to serve children and families.
- **Remembering the basics of human development is critical to early childhood.** Children and adults alike need connected and empathic relationships to learn and grow. For children's developing brains it is a must for optimal learning, for adults this is essential to maintain executive function for problem

solving. QEES understands this and the vulnerability of those they serve. The ability to listen to emotions and engage in constructive conversations has contributed to the development of learning environments that promote growth and learning through compassionate care.

- **Together everyone achieves more.** The QEES staff demonstrated a shared commitment to providers, never sitting idle in finding solutions. This has empowered providers, creating a collaborative culture where the community is our teacher, and everyone matters. This ultimately improved learning gains while promoting quality for adults and children.
- **QEES efforts, combined with the ability to reflect on data and participant feedback, provide valuable insights for responsive programming.** QEES is in constant pursuit of innovation, integration, and efficiency to best serve providers, children, and families in Hillsborough County and beyond.

The multifaceted program is rare in its ambitious scope: reaching everyone involved in early childhood education (facilities, owners, operators, regulators, teachers, families, and children). Implementation of QEES at HCC's Early Childhood Department provides the perfect hub for this forward-thinking program. Supporting and teaching the children, teachers and families in unison is a two-generational approach that is vital for our rapidly changing world. Most importantly, QEES is laying a strong foundation for our children and providing a roadmap to build a better path forward—a lifetime of opportunity embedded with resilience. It is promising yet expected that QEES has drawn state and national attention.

Goals for Year 6

QEES' work is remarkable in making a significant impact on how early learning is approached. The high standard, commitment and hard work exhibited over the last 5 years are awe inspiring. As the journey continues, there are **three areas** where QEES could enhance its multifaceted holistic approach while strengthening existing partnerships and forging new ones:

- Assist with guiding programs to address capacity issues for children with varying abilities
- Expand support to English as a Second Language (ESL) learners and identify struggling readers for adults and children

- Continue the innovation in parent education programs – health and nutrition, mental health, safety, community resources and financial literacy

QEEs understands the strong interconnection between early learning and a thriving community when providing supports. It takes, not just a fiscal investment, but streamlined and informed programming across agencies. The fractures of the pandemic are lingering, and the system is a puzzle of programs with vastly different goals regarding educational best practices, quality, regulation and oversight, and funding. As the programs are recalibrating, QEEs has remained an anchor with beneficial resources for the early learning community. With its longstanding relationships with providers, community agencies, and organizations, **QEEs can streamline quality early education programming for children, their families, and teachers**, while also providing access to concrete supports. Additionally, the insightful data serve as a blueprint to build capacity, reduce duplication of services, and maximize efficiencies of effort across programs. This stability ultimately helps children to thrive and gives everybody the opportunity to learn and succeed.

There is a community need for a thoughtful approach to support children with varying abilities. A more coordinated process to care for children with special needs and provide stability to early childhood centers and their families is essential to set these children up for success and reduce burdens on the caregivers. **QEEs would be a valuable partner with experience in building systems, strong relationships, and talent in a compassionate approach to care.** The basis for inclusive care is the ability to deliver collaborative, trauma-informed, culturally aware programs that build resilience. As previously demonstrated, the insight of the QEEs leadership would contribute to the success of inclusive programming that establishes a trusting environment, which nurtures a sense of family and community. It would signify cooperation, forward-minded thinking, understanding of community and a genuine desire to provide comprehensive programming that flows efficiently through systems offering access with ease for families of children with special needs and providers that serve them.

QEEs, community partners and early childhood providers could help foster an asset-based coordinated methodology to delivering services and supports. **QEEs could guide a shift in mindset utilizing a strength-based approach, where focusing on trauma is “the starting line, not the finish line.”** All children and adults are unique and are more than the worst things that have happened in their lives. Additionally, QEEs understands the importance of meeting people where they are and building on children’s and families’ assets and strengths.

QEEs is encouraged to continued expansion of support to the Spanish speaking community. There is an increasing number of Spanish speakers in the workforce in the state of Florida and around the country. Thus, effective communication, and support for the teachers as they develop their skills is essential, as is their ability to adequately share information and teach essential skills to support children to best prepare them for lifelong learning. Meeting the needs of the English as a Second Language (ESL) workforce, as well as supporting families and children, contributes to addressing the challenges observed in Hillsborough County Public Schools. **The partnership with HCC allows QEEs to offer training to learners of all ages and proficiency levels, offering specialized curricula to meet diverse needs.** The various instruction options offered at the college range from one-on-one tutoring, group classes, to online and hybrid courses maximizes access.

Lastly, parent and family education and engagement have always been a key component to academic success. QEEs has done an excellent job of connecting with parents in a way that makes them feel like valued partners. **The integration of QEEs programming into school events and parent groups is an example of coordinated programs that work for everyone.** Based on the QEEs Town Halls and Community Needs Assessment, families asked for connection opportunities in parent programming ranging from health, financial literacy, and various other resources. Again, this is where QEEs is a standout with its partnership with the community college. **Both QEEs and HCC have a longstanding mission to transform lives by providing direct access to an exceptional teaching and learning environment that inspires students to contribute to the local community and global society.** Partnerships and programming promote a thriving community in which students achieve their full potential by providing concrete supports and access to an affordable, innovative, high quality, and lifelong education.

QEEs provides a unique multifaceted approach that responds to numerous needs voiced by the community and supports response agendas of community agencies as reflected in the 2022 Community Needs Assessment conducted by Hillsborough County. The years of partnerships, sound comprehensive data, connections with the providers and intensive fieldwork make QEEs a valuable advocate and a well-positioned for forward-thinking expansion. **QEEs is an ecosystem that is reimagining the approach to early education, knowing it is more than the developing child, it is about human development, and it all matters.**



Marni Fuente,
QEES Program Director



Note from QEES Program Director

Once again, this year has been a humbling experience, given the opportunity to serve as the Director. The role is one that requires being present in every moment to find thoughtful and productive ways to lift and support the early childhood community in our beloved Hillsborough County. Each year is a journey that sees success and challenges. A journey promotes growth (which can be difficult). It keeps each day exciting, and seeing the teachers, children and families learn and cultivate relationships is inspiring. Seeing the success of QEES, I believe that we can continually reflect, evaluate, and live on a growth edge enabling us to find ways to do more and do better. As I reflect on Year 5, I am amazed at the high levels of commitment and performance demonstrated by every member of the QEES team. The growth in connections and programming while providing vital supports to our youngest citizens and their families with kindness, compassion, empathy, and openness, is magical, having a lasting impact on all of us for generations. The magnitude of the responsibility each day to serve young children is shared by the staff and evident in the quality of the work. We are true partners with the early childhood providers that participate, welcoming us in to work collaboratively with the children and families. Together as a team, we continue to build on the solid foundation established during the past five years. As a leader, I will continue working tirelessly to bridge gaps, build relationships and find common ground when exploring solutions to the expanding needs in our early learning community. The way we approach and engage with children and their families from the very beginning has a clear connection with their views and eventual career success. Additionally, it has a substantial economic impact that contributes to the prosperity of our community. QEES will continue to keep the lens focused looking at the world through the eyes of children, while listening to the needs of those around them, understanding the interconnection of all things (entire systems) and that everything we do matters. Every person plays a role, and we can all learn and grow together. Supporting the early learning community is an honor and an invaluable investment of time and effort. I believe there is no limit if we work together to make meaningful change step by step, family by family, and child by child, all committed to make Hillsborough an even better place to raise our children. I believe we will get there.

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Appendix A

Program Description

The QEES initiative, through a comprehensive system of supports, addresses the complex needs of early childhood education. This system thoughtfully provides education and support for child care owners, directors, teachers, families, and children. The programming increases awareness of “why” early learning is so important while providing a holistic approach to teaching young children. The system is delivered through the following four primary program components.

Conscious Awareness Learning Model (CALM). CALM is based on the framework of Conscious Discipline® as outlined by Dr. Becky Bailey. The program integrates positive psychology, mindfulness, emotional intelligence, social-emotional skills, and child development into every training. Trainings are offered in a series of 10 or more sessions that amount to a college course credit after successful completion of the series. Other delivery formats offer in-service hours and continuing education units (CEUs). Additional CALM support is provided to teachers and directors through on-site coaching throughout the year. Parents also receive training in Conscious Discipline® approaches on-site at participating preschools. CALM provides materials and activities to families throughout the year.

Conscious Discipline® teaches adults to adopt new mindsets about children's behavior, encouraging early learning practitioners and family members to develop greater empathy toward children as they encourage children's strong connections to their peers and the adults in their lives. Drawn from well-established scientific findings from brain and psychological research, Conscious Discipline® empowers teachers and other adults with the Seven Powers and Skills for self-control. These powers and skills change adults' perceptions and relationships with conflict, empowering them to be proactive instead of reactive and to build relationships with children that support greater cooperation and more positive, loving experiences throughout the child's day. The program stresses increased self-regulation, along with strategies and classroom structures for resolving conflict through a greater understanding of children's fears, emotional needs, explicit language, and modeling of helpful, cooperative interactions. CALM is critical for addressing the complexity of early education and the skills needed for quality instruction, and its integrated approach aims to change the culture, perception, and mindset of early learning in Hillsborough County.


Early Literacy Matters (ELM). ELM is an early literacy intervention program that focuses on building emergent literacy skills: concepts of print knowledge, phonological awareness, alphabetic principle, and comprehension. ELM coaches work with preschool teachers and families to strengthen their knowledge and use of effective, developmentally appropriate practices for strengthening early literacy. At intake, coaches conduct an Early Learning Language and Literacy Classroom Observation (ELLCO). Coaching is guided by the results of the observations to best meet the individual needs of the teacher and classroom environment. While working in partnership with the teachers, ELM coaches provide targeted small-group literacy intervention to the children. Each child is assessed using the Early Literacy Skills Assessment (ELSA) or Get Ready to Read! (GRTR) to establish

their individual skills level. Small-group literacy intervention is guided by these results. Families of these children receive books, information, materials, and take-home activities for supporting literacy development. ELM specialists working in classrooms also use the myON digital literacy library in their work. The ELM program has designed and offers over 20 workshops on diverse topics related to supporting literacy in children from infancy to the start of kindergarten. Trainings take place in the community, on-site, and in the evenings at Hillsborough Community College (HCC). Delivery formats are available that offer in-service hours and CEUs.

HCC-Pathways. This program component is for teachers and directors of child care homes and centers who need support in establishing strong foundational elements for a successful early learning environment. The program uses HCC-trained coaches who provide bi-weekly, one-to-one coaching and monthly training on topics such as Learning Environment, Daily Routines, Curriculum Planning, Approaches to Learning, and Assessment. Other delivery formats are available that offer in-service hours and CEUs. HCC-Pathways ensures that teachers and directors can more easily and successfully implement what they learn from the CALM and ELM components of QEES. HCC-Pathways staff work with teachers and directors of child care homes and centers to create Action Plans to maintain a quality early learning environment and ensure that the strategies provided are implemented successfully. After completing HCC-Pathways, teachers' classrooms have threshold levels of quality that can support the introduction of new classroom strategies and structures from ELM and CALM around cognitive and social-emotional development. The basic classroom quality features that HCC-Pathways supports are essential for giving teachers and directors the confidence and foundation for greater and earlier success as they participate in other QEES programs. All HCC-Pathways support for teachers and directors is provided on-site at their learning centers.

QEES Business Operations and Management. Licensing standards require initial consultation prior to licensure and ongoing inspections and training thereafter. However, the need for additional operational support has been recognized. Through QEES, the Business Operations and Management team offers center directors and home child care owners additional, more specific, and advanced training on organizational and operational topics that include: staff management, communication skills, record keeping, and indoor/outdoor health and safety. CEUs are issued and tracked through HCC, as are CEUs from the other QEES program components (HCC-Pathways, CALM, and ELM).

These Business Operations and Management services are provided through coaching and training sessions on topics such as budget, finance, record keeping, management, communication, and indoor/outdoor health and safety. Support includes training (over 30 hours) and coaching (provided in 20- to 30-minute sessions) for all child care programs. These sessions are built on evidence-based practices and tailored to site needs. Using information from an initial assessment, the Business Operations and Management team works with home or center directors to create Action Plans for raising low scores and maintaining a safe and professional environment. For non-established or inexperienced early child care homes and centers, the Business Operations and Management team provides coaching and training sessions that establish a strong foundation for quality early care and education from the point of inception. For established homes and centers, coaching addresses imminent needs with mentoring support and coaching.



Individual sessions occur on-site, and group sessions take place at off-site locations such as The Children's Board, HCC (Ybor Campus), and public libraries. Once the providers have completed 30 hours of training, with CEUs attached to each section, they receive a certificate of completion and Specialized Certification.

The Business Operations and Management team further supports the creation of collaborative partnerships among early childhood professionals through the QEES Association for Early Learning Leaders. This group of home and center administrators from across the county meets regularly, operates a Facebook page, and may provide peer mentoring opportunities in the future.

Appendix B

Objective Symbols and Assessment Instruments

Key to Objective Symbols

This report uses symbols to denote how each objective relates to the child's development and surrounding support system, strengthened by the QEES program.

The **purple** symbols reference **key people** who build skill for supporting the child.



Families



Teachers



Directors

The **blue** symbols reference **areas of the child's development** supported through targeted QEES program components.



Cognitive



Social



Emotional



Physical

The **green** symbol references **career advancement supports** for teachers and directors to promote retention and stability in the child's circle of care.



Advancement

Assessment Instruments

This section summarizes the assessment instruments used to gather data about the effectiveness of QEES activities and the overall impact of achieving the 10 QEES objectives listed in the following table. The assessment instruments used to measure the impact of the activities embedded in the 10 objectives are indicated along with the constituents impacted by the objectives. Descriptions of each assessment, organized alphabetically, follow the table.

QEES Objectives

Objective	Objective text	Assessment(s)	Constituent(s) Impacted
1	Provide access to countywide <u>training and technical assistance</u> to 1,050 early childhood education staff in college, community-based locations or via live virtual platforms.	Knowledge Assessments (HCC-created)	Teachers, Directors
2	Provide 267 non-system early childhood education (ECE) centers and family child care homes (FCCH) with <u>coaching, mentoring and professional development</u> .	Business Administration Scale (BAS) for Family Child Care Program Administration Scale (PAS) for Early Childhood Programs Business Operations Support System (BOSS) EOS <i>Organizational Checkup</i> CIRCLE Classroom Environment Checklist (Preschool CEC) Infant-Toddler CIRCLE Classroom Environment Checklist (Infant-Toddler CEC)	Directors, Teachers
3	Provide <u>coaching</u> to 165 countywide early childhood education practitioners (ages 1-5 classrooms) participating in CALM.	Conscious Discipline® Progress Assessment	Teachers
4	Provide <u>early childhood education coaching support services for social-emotional development</u> of 200 children (ages 3-5) in classrooms countywide participating in CALM.	Social Skills Improvement System (SSIS) Rating Scales: Prosocial Behavior Skills Scale	Children

5	Provide 375 countywide parents/caregivers of engaged early childhood education sites with <u>CALM strategies</u> .	Knowledge Assessments (HCC-created)	Families
6	Provide <u>educational site supports</u> to 50 eligible early childhood education programs serving children birth to age 5 and participating in CALM or BOSS.	Site support tracking system and Utilization report	Directors, Teachers
7	Provide 695 children (ages birth-5) in countywide centers or family child care homes with <u>emergent literacy skills/support</u> year-round through the ELM model.	Early Literacy Skills Assessment (ELSA) Get Ready to Read Screening Tool (GRTR)	Children
8	Provide year-round support to 500 countywide parents/caregivers (of ELM children) engaged in early childhood education sites to develop <u>strategies for emergent literacy and home-school engagement</u> .	Get Ready to Read (GRTR) Home Literacy Checklist	Families
9	Provide <u>ELM activities</u> to 240 children (ages 3–5) and their families <u>to carry over classroom literacy strategies into the home environments</u> .	Reading log (HCC-created)	Families
10	Provide <u>technical assistance</u> for literacy strategies to 60 early childhood education staff in 25 sites countywide using Nemours BrightStart! Literacy Curriculum.	Early Language and Literacy Observation (ELLCO)	Teachers

Business Operations Support System (BOSS) Organizational Checkup. This tool, created by the Entrepreneurial Operating System (EOS), serves as a reliable self-assessment for businesses participating in the BOSS program. The 20-question checkup tool aims to measure the strength (on a scale of 1–5) of several operating system components, including vision, data, process, traction, issues, and people. The strength ratings for all 20 questions are averaged to determine an overall strength percentage. The checkup is administered twice throughout the 12-week BOSS training, with a pretest at the initial session and a posttest after six sessions.

Business Administration Scale for Family Child Care (BAS). The BAS is a valid, reliable tool for assessing the quality of business and professional practices in family child care settings. The tool is comprised of 10 areas assessed on a 7-point scale by a trained early childhood coach. The ECE/FCCH score is the average across the 10 areas, with 7 being the highest possible score. The 10 areas covered by the tool include:

- Qualifications and Professional Development
- Income and Benefits

- Work Environment
- Fiscal Management
- Recordkeeping
- Risk Management
- Provider-Family Communication
- Family Support and Engagement
- Marketing and Community Relations
- Provider as Employer

Circle Classroom Environment Checklist (CEC) Infant-Toddler and Preschool. This tool assesses the presence and quality of important aspects of the infant-toddler (22 items) or preschool (21 items) classroom environment. This tool is designed to focus on the learning environment, not on the teacher's interactions with children. An observation can take place with or without children in the room and typically takes 15 to 30 minutes to complete. In addition, this checklist focuses on aspects of the environment that relate directly to children's opportunities for play and learning rather than basic health, safety, and sanitation (which are addressed in each state's minimum standards for child care centers). The observer needs to be able to view all parts of the classroom, as well as the environment that children use for outdoor playtime. The CEC uses a 3-point rating scale for each item: 1 - low, 2 - moderate, and 3 - high. Each item rating has a description, and most items include specific materials and examples. When toys and materials are mentioned, it is assumed that they are developmentally appropriate for the ages of children in the classroom. If materials are present that are not developmentally appropriate, they are not included when scoring the relevant checklist item.

Conscious Discipline® Progress Assessment. This tool assesses the implementation of Conscious Discipline® skills and structures through a self-assessment rubric created on a 4-point scale (1, lowest; 4, highest). Tool materials assist in determining each level of proficiency and include specific verbiage and perceptual shifts related to the Seven Skills of Conscious Discipline®, which include: composure, encouragement, assertiveness, choices, positive intent, empathy, and consequences. A composite score is not used with this assessment. Rather, this evaluation looks at scores in each of the mentioned subdomains.

Early Language and Literacy Classroom Observation (ELLCO). The ELLCO Pre-K assessment toolkit covers five areas: classroom structure (scores range from 4 at lowest to 20); curriculum (score ranges from 3 at lowest to 15); language environment (scores range from 4 at lowest to 20); books and book reading (scores range from 4 at lowest to 25); and print and early writing (score ranges from 3 at lowest to 15). The ELLCO requires approximately 3 hours and 30 minutes for early literacy coaches to complete. Components of the toolkit include a literacy environment checklist for use in observing the classroom layout and content; a classroom observation tool and teacher interview that target language, literacy, and curriculum; and a literacy-activities rating scale geared toward book reading and writing behaviors. Scores from each of the five areas of the ELLCO are analyzed separately.

Early Literacy Skills Assessment (ELSA). The ELSA measures children's skill levels across four areas of early literacy (score range from low to high): alphabetic principle (0, 60), phonological awareness (1, 18), reading comprehension (integer), and concepts of print

knowledge (1, 21). Designed as an authentic assessment for children ages 3 to 6, the ELSA is conducted with a children's storybook (e.g., Violet's Adventure). A teacher reads the story to the child and stops periodically to ask questions. Each of the four scores in the literacy areas is used to analyze a child's performance.

Get Ready to Read Screening Tool (GRTR). The GRTR consists of 25 questions for 3- to 5-year-old children who have not yet entered kindergarten to assess their skills and understanding related to print knowledge, book knowledge, phonological awareness, and phonics. The assessment is graded by hand, and children receive scores on a continuous scale from 0 (low) to 25 (high). Scores correlate to steps, which describe the child's relative ability in each reading concept.

Get Ready to Read Home Literacy Environment Checklist (GRTR Home Literacy Checklist). This checklist consists of 37 items that the child's parent rates as true or false. A score of at least 20 indicates that the home environment has many supportive elements for early readers.

HCC-Created Knowledge Assessments. These assessments created by the QEES program staff are designed to validate that teachers, directors, or families who attend a QEES training gain new knowledge. Typical assessments consist of 10 multiple-choice assessment items covering key concepts linked to the goals of each training session. These are "dipstick" measurements that enable a quick, broad check of training effectiveness and are not intended to assess the full depth of learning by program participants.

Program Administration Scale (PAS). The PAS measures leadership and management practices of early childhood programs not considered to be family child care settings. Program quality is assessed on a 7-point scale (from 1 to 7), using 25 items clustered into 10 areas. The QEES coach scores the 10 domains and averages the score across the 10 domains. A score of 7 is the highest possible. The 10 domains are as follows:

- Human Resources Development
- Personnel Cost and Allocation
- Center Operations
- Child Assessment
- Fiscal Management
- Program Planning and Evaluation
- Family Partnerships
- Marketing and Public Relations
- Technology
- Staff Qualifications

Reading Log. The monthly reading log allows families to track books read over the course of each week in that month and provide feedback. The reading logs are used to track progress toward the overall quarterly reading targets.

Site Support Tracking System and Utilization Report. This internal QEES reporting system includes product details and expenditures by site for materials purchased to help programs implement CALM and/or BOSS strategies. The system tracks requests; fulfillment;

confirmation of materials received; and follow-up by phone, email, or in-person visit to confirm that the materials were utilized.

Social Skills Improvement System (SSIS) Rating Scales: Prosocial Behavior Skills Scale. This tool measures social skills, including communication, cooperation, assertiveness, responsibility, empathy, engagement, and self-control. It includes a class-wide screening guide that can be used to measure individual skills development. The early childhood coaches assess the students on the scale. Students can receive a high score of 4 and a low score of 1.

Appendix C

Qualitative, Formative Survey Responses

Throughout the year, a part of ongoing monitoring of the effectiveness of services, evaluations are collected to gain insight into a program's effectiveness in meeting the needs of teachers, center directors/owners, and parents/caregivers. The testimonials are remarkable, illustrating the impact of QEES and the considerate approach to program delivery. The following is a small sampling of participant feedback. These statements were provided voluntarily through letters, emails to staff, or as an optional part of online survey forms.



Child Care Director/Owner

This training refreshed my memory and also it was very informational, I loved it!

I am able to share what I heard and learned with my coworkers. This training will help our team follow DCF rules, regulations, and policies to keep our center safe and healthy.

Love this training. Helpful for team building.

Very enlightening!!

I think that the BOSS class was soooo good. I have learned so much. Now I know what I need to be better at and so much more!

Great job with giving us all the information we need as directors and teachers.

Professional and well prepared. Content was very interesting too.

Great information! We love the information and support that we get from our coaching!

I learned a lot of important information that will be very helpful in the classrooms!

The QEES session was helpful, and the presenters were prepared for the workshop, they provided sufficient support that benefited the workshop. Great job!

Love the interaction with participants, the real-life examples discussed and the enthusiasm of the presenter.

Great training and keeping us inspired to provide children high quality care and a firm foundation.

Every ECE should take this training!

Everything was magnificent, very good explanations and content, continue to provide us with these classes.

This class was an amazing opportunity for me to learn how to be a true boss and gave me the confidence needed to apply things I know and did not know.

Child Care Professionals/Teachers

CALM is helpful to remind educators that what really matters is the children and tools to help with a successful approach in behavior management in the classroom.

Honest and purposeful instruction.

Good presentation! Loved how neuroscience was connected with children's emotional state.

I love all the media used to teach and the use of the PowerPoints that allow us to amplify our understanding and implement the methods we learn in our classrooms to better educate our children and families.

It's hard to believe that we have completed another cycle! As always, a great job. I have been attending these sessions since the middle of Cycle 1 and there is always a new "take away" from each one. I always look forward to each session with anticipation and excitement.

I enjoy these trainings SO VERY MUCH! Thank you! Thank you! Thank you! Thank you for helping us, which then helps the children, which WILL be a better future. Thank you!

I really enjoy the CALM sessions because not only do I get strategies to support young children but to also support adult relationships too. Keep up the great work!

Very informative! This particular class made me take a step back and think about how I interact with my kids in the classroom when they're having a hard time. Do I tell them to be quiet or do I sit and talk to them to make them feel safe and that everything is okay.

The training presentation was full of useful and important information.

CALM is not just for the children but adults too. Using the CALM techniques, I am coping with stress and have grown as a person and teacher. After experiencing CALM myself, I can teach the techniques to the children and be a role model.

Perfect in English and Spanish.

I am very grateful for this training it was of great help to my professional development.

The CALM classes are all very educational and help us do our job better. CALM provides us with a lot of resources to use with our classrooms and children. Thank you and great job!

The class was marvelous, it had so much information about the brain development of a child and how that relates to their temperament and actions that we should take to teach them.

I loved the engagement between the hosts and other teachers from different locations of Hillsborough County. It was very insightful.

I learned a lot of useful information and how to expand on my current knowledge. As teachers, we need to always have an open mind and be flexible. I particularly enjoyed the in-class project where there was an opportunity to share ideas.

The CALM session gave me the confidence to be a great leader and communicator by giving me tips on how to help children self-regulate to the best of their ability as well as understand that young children's self-regulatory skills are at different stages in development, so patience and calming strategies are a huge part of being a good example for children. It starts with the teachers and parents, in most cases, having that skill set.

The information shared is so relevant for today's situation. I am learning so much and also implementing it in my daily activities. Thank you so much. Keep up the excellent service.

Every time I attend a CALM session, I walk away with something new to implement or a different strategy to use. As a teacher, I see CALM as an essential part of my professional development and I am grateful for the presenters and their staff because they are encouraging and a great support.

I really enjoyed today's training session because empathy is an essential part of life. Working with children I've learned to avoid assumption and just give the best that I can offer. CALM teaches us that there is nothing wrong with giving more and treating our little kiddos with respect and kindness even when in difficult situations. Early Childhood Education can be stressful and joyful, but it is extra special when one knows they have the support of CALM, thank you ladies. You are always awesome presenters.

Parents/Caregivers

Love the program! It's taught my child so much!

Thank you for all the information you provided today. It was excellent.

I will most definitely be using all the tips I've learned today.

A fun, informative night. It's going to be a good year!

I always learn something that I can do better for my girls.

The materials to take home are very helpful for carry over.

I really think this is awesome, I love that they are doing this with mine and other children.

Keep educating more parents!

Phenomenal!! The most phenomenal part of my child's education.

My daughter has become much more emotionally aware since starting with the program.

CALM is a great program. Our children have learned so much.

Feedback from Florida's Department of Children and Families Staff

This was a great class and I believe every center or home should take this class.

This was a very interesting training. Information was very helpful, it gave lots of points to think about.

The class was very interesting and very productive!

Definitely some things I am going to apply at work.

The trainers gave out a lot of helpful and useful information, that will certainly get put into action/use. Thank you again.

Very Informational. I gained information that will assist me with working with DCF.

Rapid follow up tasks from co-host are efficient. Lots of important information shared. Hosts realize the value of their work.

Thanks for all the important and informative information shared. We needed all of it.

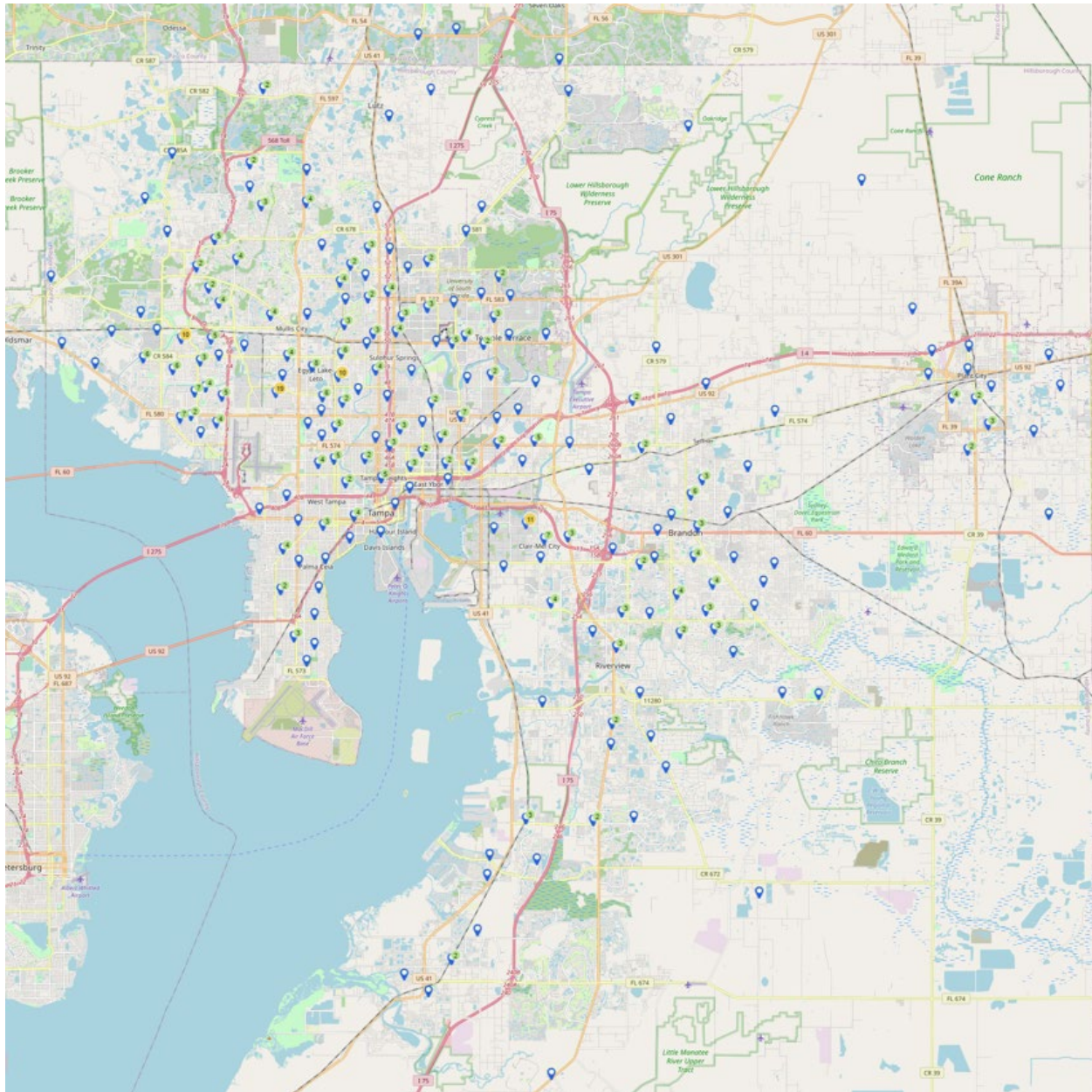
This was very informational, with much more understanding for DCF perspective guidelines.

This was DEFINITELY needed! Thank you!

Appendix D

Mapline – Sites Served by QEES in Year 5

Map A illustrates 478 sites (both ECE Centers & FCCH) that received QEES services² from October 1, 2022 – September 30, 2023.



² As outlined in Appendix A: services from Conscious Awareness Learning Model (CALM), Early Literacy Matters (ELM), HCC-Pathways and/or QEES Business Operations and Management.

Map C illustrates 368 sites (both ECE Centers & FCCH) that participated in QEES training from October 1, 2022 – September 30, 2023.

