



ELCHC Finance Committee Meeting Agenda Packet

Monday, September 30, 2024

6302 E. Martin Luther King Jr. Blvd., Suite 100 Tampa, FL 33619

<https://us06web.zoom.us/j/89908766332?pwd=roPaoMDzRENc7WQLNx8qFkE2XfrWFw.1>

Meeting ID: 899 0876 6332

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ELCHC Finance Committee Meeting Agenda

Monday, September 30, 2024

I. CALL TO ORDER

Michelle
Zieziula, Chair

A. Roll call/Quorum Verification

II. PUBLIC COMMENT I

Individuals wishing to address the Early Learning Coalition of Hillsborough County Board of Directors must complete a Public Comment Request Card and submit it to the official recorder prior to the noticed start time of the meeting. Said comments will be limited to three (3) minutes per individual on a first come, first serve basis, and only at such time as is identified on the official meeting agenda for public comment. All public comment in Public Comment I must pertain to an item on the approved agenda

III. CONSENT AGENDA

A. Approval of allocated funds for Intervention - 3

B. Approval of Meeting Minutes August 5, 2024 - 79

IV. FINANCE REPORT

G. Meyer

A. Financials Budget to Actual July 31, 2024-Preliminary Financials - 82

V. CEO REPORT

Dr. Hicks

A. Children's Summit 2024 Reflections

B. Provider Visits

C. New Board Member Orientation

VI. ANNOUNCEMENT

M. Zieziula

A. Next, ELCHC Finance Committee meeting-Monday, February 3, 2025

VII. ADJOURNMENT

M. Zieziula

ELCHC Finance Committee Regular Meeting

September 30, 2024

CONSENT AGENDA

ITEM III.A.

ISSUE:	Approval of allocation of funds for Interventionists, Behavioral Specialists, and Speech Therapists for Children with Special Needs (project continuation)
FISCAL IMPACT:	Not to exceed \$70,000
FUNDING SOURCE:	Florida Department of Education, Division of Early Learning School Readiness Quality funds
RECOMMENDED ACTION:	Approval of allocation of funds to Independent Living Inc. not to exceed \$70,000

NARRATIVE:

Vendor Representative Present at Meeting: Stephanie Harris, Administrative Director/Owner, Independent Living Inc.

Product or Service: Of our providers surveyed, 49 percent said they would like inclusion and special needs training and supports. The Early Learning Coalition of Hillsborough County (ELCHC) is contracting to provide the selected 9 childcare providers to work with children with special needs with:

- Child intervention services: identifying and providing effective early support to children and young people who are at risk of poor outcomes. Effective early intervention works to prevent problems occurring, or to tackle them head-on when they do, before problems get worse.
- Speech therapy services: Speech-language pathologists (SLPs), often called speech therapists, are educated in the study of human communication, its development, and its disorders. SLPs assess speech, language, cognitive communication, and oral/feeding/swallowing skills. This lets them identify a problem and the best way to treat it.
- Behavior specialist services: Applied behavior analysis (ABA) is a type of therapy that seeks to improve or address certain behaviors, which can range from social skills to academic abilities. ABA therapists typically work one on one with their patients, who may be children, teens, or adults. Each of the above services will be provided to each of the 9 selected childcare providers on rotating schedules to ensure that the children and families receive what they need to improve during their early education experience.

Brief History: Child care centers and homes have struggled with targeted resources to work with children with special needs. The non-profit Autism Speaks estimates that 1 in 36 children in U.S. is diagnosed with autism, and Florida's Department of Health reports that there were 363 children with a disability per 1,000 children in Voluntary Pre-Kindergarten in

2022. Historically Early Learning Coalitions enroll fewer than 150 children into a special needs rate for reimbursement for childcare providers and family homes. See the attached document for a detailed report of the FY24 inclusion project.

Purpose: To provide child intervention, speech therapy, and behavior specialist services in 9 childcare providers/childcare homes to improve care and directly and promptly address needs.

Contract Performance: The ELCHC contracted with this vendor, Independent Living Inc., in FY24 after an RFP using American Rescue Plan Act funds. The vendor has met all contract deliverables and requirements. This funding allocation represents a portion of the ELCHC's matching contribution for this initiative funded by School Readiness as we seek additional local funds to continue it through FY25 and beyond.

Outcome: Nine (9) child care centers and homes will receive targeted resources as a result of this contract.

Budget Impact: This is a contract with a budget not to exceed \$70,000.

**Preventing Childcare Expulsions for Kids with Special Needs
Replication Project**

Independent Living
Pyramid Consortium
True Blue Therapy
Program Wide Positive Behavior Support (PWPBS)
Early Childhood Council (ECC)
Early Learning Coalition of Hillsborough County (ELCHC)

Write-up By:

Tina Gill, Owner, Castles of Imagination
Carrie Guise, Director of Speech Therapy and Early Intervention Services, Independent Living Inc.
Dr. Frederick L. Hicks, CEO, ELCHC
Sander Colon, Program Quality Assurance Manager, ELCHC
Casie Haines, Director of Provider Services, ELCHC

EXECUTIVE SUMMARY

Pre-kindergarten expulsion is avoidable. The consequences of children being expelled from early childcare centers have critical long-term effects, these children are 10 times more likely to drop out of high school, face incarceration, or develop social- emotional/ behavioral issues. (American Academy of Pediatrics [Addressing Early Education and Child Care Expulsion | Pediatrics | American Academy of Pediatrics \(aap.org\)](#)) These enormous challenges are compounded for our special needs children who tend to get expelled at higher rates and who inherently require a higher, a more complex system of care. Fortunately, there are specific toolsets that can be introduced into the learning environment that can reduce or potentially eliminate these harmful expulsions.

Castles of Imagination in Hillsborough County is known for its expertise in the early identification of symptoms and understanding the underlying behavioral and developmental factors. Their highly trained and empathetic staff have developed a systematic approach of navigating the complexities of this community and providing the required resources for families and children, earning them the trust of the provider community and the reputation as the “go-to” provider for children with special needs. The Castles of Imagination model has consistently demonstrated a high level of measurable success delivering childcare, assisting parents, teaching parents how to advocate for the special needs child, and coordination of therapeutic services that help to even the playing field for these extremely vulnerable pre-kindergarten students.

The Early Learning Coalition of Hillsborough County (ELCHC) has recognized the noticeable impact that is being made upon the community and would like to replicate this model across Hillsborough County. Hillsborough County is an ideal location due to the high number of special needs students, a diverse culture, significant geographic dispersion, and an established culture of care. The ELCHC has engaged a consortium of stakeholders, like the Children’s Board, to drive a consistency of care. In addition, Dr. Hicks, CEO of the ELCHC, has committed over \$1M towards this project to “serve children with special needs” and eradicate their expulsions.

The below describes the problem, provides the history of events to date regarding the replication project, clarifies the ELC of Hillsborough County’s role in the space of serving children with special needs, indicates early measures of success and impact, presents a projected budget to sustain the demonstration project, presents parent feedback, and video testimonials of the change noticed in the lives of these special needs children. In some cases, these children faced expulsions and now have reliable professional intensive services at higher frequencies. Further, the comments from teachers and other partners indicate that ‘we are on to something’ big.

This paper serves as a call to action for community partners to collaborate, fund, and sustain a replication of what is working to prevent pre-k expulsions for our most vulnerable students. There is an ideal opportunity, through a highly coordinated and well-funded program, to provide much-needed resources to families, students, and educators across Hillsborough County. Answering this call to action does not diminish the other wonderful work that is occurring in Hillsborough County to equip pre-kindergarten teachers with the skills to address moderate behavioral concerns in their classrooms. This call to action aims to create a skilled and dedicated workforce of pre-kindergarten professional educators who seek longevity and expertise to work with the severe needs of the special needs child population.

PROBLEM STATEMENT

Dr. Fred Hicks was hired as the CEO of the Early Learning Coalition of Hillsborough County (ELCHC) on November 14, 2022. Shortly after joining, he embarked on visits to childcare centers and family childcare homes throughout Hillsborough. He visited Castles of Imagination run by Tina Gill, who shared a page full of over 30 pictures of children who have all been enrolled in her center as a direct result of expulsions from other centers or family childcare homes. The expulsion of any child is preventable. The expulsion of a child with special needs is extremely concerning because these children may require additional complex services to train early education teachers to prevent expulsions. Bewildered, Dr. Hicks asked for more information and was joined for a tour by then CEO of the Children’s Board of Hillsborough (CBHC) Kelley Paris and Angela Chowning a member of the Quality Early Education System (QEES¹). On the tour Dr. Hicks was invited to a listening session with parents of children who face adversity because their children are neuro diverse. Dr. Hicks attended the listening session where 17 parents shared their child’s concerns, their individual struggles to acquire proper early education for their child, and ways to improve the complex system of providing education for neuro diverse children in Hillsborough. After the listening session, Dr. Hicks examined internal practices and external processes available to parents to identify and fill the gap of providing a safe, thriving environment for children who face expulsion from pre-k. This replication project posits that there are potentially 2000 children in Hillsborough who face potential expulsion² from early education because of a learning disability.

According to [National Center for Education Statistics](#) in 2022-2023, “the number of students ages 3–21 who received special education and/or related services under the Individuals with Disabilities Education Act (IDEA) was 7.5 million, or the equivalent of 15 percent of all public-school students. Among students receiving special education and/or related services, the most common category of disability was specific learning disabilities (32 percent).” The ELCHC serves on average school readiness children 13,500. Doing the math, 15% of 13,500 is 2025. This estimate of 2,000+ children with special needs, we must ensure that Hillsborough’s childcare industry is equipped to address these unique needs.

After consideration and several community conversations with stakeholders hosted by the Children’s Board, Dr. Hicks pledged to commit \$1M toward replication of the premier³ childcare center known to ‘serve children with special needs’ in Hillsborough County. The purpose of the pledge is addressing the expulsion of young children, namely, to prevent the expulsion of children with special needs. The funds would derive from the American Rescue Plan Act ([ARPA](#)) allocation awarded to Hillsborough County. The project welcomes non-school readiness (SR) and non-voluntary pre-kindergarten (VPK) providers to participate in the replication project to positively prepare the participating centers and family homes to serve any special needs child in their care⁴, all to reduce expulsions in pre-school⁵.

¹ [QEES](#)

² 7% of the nation’s 1.5 million preschoolers were children with disabilities served under Individuals with Disabilities Education Act (IDEA) and were expelled at rates [2.5 times greater](#) than their share of the total preschool population.

³ Not only self-proclaimed, the community of practice childcare leadership confirms that Castles of Imagination is the premier childcare center serving children with special needs in Hillsborough County

⁴ One of the locations, was purely a VPK Only location, but because of this replication project, they became a SR contracted provider.

⁵ Other communities are seeing the same concern through a [different lens](#), like Sarasota.

ELCHC's SCREENING AND ASSISTANCE ROLE

ELCHC adheres to state statute [1001.02.](#) and rule [6-M4.720](#) section 4 and [6M-8.500](#) section 2(b)(3) to provide early intervention screenings services through an ages and stages questionnaires (ASQ) to children who receive early education vouchers through the ELCHC for school readiness ([SR](#)) or voluntary Pre-Kindergarten ([VPK](#)). *Appendix A* provides a Microsoft Visio depiction of the process the ELCHC follows to administer ASQs and other support services⁶ that ultimately may lead to referrals to diagnosis experts and or therapists who can provide direct services to children. The ELCHC does not provide direct therapy services to children with special needs nor does the ELC conduct final diagnosis of children who show concerns regarding their social and emotional development. ELCHC **does not** a determine final diagnosis for any childhood developmental disabilities⁷ including but not limited to:

- Autism
- Attention-Deficit/Hyperactivity Disorder
- Angelman Syndrome
- Bipolar Disorder
- Central Auditory Processing Disorder
- Cerebral Palsy
- Communication Disorders
- Down Syndrome
- Epilepsy
- Expressive Language Disorder
- Fetal Alcohol Spectrum Disorders
- Fragile X Syndrome
- Genetic Disorders
- Hearing Loss
- Intellectual Disability
- IsoDicentric 15
- Landau-Kleener Syndrome
- Language Disorders
- Learning Disabilities
- Muscular Dystrophy
- Neural Tube Defects
- Phenylketonuria
- Prader-Willi Syndrome
- Seizure Disorders
- Tourette Syndrome
- Traumatic Brain Injury
- Williams Syndrome

⁶ ELCHC's free developmental questionnaire screens a child's development in five areas: communication, gross motor, fine motor, problem-solving, and personal-social skills. In cases where a child needs help, ELCHC may (1) create an Individual Learning Plan (ILP) for the child's care provider and (2) provide families with referrals to [Early Steps](#) or [Child Find-FDLRS](#).

⁷ See the glossary for definitions.

Clients who provide necessary documentation are identified by the ELC to provide an increased re-imbursement rate⁸ for the childcare center or family childcare home where they are in attendance for service. Historically the number of children receiving the enhanced special needs reimbursement rate was very low because of multiple barriers such as (1) asking parents to provide documentation annually and (2) the natural concern from parents that their special needs child would face embarrassment due to a ‘label’. To ease the burden that parents face, the ELC has made the decision not to require parents to bring medical diagnosis information in annually to re-approve the reimbursement rate. As a result of a concerted effort to assist parents and the reduced burden of documentation, the number of children receiving the special needs rate increased from 18 children to as high as 78 children. The number of special needs children fluctuates. Today, 64 children receive the special needs rate. Compared to other early learning coalitions in Florida, ELC Hillsborough now serves the 2nd most children with special needs behind the ELC of Miami-Dade who serve 98 special needs children. The 2024-25 fiscal year goal of ELCHC is to work with families and providers to identify 150 children who require special need services. *Appendix B* depicts presents the tableau dashboard tracking the number of children currently receiving the special needs rate by zip code.

SOLUTION: REPLICATION AS A DEMONSTRATION PROJECT

In January 2024, the Early Learning Coalition of Hillsborough County (ELCHC), in partnership⁹ with Independent Living, the Pyramid Consortium, and True Blue, implemented a demonstration replication project to address the need for inclusive education for children with special needs and developmental delays to prevent¹⁰ and reduce expulsions¹¹. The ELCHC continues to partner with the Early Childhood Council, (ECC) and the Program Wide Positive Behavior Support (PWPBS) to provide support for childcare providers and family homes who work with children with unique abilities. The Office of Early Learning, (OEL) now the Division of Early Learning (DEL) released a position statement¹² regarding expulsions and suspension prevention in early childhood settings. The ELCHC aligns their special needs support and services to prevent expulsions with the DEL position statement with input from parents in Hillsborough.

At the time of implementation, children with special needs in Hillsborough County under the age of 5 were a glaringly underserved demographic, facing multiple barriers that curtailed their access to essential early educational services. These kids face expulsions and critical interrupts to their continuity of early education compared other children without special needs. Originally, five schools were targeted for intensive focused professional onsite coaching, and parent training to directly replicate the premier center serving this vulnerable child population seeking quality early education¹³. Within months, the total number of targeted schools increased

⁸ Children who have a special need receive a reimbursement rate 20% higher than the infant rate.

⁹ The ELC of Hillsborough County released an RFP to address expulsion of children with special needs focused on replication of services offered by the premier center serving children with special needs.

¹⁰ Understanding and preventing expulsions and suspensions in [childcare](#).

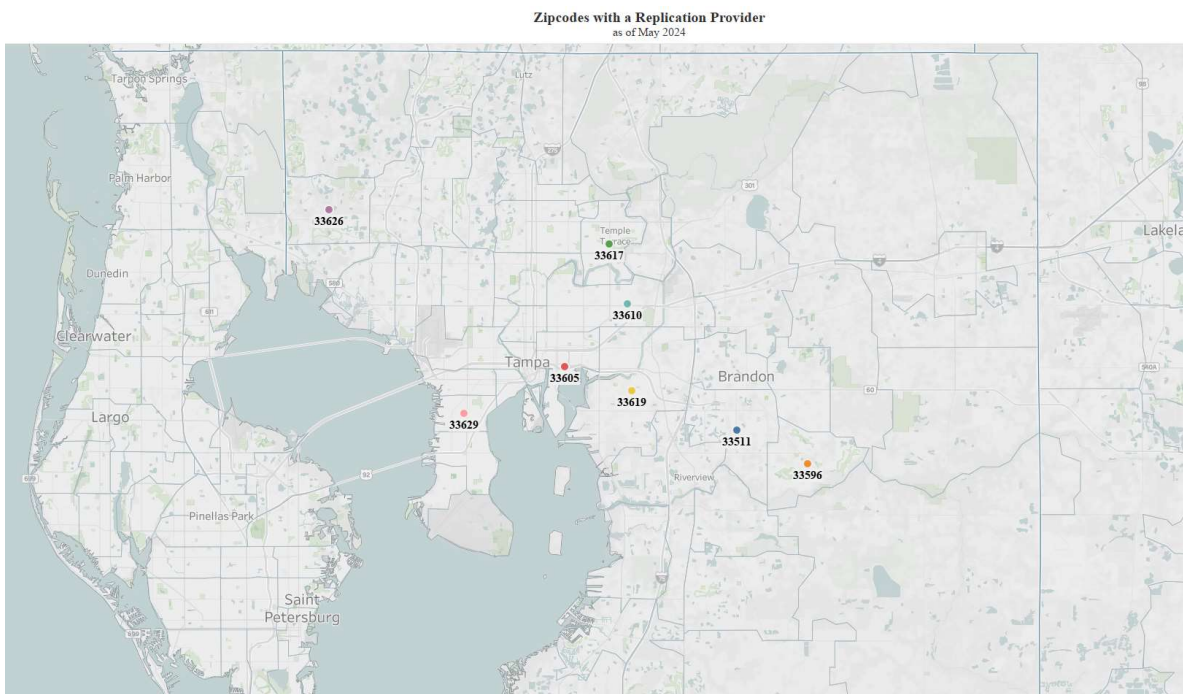
¹¹ Too often children who have neuro differences are expelled from school. For more see: <https://www.universityofcalifornia.edu/news/one-every-six-autistic-children-are-expelled-daycare> for more understanding surrounding expulsions download this: [understanding-eliminating-expulsion-early-childhood-factsheet.pdf \(hhs.gov\)](#).

¹² Download it [here](#).

¹³ A key pillar of success is to provide real-world hands-on coaching and training to directly address challenging behaviors.

to eleven. By April 1, 2024, all eleven sites were actively participating.¹⁴ **Map One** below depicts the zip code locations who volunteer to participate in this demonstration and replication project. The locations participating in the replication project include:

- ✓ Best Friends for Kidz Learning Laboratory
- ✓ Castles of Imagination
- ✓ Dean, Robin DBA Nana's Learning Post
- ✓ Hillsborough Community College Ybor Child Development Center
- ✓ Lola's Child Care Center, Inc.
- ✓ Love & Glory Learning Center, Inc.
- ✓ Next Generation Kidz ECL Center 2 Inc.
- ✓ Next Generation Kidz ELCLC 3, Inc.
- ✓ Palma Ceia Academy, Inc.
- ✓ Temple Terrace Presbyterian Weekday School
- ✓ Westchase Early Learning Center LLC



Map One: Zip codes with participating replication project locations

Educators from the eleven targeted classrooms/schools completed more than 1,800 hours of training between March 11, 2024, and June 30, 2024. The program requires directors and teachers to work alongside one another with the experts to absorb the skills simultaneously. Monthly, this group continuously increased their training participation beyond what is required for the replication program. Teachers are attending leadership training and optional trainings, equal to a 98% participation rate for each optional training session. **Chart One** below depicts the monthly training hours since the inception of the replication project.

¹⁴ As of June 2024, the number has been reduced to 9 to provide 2 of the 11 sites time to align resources to commit to the replication parameters.

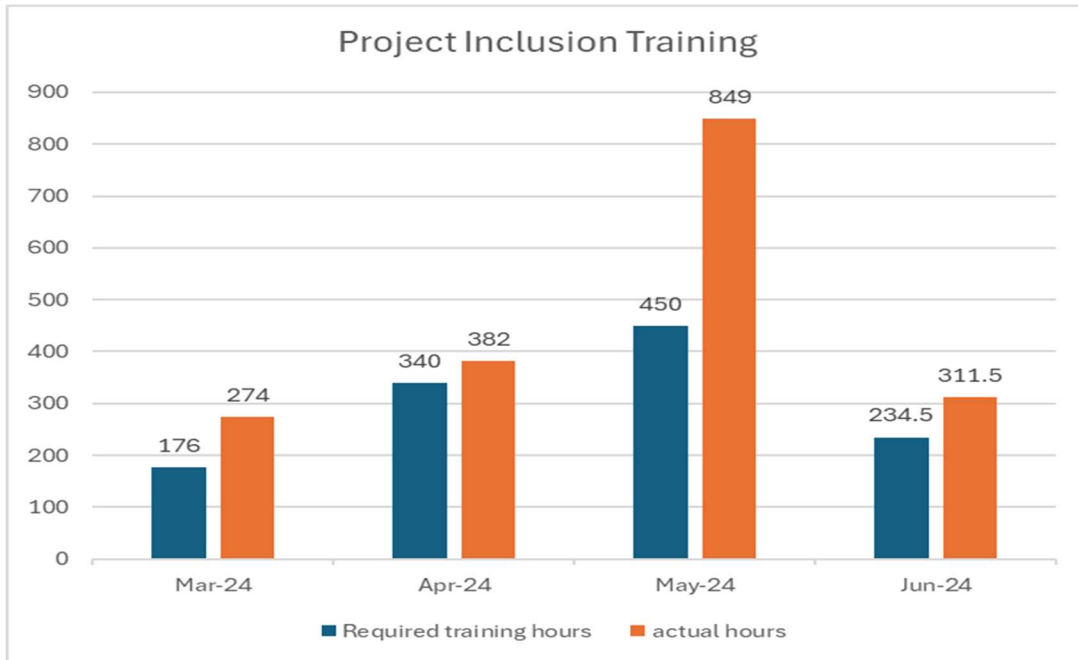


Chart One: Training Hours, Source: Tina Gill, Castles of Imagination

MEASURING SUCCESS¹⁵

To evaluate the services offered through this replication project toward the reduction of expulsions for children with special needs the ELCHC and partner organizations will ensure meaningful measures that:

1. Provide high-quality services that utilize best practices and evidence-based programming
 - a. This program contracts with entities who are in their profession to conduct specialized training to willing participant early education teachers.
 - b. The trainers are certified professionals with behavioral specializations and degrees.
2. Collect and analyze data from research-based measurement tools.
 - a. Provisions to collect survey results conducted by university researchers will provide focus group responses and 7-point Likert scale results that measure teacher and parent satisfaction regarding the impact of training and services received by children who are impacted by the smaller classroom focus based on survey instruments.
 - b. Provide a count of the number of expulsions county-wide prior to the program’s launch on January 1, 2024, juxtaposed to the number of expulsions after January 1, 2024.
3. Work in partnership to evaluate overall effectiveness throughout the year.
 - a. Researchers and funders will work in unison to collect, store, analyze, and present progress reports, data findings, and additional suggestions regarding program impact and effectiveness.
4. Maintain ongoing communication with families to improve services.

¹⁵ This project is too new to provide complete outcomes. **Success for this replication and demonstration** project impact is a reduction in the number of expulsions at the sites. A secondary measure is a reduction in the number of expulsions county-wide.

- a. Parents attend learning sessions that ensure their understanding of services related to their child’s specialized learning, therapy, and parent exercises to re-enforce early learning.

Impact to Date

Since January 2024, directly related to this project, over 280 special needs children have been identified or enrolled. No expulsions have occurred at the eleven sites since the inception of this project. Within just three months of intensive professional inclusive coaching, training, and program implementation, remarkable improvements in child behavior were observed and positive feedback from families, PBS, and HCPS were received. The **video testimonials** are available for viewing that depict recorded changes along with parent and director assessments. High Quality Early Education for Dependent Youth ([HQEEDY](#)) reports that expulsion rates among the population they interact with have declined over the past 120-days.

Special Needs Children and Expulsion Tracking					
Enrolled after expulsion	Began therapy	Identified with special needs (DX)	Newly receiving the Special needs rate	Behaviors resolved due to intervention strategies	Enrolled with needs, diagnosis, or known behaviors
25	31	95	14	35	<300

Table One: Total metrics from each of the participating replication sites. Source: Site Directors

SUSTAINABILITY

June 2024 to September 2024

The replication project launched with 11 volunteer childcare centers/family homes. The final goal is to partner with 21 locations county-wide with a stretch goal of 30 locations. During May of 2024 two of the original 11 locations decided to dissolve their involvement for six months to align their internal resources. Their participation will be re-evaluated in January 2025. There are 9 sites operational as of June 30, 2024.

To **maintain** the skill level to serve this special population of children, the staff at the 9 locations¹⁶ will:

- (1) receive five hours of coaching per week from their currently paired intervention team. Some sites may need less, and some may require more. CEUs will be offered.
- (2) Coaches will maintain communication via visits, emails, phone calls.
- (3) Each site will continue strategic training monthly that includes but are not limited to Conscious Discipline Cohort, Brazelton Touchpoints, Rock the Classroom, Diagnosis Specific presentations, Pyramid Model Early Intervention Training, Program Wide Positive Behavior supports and leadership training.

¹⁶ As of July 2024, there are 9 locations participating in the replication project.

- (4) Maintenance sites will receive monthly stipends for teachers/directors who are in the targeted classrooms 75% or more of the time the room is utilized. *Note:* owners who do not provide direct care or on-site more than 75% of operating hours will not be eligible for stipends.
- (5) Directors at maintenance sites will be responsible for implementation across a second classroom.
- (6) Teachers in secondary rooms will be eligible for a monthly stipend after they complete training, demonstrate knowledge, and use of inclusion strategies (as measured by coaches and TPOT/TPITOS evaluations).
- (7) Directors will develop a leadership team within their faculty to assist in mentoring new classrooms.
- (8) Directors and targeted teachers will implement parent engagement events that include but are not limited to Positive Solutions for Families, Conscious Discipline Mini Sessions and Circle of Security. The expectation is to provide support and engagement for families inclusive to children with special needs.
- (9) Directors must develop a contingency plan that accommodates employee leaves and turnover.
- (10) Directors will seek and pair with community and private providers for on-site services.
- (11) A ratio stipend will be based on classroom enrollment/attendance and teacher to child ratio.
- (12) Inclusion ratios must be maintained throughout the day apart from nap time and early morning arrival. Ratios will be monitored by coaches, the Department of Children and Families (DCF) and ELCHC staff.

In addition, the goal is to ensure readiness of the 9 maintenance sites to become mentoring sites¹⁷ for new locations as the program expands across Hillsborough County. A small committee of the project leadership will determine when the maintenance sites are eligible to be mentor expansion sites after the program sustains through June of 2025.

The long-term goal is to ensure that ratio stipends are available, the same level of coaching, with a minimum of 5 hours/week. The next phase will emphasize navigating parent involvement events to increase the nexus of parent input regarding their child's best interests. Some of the parent events will include educational components that include insurance practices, where to find services, specialized educational activities that can occur at home, and fun weekend learning experiences for children with special needs. Systemically, the childcare provider leadership team, parent representatives, and representatives from funders, will meet quarterly. These important in-person conversations will focus on barriers to success, family feedback, funding considerations, expulsion numbers county-wide, and retention of staff and directors.

¹⁷ Site stipends will start at \$400 per month and may increase to \$600 once mentor status is achieved.

FUNDING

Year one of the replication/duplication project was funded by the ELC of Hillsborough County utilizing American Rescue Plan Act funding¹⁸. To maintain the 9 locations and to add 5 more in January of 2025 the estimate is \$1.25M (**See Appendix C**). Teacher stipends would cost \$37,500. A continued contract with Independent Living services will cost \$500K. True Blue services cost \$35K. Materials are \$15K and the stipend for the childcare center or family home is \$600K for 10 locations. Two must have budget components include (a) maintaining low teacher-to-student ratios in the classroom and (b) immersive coaching by professional: interventionist, behavioral therapist, speech therapist, physical therapists, occupational therapists, and seasoned early education teachers. Parents utilizing private insurance for individual children will follow the Early Steps model but for ages 3 and up. Enabled teachers will collaborate with child interventionists to bill private insurance companies helps to ensure continued support and intervention for children with special needs.

Independent Living provides occupational, physical, speech-language, applied behavioral analysis therapy along with early intervention. Their therapists hold a long list of certifications: For more visit: <https://www.independentlivinginc.com/therapy-services/our-therapist-certifications/>

True Blue Therapy therapists are experienced with screening a child with needs, completing evaluation to justify the need for therapy services, implementing therapeutic treatments, documenting treatment and progress, and parent/caregiver training to better serve the needs of a special needs child. In addition, this team provides therapy services and aquatic therapy settings along with a child's natural environment like childcare to special needs children. For more visit: [True Blue Therapy – Function with a Splash! \(truebluepediatrictherapy.com\)](http://truebluepediatrictherapy.com)

New Partners

The forged group will ask for additional funding partners that include the Hillsborough County Board of County Commissioners, Hillsborough Community College, United Way Suncoast, Children's Board of Hillsborough County, Community Foundation of Tampa Bay, and the Early Learning Coalition of Hillsborough County will serve as a continued funder. Through improved 24-25 [provider reimbursement rates](#), increased rates for serving children with unique abilities, contracted slots¹⁹, and [Gold Seal](#) payments for approved accredited centers, the ELC of Hillsborough will support this replication project. In addition, the ELC will work to ensure between \$50K to \$75K of quality funding will be available. Further, the team will utilize the replication model's data to apply for grants both state and federal.

¹⁸ As of June 2024 invoicing, the costs just over \$1.7M. (ARPA) funds provided through the 2023 General Appropriations Act, [Section 53](#).

¹⁹ See: 18-2.pdf (fldoe.org) page 5.

PROGRAM EXPANSION

Recruitment of new sites for January 2025

If funded, the leadership and funding committee will review the existing selection criteria to identify and nominate new locations with the input from PBS Coaches, Interventionists, C-PEEPs teachers, and interest survey²⁰. Sites will be vetted. Vetting will include minimum expectations which include but are not limited to:

- ✓ Sites that are fully staffed and able to add a teacher or lower the student ratio in the targeted classroom.
- ✓ Sites that are in good standing²¹ with DCF, ELCHC, and all community partners.
- ✓ Sites that are accredited or sites that are PBS locations.
- ✓ Sites that adopt and maintain an inclusion policy
- ✓ Sites that adopt and maintain a non-expulsion policy.

The minimum classroom expectations include:

- ✓ Daily schedules, visual schedules, classroom activities, space and furnishing meet ERS standards at a 5 or higher.
- ✓ The target teacher and director must be willing to commit to monthly training, on-site coaching, and strategy implementation.
- ✓ Participating staff must complete an in-person culture training to better access program's willingness to commit to inclusion

1st year sites will be introduced in 2 waves. 5 new sites in January 2025 and 5 additional sites in June 2025. Each site will receive 20-25 hours of on-site coaching with paired interventionist and or specialty coaches (OT, PT, ABA). Coaching will occur in 1 classroom at a time and include all teachers assigned to those rooms (at least 75% of operating hours) and the director or other administrator who oversees teacher development. Teachers in each of the classrooms will receive \$400 stipends per month and the ELCHC will calculate the ratio (contracted slot) funding per month.

Mentoring sites will commence in October 2024 and October 2025 by maintenance sites serving as mentoring sites for a new wave of maintenance sites. Mentoring sites will see an increased stipend to work with sister locations in the amount of \$600 per month. Monthly on-site coaching will be available based on the school's needs, not to exceed 5-10 hours per month. Mentoring sites will have at least 50% of classrooms practicing the inclusion duplication efforts.

²⁰ The criteria to participate includes the completion of an interest survey filled out by childcare provider owners and directors.

²¹ Sites that are deemed to be in good standing are not on probation with the ELC nor under final investigation by DCF for license termination.

Glossary of Terms

Autism (autism spectrum disorder – ASD): A complex neurodevelopmental disorder characterized by challenges with social interaction, communication, and repetitive behaviors or interests.

Attention-Deficit/Hyperactivity Disorder (ADHD): A common neurodevelopmental disorder affecting attention, impulsivity, and hyperactivity levels.

Angelman Syndrome (AS): A rare genetic disorder causing developmental delays, speech impairment, movement difficulties, and a characteristically happy demeanor.

Bipolar Disorder (BD): A mental health disorder characterized by extreme mood swings, including manic episodes (highs) and depressive episodes (lows).

Central Auditory Processing Disorder (CAPD): A condition affecting how the brain processes auditory information, leading to difficulties understanding speech in noisy environments.

Cerebral Palsy (CP): A group of disorders affecting movement and muscle tone, often caused by brain injury before, during, or shortly after birth.

Communication Disorders: A category of disorders affecting the ability to communicate effectively, including language disorders, speech sound disorders, and social communication disorders.

Down Syndrome (DS): A genetic disorder caused by an extra copy of chromosome 21, resulting in developmental and intellectual delays.

Epilepsy: A neurological disorder characterized by recurrent seizures, caused by abnormal electrical activity in the brain.

Expressive Language Disorder: A communication disorder characterized by difficulty expressing thoughts and ideas through spoken language.

Fetal Alcohol Spectrum Disorders (FASDs): A group of conditions caused by prenatal alcohol exposure, resulting in physical, behavioral, and cognitive problems.

Fragile X Syndrome (FXS): A genetic disorder causing intellectual disability, developmental delays, and characteristic physical features.

Genetic Disorders: Conditions caused by changes or mutations in an individual's DNA.

Hearing Loss: A partial or complete loss of hearing, which can be present at birth or develop later in life.

Intellectual Disability (ID): A disability characterized by significant limitations in intellectual functioning and adaptive behaviors.

Isodicentric 15 (IDIC15): A rare genetic disorder caused by an abnormality in chromosome 15, often resulting in developmental delays and autism.

Landau-Kleffner Syndrome (LKS): A rare childhood neurological disorder characterized by the sudden or gradual loss of language skills.

Language Disorders: A category of communication disorders affecting the ability to understand, or use spoken or written language.

Learning Disabilities (LDs): A group of neurodevelopmental disorders affecting the ability to learn and process information.

Muscular Dystrophy (MD): A group of genetic disorders causing progressive muscle weakness and degeneration.

Neural Tube Defects (NTDs): Birth defects of the brain, spine, or spinal cord caused by incomplete closure of the neural tube during early pregnancy.

Phenylketonuria (PKU): A genetic disorder causing the buildup of phenylalanine in the body, leading to intellectual disability if untreated.

Prader-Willi Syndrome (PWS): A rare genetic disorder causing low muscle tone, developmental delays, and a constant feeling of hunger.

Seizure Disorders: A category of disorders characterized by recurrent seizures, including epilepsy and other conditions.

Tourette Syndrome (TS): A neurological disorder characterized by tics, which are repetitive, involuntary movements or vocalizations.

Traumatic Brain Injury (TBI): A brain injury caused by a blow or jolt to the head, resulting in various physical, cognitive, and emotional effects.

Williams Syndrome (WS): A rare genetic disorder causing developmental delays, characteristic facial features, and a friendly, outgoing personality.

Appendix A

Flow Chart and Description of Early Learning Coalition of Hillsborough and Community Services for Families with Children with Special Educational Needs

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Developmental Screening and Support Process

This paper provides a high-level overview of the Developmental Screening and Assessment and Support efforts in Hillsborough County, Florida. For organizational reasons, the process is divided into two large groups. On the one hand, children receiving School Readiness and on the other hand, children not receiving School Readiness.

Clarification notes:

There are two parts to a screening:

- ASQ-3- Tracks developmental milestones in the areas of: Communication, Gross Motor, Fine Motor, Problem Solving, Personal-Social
- ASQ-SE- Tracks Social-Emotional development, including attachment style and ability to regulate emotions.

For representation purposes only the term ASQ is used in this paper as well as in the attached flow chart to refer in general to both parts of a screening.

Screening of SR children:

The Screening process of SR children is monitored by the Screening and Support team of the Early Learning Coalition of Hillsborough County. Screenings are offered to all SR children, from birth to age 5 (before kindergarten entry). Families consent to (or decline) screening while signing their SR certificate.

Screening serves as:

- A checkpoint to measure a child's development
- A notifier of *potential* delays
- A resource for building support plans and/or making referrals
- A resource for providers and families to learn about a child's strengths and weaknesses

Step 1:

There are two ways to start the screening process of SR children.

Option A: All SR families are prompted to complete a child's ASQ after initial enrollment in the SR program and every year after at redetermination.

Option B: An Interagency Referral, this referral is a screening request submitted to ELCHC by a partner agency requesting additional screening of a child. Although the referral is called Interagency Referral, this method of requesting screening of a child can also be used by SR childcare providers and/or parents/guardians.

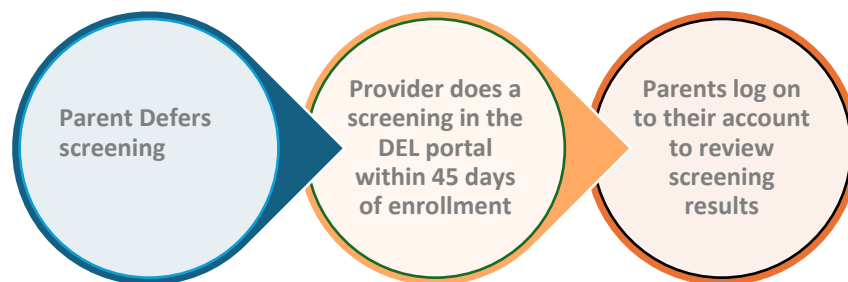
Step 2:

Families consent to (or decline) screening while signing their SR certificate. If a family decline all screening the process ends until the family's next SR redetermination.

Step 3:

Family has 5 days after initial enrollment or redetermination to complete ASQ. Families can defer the screening to the childcare provider.

When families choose to defer the screening:



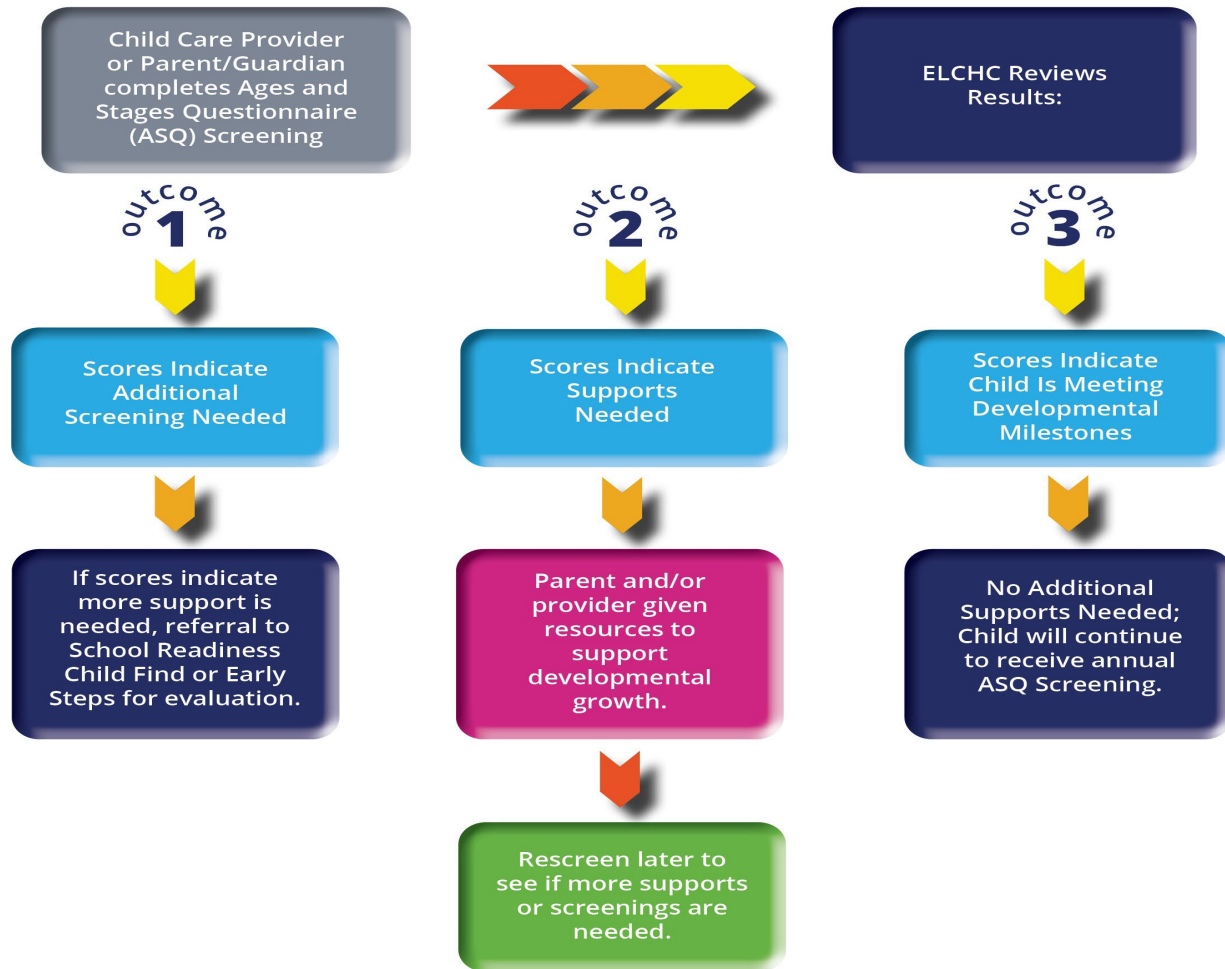
Step 4:

After the initial 5 days, if a screening is still incomplete on the family's account, it will automatically be deferred to the provider. The provider has an additional 40 days to complete the screening for a total combined 45 days.

Step 5:

Once ASQ is completed, the screening results are available in the single statewide information system (DEL portal). The screening may result in 3 possible outcomes. Typical (child is meeting developmental milestones). Monitoring (child needs follow up and possible rescreening). Concern (child may need support and possible rescreening). When the result is typical the process ends, and a new ASQ will generate again for the child at next eligibility redetermination to begin the process again.

Outcomes:



Step 6:

All screening results with any area of concern will pull to the Developmental Screening Coalition Review queue, from here the ELCHC Screening team creates a record of the child in a separate database for tracking purposes (Apricot). The first point of contact is made via an Apricot triggered email to family and provider within 15 days of results.

Step 7:

The ELCHC Screening team reviews and interprets ASQ results with areas of concern. The team does Concern Identification and Developmental Activities are shared with the family and provider; this is issued to all children with any area of concern. The team also does an analysis of the results and individualized strategies are given to the family and provider to work with the child. Rescreening of the child may be scheduled to assess the progress of the child.

Step 8:

After rescreening, if the child is not meeting the goals of the individualized strategy the Screening team may perform a second level screening.

Step 9:

When the results from the second level screening are beyond ELCHC support, the child may be referred to Early Steps or FDLRS Child Finds. This ends the process for ELCHC until the next eligibility redetermination when a new ASQ will be generated for the child to begin the process again.

Screening of Non-SR children:

The Screening process of non-SR children is monitored by the Early Childhood Council of Hillsborough County (ECC). The ASQ instrument is available to families online on the ECC website.

Step 1:

The family or childcare provider completes and submits ASQ results online using the ECC website.

Step 2:

ECC team reviews and interprets ASQ results.

Step 3:

ECC team provides community resources as part of the intervention support plan to family, also including concern identification, result analysis and individualized strategies.

Step 4:

When results of screening are beyond ECC support, ECC may offer to schedule the child for a level 2 screening at a monthly mass screening event in the community.

Step 5:

The results of the level 2 screening have 3 possible outcomes.

Outcome 1: Typical (child is meeting developmental milestones), end of the process.

Outcome 2: Concerns however, child doesn't qualify for an evaluation with a Pre-K assessment team. Community resources are shared with the family. End of the process.

Outcome 3: Child needs evaluation from a Pre-K assessment team. Child is referred to either Early Steps or FDLRS Child Finds.

Additional Services:

Once a child is referred by ELCHC or ECC to FDLRS Child Finds the Developmental and Support services offered to the child by both agencies is limited since it is mainly provided by FDLRS Child Finds. While ELCHC follows up with SR children at least once a year at every SR redetermination with newly generated ASQs, non-SR children don't necessarily receive that yearly follow up. However, those children who receive an Individualized Education Plan (IEP) from FDLRS Child Finds may become eligible to receive additional services provided by ELCHC. Children with IEPs may receive School Readiness services through the Child Finds-Special Needs eligibility category (CF-SN) and/or VPK Specialized Instructional Services (VPK SIS).

This is the step-by-step process that families must follow to receive the previously mentioned services:

Step 1:

Families must work through the evaluation process with FDLRS Child Finds. Once FDLRS Child Finds issues and IEP, families can apply for School Readiness CF-SN and/or VPK SIS.

School Readiness CF-SN eligibility:

Step 2:

New families to SR must start by submitting and SR application to ELCHC and upload the child's IEP as the purpose of care in the application.

Step 3:

ELCHC staff will promptly approve the SR application and generate a School Readiness funding notification alerting the family of the availability of funds and encouraging them to continue with the process.

Step 4:

New families must complete their Eligibility Verification wizard for the first time to submit the rest of the documentation needed to establish services. Steps 2 and 3 don't apply to existing SR recipient families, but they may* also choose to upload their child's IEP in this step to request a rollover of their current eligibility into the CF-SN eligibility.

*The CF-SN is not an income-based eligibility which offers certain advantages over other SR eligibilities. Families don't need to have a purpose of care to receive services under this eligibility, and the SR income threshold doesn't apply to this eligibility.

Step 5:

ELCHC staff approves the EV application of new families and proceeds to the initial enrollment of the child with an approved SR childcare provider. In this step, ELCHC staff will also roll over existing SR families to the CF-SN eligibility and create a new enrollment for the child to reflect the eligibility changes.

VPK SIS:

Step 2:

Family submits a regular VPK application but must mark VPK SIS. ELCHC staff reaches out to the family and provides the VPK SIS Supplemental application which the family may then complete and return to ELCHC with the child's IEP.

Step 3:

Once the application is approved, families must select a therapist who will provide therapy for the child. Families may choose from a list of already approved vendors or they may choose a non-approved one.

Step 4:

This step only applies to non-approved vendors. If the family chooses a new vendor that has not been previously approved/contracted by ELCHC, ELCHC staff will work with the vendor through the contracting process to get it approved.

Step 5:

Once the family has chosen an approved vendor the ELCHC proceeds with the enrollment of the child with the vendor.

Step 6:

Vendors must submit to ELCHC the therapy sessions calendar for approval.

Step 7:

ELCHC reviews the sessions calendar making sure that all proposed sessions will be covered by the VPK SIS budget. Once ready, the calendar is approved and returned to the vendor.

Step 8:

Vendors must submit the monthly sessions calendar of the child signed by the family to receive payments from ELCHC.

Step 9:

ELCHC staff review calendar and issues payment to vendor for the rendered services during the previous month.

Author: Sander Colon, Program Quality Assurance Manager (ELCHC)
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Vanessye Smith, VPK Counselor (ELCHC)

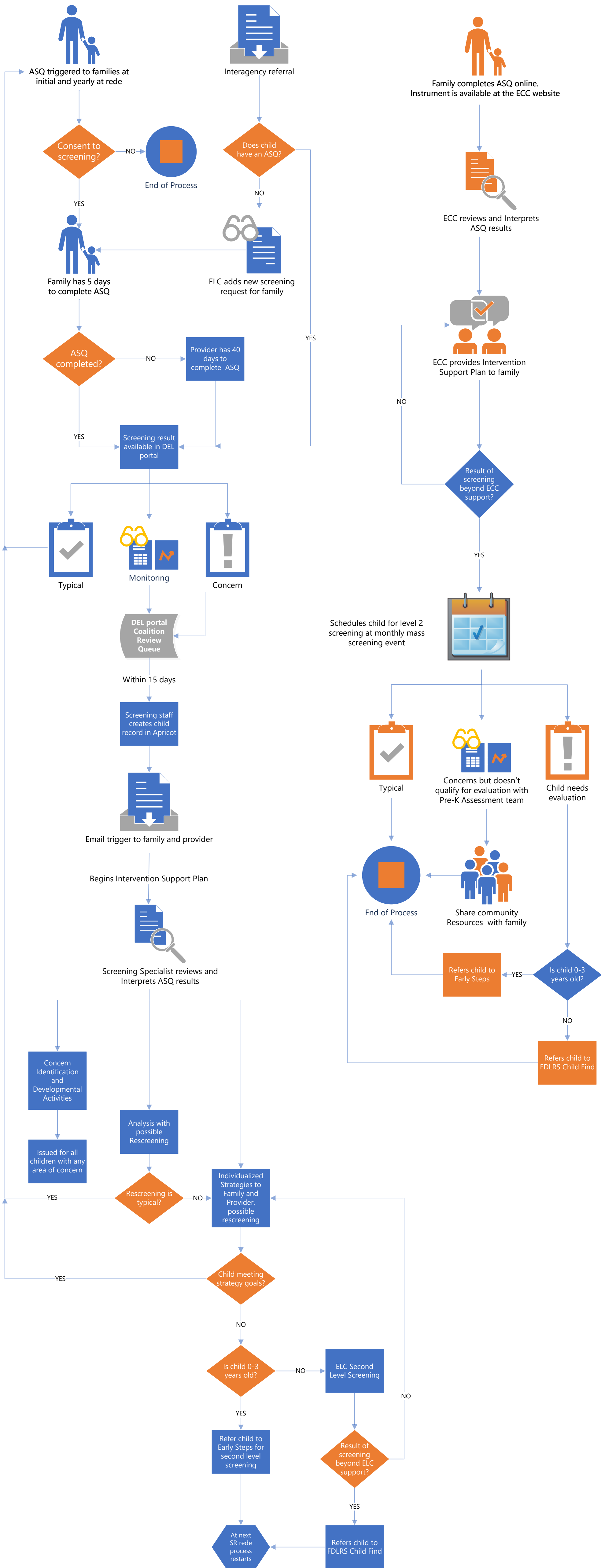
Screening & Assessment
Hillsborough County FL



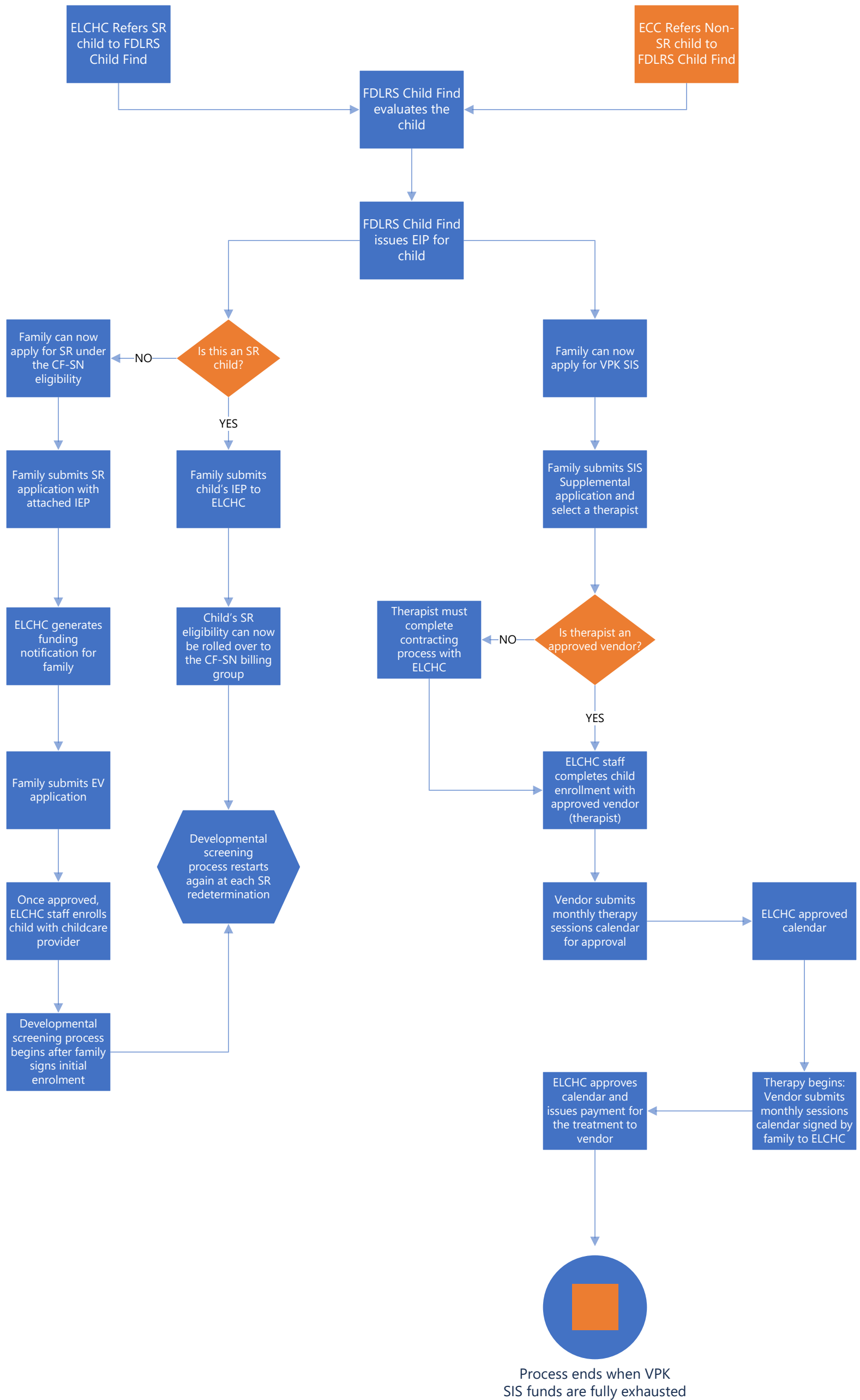
SR children



Non-SR children



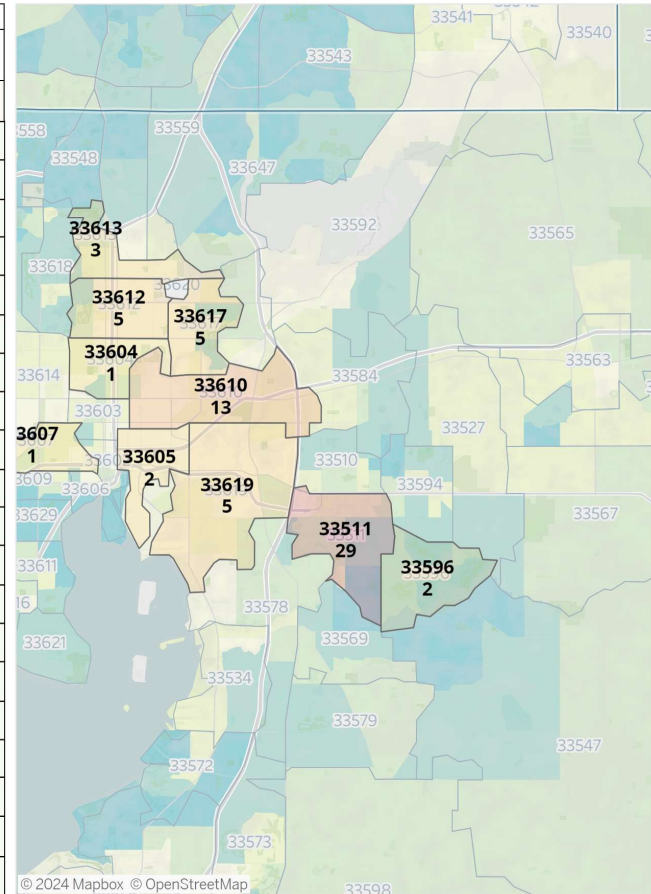
School Readiness Child Find-Special Needs (CF-SN) Eligibility and VPK Specialized Instructional Services (VPK SIS)



Appendix B
Page Presented Horizontally

Active Special Needs Enrollment Tracking Dashboard

ProviderName	ProviderID	ProvZip	Care Level					Child Count
			Child Count					
			2YR	PR3	PR4	PR5	SCH	Total
Grand Total			10	18	23	12	7	66
A Head Start Family Child Care Home	24091	33617	1					1
BEST FRIENDS FOR KIDZ LEARNING LABORATORY	3833	33511	2	1	2	1	1	6
CASTLES OF IMAGINATION	3835	33511	3	10	7	2	1	23
Dixon Family Day Care Home	4896	33607					1	1
Hand In Hand Home Childcare LLC	15651	33619				1		1
Heavenly Angels Family Child Care Home	18183	33612			1			1
Hillsborough Community College Ybor Child Development Center	17590	33605			1			1
HOME AWAY FROM HOME LEARNING CENTER 1	17594	33619	1					1
Kidd's R Us Family Child Care, LLC	11368	33612		2			1	3
LAKA Childcare LLC	8744	33610				1		1
Little Tots Building Blocks Academy Inc	22651	33619			1		2	3
Lola's Child Care Center, Inc.	2359	33610	2		4	1		7
LOVE & GLORY LEARNING CENTER INC.	3133	33610		1	3	2		5
Nana's Learning Post	384	33596			2			2
Next Generation Kidz Early Childhood Learning Center 2 Inc	20902	33605		1				1
PLAY 'N LEARN CHILDREN'S DEVELOPMENT Center LLC	3191	33613		1		2		3
PRECIOUS PEARLS LEARNING ACADEMY LLC	24081	33612		1				1
Temple Terrace Presbyterian Weekday School	1350	33617		1	2	2	1	4
Two Steps Ahead Early Learning Center LLC	23952	33604	1					1



Date Modified: 8/12/2024, Source: Early Learning Coalition of Hillsborough County, IT Department, Tableau by Nancy Metsker

Appendix C
Replication Project Budget

	Staff/ Schools	Amount	Months		Total		
Teachers Stipend New Sites	15	\$ 400.00	9	\$ 54,000.00	\$ 54,000.00		
Teachers Stipend Mentor Sites	10	\$ 600.00	12	\$ 72,000.00	\$ 72,000.00		
Directors	14	\$ 1,000.00	12	\$ 168,000.00	\$ 168,000.00		
Ind Liv				\$ 500,000.00	\$ 500,000.00		
TrueBlue				\$ 35,000.00	\$ 35,000.00		
Materials				\$ 15,000.00	\$ 15,000.00		
School Stipend	10	\$ 5,000.00	12	\$ 600,000.00	\$ 600,000.00	*Reduce to \$2500	\$ 300,000.00
				\$ 1,444,000.00	\$ 1,444,000.00		\$ 1,144,000.00
Adapt and Transform (Crisis Mgnt Training)		\$ 100,000.00		\$ 100,000.00	\$ 100,000.00		\$ 100,000.00
				\$ 1,544,000.00	\$ 1,544,000.00		\$ 1,244,000.00

As of September 2024



November 20, 2023

RFP:

Interventionists, Behavioral Specialists, & Speech Therapists for Childcare Provider Centers/Family Childcare Homes Serving Children with Special Needs
Early Learning Coalition of Hillsborough County
6302 East Dr. Martin Luther King, Jr. Blvd. Suite 100
Tampa, FL 33615

Independent Living Inc. (ILI) has been and will continue to be committed to providing therapy services to children of Hillsborough County, as well as Pasco and Pinellas counties. ILI holds high quality standards for our team of therapists and staff and has earned an excellent reputation with the community throughout Florida.

Independent Living Inc. therapists are experienced with completing screenings, evaluations, therapeutic techniques, documentation and parent and caregiver training related to child development. It is the mission of ILI that our therapists collaborate closely with staff and family members by developing and implementing relevant goals and therapeutic techniques to ensure each child's success at home and in the classroom. ILI currently provides therapy services to children within our multiple pediatric clinics and within the child's natural environment.

The team dedicated to this RFP has previous experience working with multiple school districts, daycares, private schools, charter schools, PPECs, community agencies and referral source over the past twenty-seven years. ILI was and will continue to be committed to ensuring quality care and services to children within the community.

Upon review of the "Request for Proposal", ILI understands the requirements/scope of services of this specific proposal and is confident that we can continue to provide qualified therapists to meet the needs outlined in this RFP professionally and ethically throughout the course of the contract. ILI knows as a locally based company, we can provide comprehensive management of the proposed contract. The undersigned are available for future questions and/or presentations.

Sincerely,

Stephanie Harris OTR/L
Administrative Director/ Owner
StephanieHarris@iliFlorida.com

Carrie Guise MS, CCC/SLP
Director of Speech Language Pathology and
ITDS/Early Intervention Services
cguise@iliflorida.com

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- H. Contract Acknowledgment
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 - a. Certified Minority Owned Business
 - b. Resumes of Proposed Providers
 - c. Company Liability Insurance

A. Company Profile

Independent Living, Inc.
Pediatric Therapy Provider

Main Office/Business Address/Outpatient Clinic
6508 Gunn Highway
Tampa, FL 33625-4022
therapy@iliflorida.com
Phone: 813-963-6923
Fax: 813-264-0768

Additional Locations:
Sunrise Children's Services
1114 West Sligh Avenue
Tampa, FL 33604

Summergate Professional Center
27650 Cashford Circle
Wesley Chapel, FL 336544

RFP Contact: Carrie Guise MS, CCC/SLP
cguise@iliflorida.com
813-963-6923 extension 228
727-804-6535

Independent Living, Inc. is a Certified Minority Business Owner (see attached document)
Independent Living, Inc. has entered a collaborative contract with True Blue Therapy, LLC. For purposes of implementation of this proposal. We

have a shared vision and maximize available resources to meet the needs of this RFP.

Independent Living, Inc (ILI) was founded in 1996 with a mission to provide services to children birth to 21 within the natural environment. The company started with a handful of therapists that provided occupational therapy, physical therapy, and speech therapy. ILI has grown to over 125 therapists that now includes early intervention services for approximately the last 15 years and Applied Behavior Analysis for the last five years. We continue to provide services in the child's home, daycare, school or in one of our five outpatient clinics in the Tampa Bay area. Our mission continues to educate parents and caregivers on how to help their children thrive in all areas of development. The areas include social emotional skills, expressive and receptive language skills, fine and gross motor skills, as well as adaptive behavior.

Independent Living, Inc. (ILI) is one of the largest providers within Hillsborough County and surrounding areas. We currently receive referrals from daycares, Early Steps, preschools, pediatricians, parents, caregivers, and local hospitals. We have an extensive presence in the local community including preschools for the past 23 years. Our therapists are trained to work with children within their natural settings to encourage carryover and success in all areas. Over the years, we understand and are concerned about the lack of childcare settings available to the children we serve in the community. There is a significant delay in children accessing services within the Early Steps program and the local public school system. The delay in accessing these services leads to schools struggling to support these children leading to children not able to attend a local childcare center. We feel strongly in the need for collaborative services for children with special needs so they can attend these schools. This is an invaluable resource to these children's future success. Due to our extensive experience, we

feel confident that our company philosophies, experience, and services align with the proposed scope of services specified in this RFP.

ILI employs a supervisory team consisting of an administrative director/project manager, director of speech language pathology services, director of occupational therapy services, director of physical therapy services, director of applied behavioral analysis services. The supervisory team responsibilities include recruitment, supervision, mentorship, and training of their respective team members.

All therapists providing services for ILI are required to hold and maintain appropriate licensure in the state of Florida. All employees are held to the same standard of integrity. Each therapist is required to participate in a ninety-day orientation period, follow all policies and procedures stated in the company manual and complete an annual performance review. The annual performance review consists of documentation audits, observations, skills audit and with parent/caregiver feedback.

B. Previous Contractual History

ILI had been contracted with the District School Board of Pasco County (DSBPC) for speech pathology services. Between 2006 and 2013 ILI had supplied an average of 15 plus therapists per year. This number was variable, depending on the needs of the school district. ILI worked closely with the DSBPC designee to determine school needs and to maximize therapist time therefore eliminating need for additional contractual therapist expenses. Each therapist was assigned to a designated school site for the entire school year or until the position was filled by a district employee. Stability of the therapist placement is and has been essential for continuity of services for the students as well as the professional interactions with school and/or district staff members. ILI provided a lead therapist each year. Responsibilities included training all new employees, assisting start up at each school,

therapist support, supervision of therapists within their clinical fellowship year, conflict resolution, additional support at school sites, liaison between company, district, or school leaders, as well as any other duties requested by the school district. Additional responsibilities included supporting direct district new hires, as requested.

ILI successfully managed contracted services for Pasco County Schools as the primary agency. ILI provided comprehensive support to the district that included supervision of all contracted therapists, assisted with training of direct hires as well as other contracted agencies. Additionally, ILI supervisors participated in restructuring of the Pasco County Schools Speech Services manual, completing evaluations in highly litigious cases, support for direct hire therapists with evaluations, re-evaluations, IEP's, and staffing meetings. Due to ILI therapist's knowledge and leadership, ILI was utilized to help review and reorganize various school programs when needed.

ILI was previously contracted with the Hillsborough County Public Schools. ILI had a range of Occupational and/or Physical Therapists assigned to that district for the past 9 years. We have been successful in placing qualified therapists in a timely manner. We work closely with each school district by maintaining communication as needed to address district needs.

As a provider of services for children within the natural environment, ILI already provides therapy services for children enrolled within a multitude of private day cares, charter schools and private schools throughout Hillsborough County, Pasco County, Pinellas County, as well as Easter Seals of Florida and Sunrise Children's Services (formerly United Cerebral Palsy- UCP). ILI follows all procedures as required by each school and/or district. This might include completion and providing proof of background screenings, Safe Environment training, liability documentation and appropriate identification. ILI contracts

with various facilities throughout the region to provide screenings, evaluations and/or treatment therefore already has established positive relationships.

ILI has been a successful contracted agency for over twenty years and with Bay Area Early Steps and West Central Early Steps. Due to time contracted, we feel this demonstrates our commitment to the community and satisfaction of services provided.

C. Confidentiality Agreement

All therapists employed/ contracted with Independent Living; Inc. are required to sign a confidentiality agreement acknowledging understanding of all current HIPPA Guidelines.

D. Problem Statement

Inclusive education for children ages 1-5, especially those with special needs, is not just a pedagogical choice but a fundamental human right that serves as the cornerstone for social equity and lifelong learning. At this tender age, the canvas of learning is not just about ABCs and 123s; it's also about forming relationships, understanding diversity, and developing empathy. When children with special needs are included in mainstream classrooms, it not only enriches their lives by exposing them to a variety of teaching methods tailored to different learning styles, but it also benefits their typically developing peers by fostering an environment of acceptance and understanding. Children learn best when they learn together, irrespective of their individual challenges.

In Hillsborough County Florida, children under the age of 5 are a glaringly underserved demographic, facing multiple barriers that curtail their access to essential early educational services. Despite the critical importance of these formative years, the county hosts a mere single early learning provider, Castles of Imagination, that offers an inclusive

environment for children with various learning needs, while also accepting school readiness vouchers. This scarcity of accessible and inclusive services perpetuates a cycle of educational inequity and social exclusion. Children who require specialized educational support often find themselves either turned away from early learning centers or expelled due to behavioral issues, which are frequently a manifestation of unmet needs. Such a landscape not only hampers the developmental progress of these young individuals but also sets a disheartening precedent for their future educational experiences, further entrenching social and economic disparities in the community.

The early childhood community, although nurturing by nature, faces daunting barriers that impeded the ability to provide inclusive services for children with special needs. For example, the preschool business owner is burdened with financial constraints that emerge as lower staff to child ratios are necessary to meet the individualized attention of the special need's population. With the margin of profit historically proven to be slim in a typical care setting, adding this population may not be part of the owners business model. Simultaneously, a large segment of the workforce lacks the specialized skills to manage a diverse classroom, in part because trainers who design the curricula are often removed from the everyday challenges of a classroom and do not fully grasp the practical demands of an inclusive setting. The absence of onsite coaching compounds this issue, leaving educators unsupported as they navigate the complexities of differentiation and individualized education plans. Finally, the pivotal roles of the directors and owners cannot be overstated; without their buy-in and commitment to fostering an inclusive environment, efforts to surmount these barriers are often stymied at the administrative level, perpetuating a system that fails to meet the needs of all children.

With a minimal ARPA funding allocation, the Early Learning Coalition of Hillsborough County is set to pilot an innovative program that aims to

fundamentally transform early childhood education in the region. Recognizing the multidimensional barriers to inclusion and quality education, the coalition will collaborate with a diverse set of community partners. This collaborative network will include interventionists specialized in early childhood developmental challenges, business coaches to guide educational centers in sustainable practices, therapeutic partners who specialize in Occupational Therapy (OT), Physical Therapy (PT), and Speech-Language Pathology (SLP), Infant Toddler Developmental Specialists (ITDS), and Applied Behavioral Analysts (ABA) to address the multifaceted emotional, motor, cognitive, behavioral and psychological aspects of learning, as well as Conscious Awareness and Trauma Informed trainers to equip teachers with a comprehensive approach that empowers them with skills that create a safe, connected, problem-solving environment for all children. These experts will work in tandem to provide targeted training and ongoing classroom supports to educators, thereby elevating the standard of instruction, and creating more inclusive environments.

The ambitious deliverables for this program are designed to effect measurable and impactful change in early childhood education across Hillsborough County. One of the key performance indicators is a 500% increase in the number of children with special needs who are accepted into early learning programs, as measured by the special needs rate paid by the Early Learning Coalition of Hillsborough County. This would signify not just incremental change but a transformation in accessibility and inclusivity. Another critical target is achieving zero expulsions in early childhood classrooms participating in the program, a goal that underscores the commitment to creating stable, supportive learning environments for all students, regardless of their individual challenges. Furthermore, the program aims for a 25% increase in capacity at participating schools, allowing them to welcome more children while maintaining quality education and lower teacher-to-student ratios. Each

of these deliverables contributes to creating a more inclusive, and effective early childhood education system in the county.

Over the years more private schools were open and interventionists were invited into their space. In our experience, interventionist services have been accepted, however more as an isolated intervention and not so much in a collaborative way that we intend to offer.

We have been fortunate to work in a handful of daycare centers that do embrace children with more complex needs and are willing to invest their time in collaborative services with interventionists (OT /PT /Speech). Their goal is joining forces with the interventionists to ensure social, motor, and cognitive developmental success and stimulating learning and growth that the children with special needs deserve. It is not surprising to see just a few daycare centers committed to the serve kids with specials needs as it requires more time and effort from the staff, training, and support from interventionists on the unique needs of each special needs child, environment modifications and much more. We have observed that these few daycares are faced daily with significant financial struggles, overworked staff, high ratio of teacher/ students and yet they are relentless on their mission to help the special needs children succeed. The mission has been accomplished again and again as we have provided the therapeutic services for them to succeed:

1. The children with special needs are given the support and do succeed while giving their typically developing peers an opportunity of acceptance of childhood equality that will most certainly impact their future impression of persons with disabilities.
2. The parents of special needs children observe the sense of belonging in their children's behavior and that is enough for them to lower their guard.

3. Parents feel their needs validated and trust is established. They are then more open to constructive discussions and collaboration with educators. At this point it is very likely that they will carry on with these strategies at home.

It is possible and we choose to learn from these success stories. We choose to continue to offer medically necessary direct services in a collaborative model to support the educators. More than that we see the opportunity to expand our support by developing a more comprehensive collaboration services alongside the educators.

INCLUSION: Where the educators will develop the skills and confidence to embrace the uniqueness of the special needs population without being overworked and underpaid. Parents will feel accepted and not fearful of watching their children being excluded. Interventionists (OT /PT/SLP/ITDS/ABA) will expand on their role by utilizing a coaching model for educators that will offer an opportunity to positively impact an exponentially bigger number of kids with disabilities.

The proposed program will streamline supports to the five identified sites by providing early childhood education and professional development services, and creating a strong, systematic professional pathway for early childhood providers and teachers. Intensive staff facilitation and coaching related to stimulation of developmental abilities and inclusion services.

The goal of this proposed training program is to deliver a comprehensive approach to guide the participants in the process of expanding programs to serve children with special needs in an inclusive setting. It will emphasize a model that values collaboration and ease of access to support services.

A group of developmental specialists will be established for 5 participating centers and the training period will be delivery from December 1, 2023- June 30, 2024. The ITDS, Speech Therapists, Occupational Therapists, Physical Therapists and Behavioral Analysts will prepare and deliver training, and mentorship to management and teachers at the centers to improve their existing abilities, help them develop new skills, and encourage them to build capacity to service children and families with varying abilities.

E. Implementation Proposal

Our company is proposing the following for Child Intervention services:

- Providers will include Florida Early Steps certified Infant Toddler Development Specialists (ITDS) who have prior experience working with teachers and caregivers for children birth to five years of age. Review attached resumes and bios of initially identified pilot providers.
- Additional targeted interventionists that could include but not limited to Occupational and Physical Therapists or licensed assistants who have experience with behavioral, sensory, and motor development.
- Interventionists will be embedded within the identified classrooms in the 5 preschools for intensive support. Initially, they will be in the classroom approximately five to six hours a day, 5 days a week to support and coach the classroom teachers on working with identified and unidentified children with special needs.
- In class support is expected to reduce over time as the teacher demonstrates confidence and success with strategies within the classroom setting. This will be determined by the observed use of strategies throughout the daily routine.

- Interventionists will collaborate with other targeted interventionists, teachers, preschool directors, parents, and other relevant participants outlined within this project. Interventionists will also work with teachers and families to help facilitate access additional services available within the community.
- Additional services will include but not limited to screening, evaluation a direct intervention to children identified with a developmental delay in any of the specified criteria.
- As this project develops, additional roles and responsibilities will be modified to ensure success.
- Resumes of identified interventionists included in proposal.

Our company is proposing the following for Speech and Language services as outlined in the RFP:

- Speech Language Pathologists (SLP's) and or Speech Language Pathology Assistants (SLPA's) will be licensed professionals within the state of Florida with experience working with children and families in the natural environment. Review attached resumes and bios of initially identified pilot providers.
- Speech Language Pathologists (SLP) will work within the targeted classrooms to help teachers understand typical and atypical language development.
- SLP and/or SLPA will work with teachers on how to identify communication challenges children might be having that lead to difficulties succeeding within a classroom setting.
- SLP's and SLPA's will initially expect to embed within the identified classroom 5-10 hours weekly opposite or in collaboration with other targeted supports. In-class direct support is expected to reduce over time as the teacher demonstrates confidence and success with strategies within the classroom setting. This will be

determined by the observed use of strategies throughout the daily routine.

- Additional services will include but not limited to screening, evaluation a direct intervention to children identified with a communication delay.
- As part of the intent for services, evaluations will be comprehensive and include components necessary to determine eligibility for other community programs (i.e., SDHC pre-kindergarten handicapped program, Early Steps, or other insurance funded programs) to facilitate more timely transition for services in other programs.
- SLP's will help teachers develop strategies to bridge communication difficulties children experience within the classroom setting. This includes but is not limited to use of alternative communication methods and classroom structure. Scope of service should evolve based on classroom and child need.
- SLP's will collaborate with other targeted interventionists, teachers, preschool directors, parents, and other relevant participants outlined within this project. Interventionists will also work with teachers and families to help facilitate access additional services available within the community.
- As this project develops, additional roles and responsibilities will be modified to ensure success.
- Resumes of identified SLP's included in proposal.

Our company is proposing the following for Applied Behavioral Analysis services as outlined in the RFP:

- Board Certified Behavioral Analysts (BCBA's) will provide collaborative support to all targeted staff within the scope of this

project. Review attached resumes and bios of initially identified pilot providers.

- BCBA's will be utilized in a consultative model to provide support to teachers and other professionals within the classroom.
- Registered Behavior Technicians (RBT's) will provide direct support within the classroom setting. RBT's are certified the BCBA board and have current and previous experience working with children under the age of 5 in a variety of settings. The role will include but not limited to implementation and modeling of behavior strategies that can be utilized by classroom teachers and support staff on an ongoing basis with targeted providers are not present the goal is to facilitate carryover of skills throughout the course of the day in everyday routines.
- Supports will include but not limited to classroom observations, training on identification of maladaptive behaviors as well as in class modeling and training on behavior management strategies.
- Amount of time allocated would be approximately 10- 20 hours a month based on classroom need.
- BCBA's will collaborate with other targeted interventionists, teachers, preschool directors, parents, and other relevant participants outlined within this project. BCBA's will also work with teachers and families to help facilitate access additional services available within the community.
- As this project develops, additional roles and responsibilities will be modified to ensure success.
- Resumes of identified BCBA's and RBT's included in proposal.

Additional considerations of proposal:

- Collaboration between True Blue Therapy, LLC who also provides OT and PT. While separate companies, we will be working together to provide requested services in a collaborative effort.

- Direct therapy services will be provided in a face -to- face model with children. Efforts will be made to help child and family access funding for direct services via insurance or other funded programs. Direct services would be approved and funded by ELC based on denied or lack of coverage from other sources. It is important for families to continue to have access to services outside the scope of this project.
- Consultation with parents could occur virtually in the event parent is not available to attend in person meetings.
- Planning and collaboration meetings will be conducted between all invested grant participants to ensure consistency and continuity and success of the program.
- Collaborative meetings with formal partnership with other disciplines to include Speech Therapists, Early Interventionists, Behavior Specialists, Conscious Discipline and Quality Education Discipline professionals.
- Foundation training (e.g.: Informative Meetings, Case studies, Q&A, online training with modules related to fundamentals of Sensory system and sensory modulation related to childhood development). Foundation Training will be design in a scaffolding system to promote better understanding of the interconnection of sensory modulation, childhood development, gross and fine motor development, speech/language, behavior, emotional and social skills.
- In class coaching / implementation of neurocognitive strategies and modification as needed using modeling, return demonstration, fading assistance to assure staff confidence in utilization of strategies on a day-to-day basis.
- Follow up coaching encounters: to review / revise /modify interventions and or strategies to better internalize the learning.
- Pre and post evaluation to reinforce learned techniques.

- Feedback loops will be scheduled for additional input of participants.

F. Cost Proposal for Independent Living, Inc:

Cost proposal is for December 1, 2023- June 30, 2024 (7 months). Ranges are utilized as multiple providers will be needed to accommodate all locations simultaneously. We anticipate the allocation of cost will vary based on scaffolding of services.

Budget Category	Hours	Project Budget	Comments
ITDS (\$70/hour)	40-70 hrs/month per location	\$98,000 - \$171,500	Projected Budget for up to 5 schools
Speech Therapist or other licensed therapist (\$100/hour)	20-40 hrs/month per location	\$70,000 - \$140,000	Projected Budget for up to 5 schools
Board Certified Behavior Analyst (\$110/hour)	10-20 hours/month per location	\$38,500 - \$77,000	Projected Budget for up to 5 schools
Registered Behavior Technician (\$70/hour)	40-60 hours/month per location	\$98,000- \$147,000	Projected Budget for up to 5 schools

G. RFP Timeline Acknowledgment

RFP Issue Date:	October 20,2023
Deadline to submit questions	Questions answered by October 31,2023
Proposal Due Date	November 20,2023
Evaluation Period Begins	November 21,2023
Award and Contract Execution	December 2023

H. RFP Scoring Acknowledgment

Attribute	Weight
Proven Experience providing Intervention, Speech, and Learning Behavior services	40%
Ability to demonstrate customer satisfaction regarding intervention to help childcare providers, children, and families	40%

Cost/Value	15%
Certified Minority-Owned Business or not-for-profit	5%

I. Contract Acknowledgment

Independent Living, Inc. acknowledges review of contract that will be required upon award of provider of services as included in RFP.

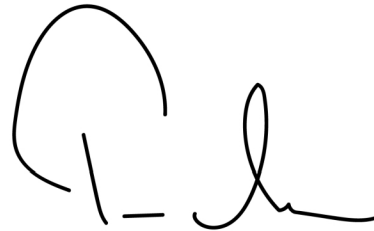
State of Florida

Woman Business Certification

independent living, inc

Is certified under the provisions of
287 and 295.187, Florida Statutes, for a period from:

05/04/2023 to 05/04/2025



J. Todd Inman
Florida Department of Management Services



1100 Virginia Drive, Suite 250
Fort Washington, PA 19034-3278
Phone: 1-888-288-3534 Fax: 1-847-953-0134
Website: www.hpso.com

11/15/22

Independent Living Inc
6508 Gunn Hwy
Tampa, FL 33625-4022

Dear Stephanie Harris:

Enclosed is the replacement certificate of insurance that you requested.

If you have any questions or need assistance, please call us toll free at 1-888-288-3534. Our Customer Service Representatives are available weekdays from 8:00 a.m. to 6:00 p.m., EST.

Sincerely,

Customer Service

Enclosure

Dedicated To Serving The Insurance Needs of Healthcare Providers

Healthcare Providers Service Organization is a registered trade name of Affinity Insurance Services, Inc.; (AR 244489); in CA & MN, AIS Affinity Insurance Agency, Inc. (CA 0795465); in OK, AIS Affinity Insurance Services Inc.; in CA, Aon Affinity Insurance Services, Inc., (OG94493), Aon Direct Insurance Administrators and Berkely Insurance Agency and in NY, AIS Affinity Insurance Agency.

Q032



Certificate of Insurance
OCCURRENCE PROFESSIONAL LIABILITY POLICY FORM

Print Date: 11/15/2022

The application for the Policy and any and all supplementary information, materials, and statements submitted therewith shall be maintained on file by us or our Program Administrator and will be deemed attached to and incorporated into the Policy as if physically attached.

PRODUCER 018098	BRANCH 970	PREFIX HPG	POLICY NUMBER 0615772331	POLICY PERIOD From: 12/29/22 to 12/29/23 at 12:01 AM Standard Time
Named Insured and Address: Independent Living Inc 6508 Gunn Hwy Tampa, FL 33625-4022			Program Administered by: Healthcare Providers Service Organization 1100 Virginia Drive, Suite 250 Fort Washington, PA 19034 1-888-288-3534 www.hpsso.com	
Medical Specialty: Occupational Therapist Firm		Code: 80721		Insurance Provided by: American Casualty Company of Reading, Pennsylvania 151 N. Franklin Street Chicago, IL 60606
Excludes Cosmetic Procedures				

Professional Liability \$ 1,000,000 each claim \$ 3,000,000 aggregate

Your professional liability limits shown above include the following:

- * Good Samaritan Liability
- * Sexual Misconduct Included in the PL limit shown above subject to \$ 25,000 aggregate sublimit
- * Malplacement Liability
- * Personal Injury Liability

Coverage Extensions

License Protection	\$ 25,000	per proceeding	\$ 25,000	aggregate
Defendant Expense Benefit	\$ 1,000	per day limit	\$ 25,000	aggregate
Deposition Representation	\$ 10,000	per deposition	\$ 10,000	aggregate
Assault	\$ 25,000	per incident	\$ 25,000	aggregate
Includes Workplace Violence Counseling				
Medical Payments	\$ 25,000	per person	\$ 100,000	aggregate
First Aid	\$ 10,000	per incident	\$ 10,000	aggregate
Damage to Property of Others	\$ 10,000	per incident	\$ 10,000	aggregate
Enterprise Privacy Protection - Claims Made	\$ 25,000	per incident	\$ 25,000	aggregate
Retroactive Date: 12/29/2015(Defense inside limits)				
Media Expense	\$ 25,000	per incident	\$ 25,000	aggregate
Employment Practices Liability - Claims Made	\$ 25,000	per incident	\$ 25,000	aggregate
Retroactive Date: 12/29/2021(Defense Only)				

General Liability

General Liability	\$1,000,000	each claim / \$3,000,000	aggregate
Fire & Water Legal Liability	Included in the GL limit shown above subject to \$250,000 aggregate sublimit		
Personal Liability	Excluded		

Total \$ 5,377.44

Base Premium \$5,272.00 Florida Insurance Guaranty Association - 2022 Regular Assessment \$ 105.44

Policy Forms and Endorsements (Please see attached list of policy forms and endorsements)

Chairman of the Board

Secretary

Keep this Certificate of Insurance in a safe place. It and proof of payment are your proof of coverage. There is no coverage in force unless the premium is paid in full. To activate your coverage, please remit premium in full by the effective date of this Certificate of Insurance.

Coverage Change Date:

Endorsement Date:

Master Policy: 188711433

CNA93692 (11-2018)

POLICY FORMS & ENDORSEMENTS

The following are the policy forms and endorsements that apply to your current professional liability policy.

COMMON POLICY FORMS & ENDORSEMENTS

FORM #	FORM NAME
G-121500-D (04-08)	Common Policy Conditions
CNA80989 (12-14)	Concealment, Misrepresentation, Fraud Condition Amendatory Endorsement - Florida
G-121501-C (07-01)	Occurrence Policy Form
CNA85582FL (04-16)	Florida Cancellation and Non-Renewal
CNA94164 (11-18)	Amendment Definition of Claim Endorsement
G-145184-A (06-03)	Policyholder Notice - OFAC Compliance Notice
G-147292-A (03-04)	Policyholder Notice - Silica, Mold & Asbestos Disclosure
GSL15564 (10-09)	Sexual Misconduct Sublimits of Liability Professional Liability & Sexual Misconduct Exclusion
GSL15565 (03-10)	Healthcare Providers Professional Liability Assault Coverage
GSL17101 (02-10)	Exclusion of Specified Activities Reuse of Parenteral Devices and Supplies
GSL13424 (05-09)	Services to Animals
GSL13425 (05-09)	Business Owner Coverage Extension Endorsement
CNA80052 (10-14)	Distribution or Recording of Material or Information in Violation of Law Exclusion Endorsement
CNA81753 (03-15)	Coverage & Cap on Losses from Certified Acts Terrorism
CNA81758FL (01-21)	Notice - Offer of Terrorism Coverage & Disclosure of Premium
CNA82011 (04-15)	Related Claims Endorsement
CNA79575 (07-14)	Exclusion of Cosmetic Procedures
CNA88921FL (11-18)	Florida Amendatory Change for EPL
CNA79516 (10-14)	Enterprise Privacy Protection
CNA89026 (05-17)	Media Expense Coverage
CNA93658 (08-18)	Employment Practices Liability Coverage - Defense Only
G-121487-B (07-01)	Amendment to Certificate
G-121504-C (07-01)	General Liability Form
G-123827-B (07-01)	Additional Insured General Liability
G-123828-B (07-01)	Certificate Holder

PLEASE REFER TO YOUR CERTIFICATE OF INSURANCE FOR THE POLICY FORMS & ENDORSEMENTS SPECIFIC TO YOUR STATE AND YOUR POLICY PERIOD.

For NJ residents: The PLIGA surcharge shown on the Certificate of Insurance is the NJ Property & Liability Insurance Guaranty Association.

For KY residents: The Surcharge shown on the Certificate of Insurance is the KY Firefighters and Law Enforcement Foundation Program Fund and the Local Tax is the KY Local Government Premium Tax. As required by 806 Ky. Admin Regs. 2:100, this Notice is to advise you that a surcharge has been applied to your insurance premium and is separately itemized on the Declarations page or billing instrument attached to your policy, as required KRS. §136.392.

For WV residents: The surcharge shown on the Certificate of Insurance is the WV Premium Surcharge.

For FL residents: The FIGA Assessment shown on the Certificate of Insurance is the FL Insurance Guaranty Association - 2022 Regular Assessment.

Form #:CNA93692 (11-2018)

Named Insured: Independent Living Inc

Master Policy #: 188711433

Policy #: 0615772331

Carrie Gotfried Guise MS, CCC/SLP
14811 Tudor Chase Drive
Tampa, FL 33626
727-804-6535
carrieguise@gmail.com
carriegotfriedguise@ultimatemedical.edu
cguise@iliflorida.com

EDUCATION

University of South Florida, Tampa, FL
MS in Speech Language Pathology, 8/98

University of Florida, Gainesville, FL
BA with Honors in Communication Sciences and Disorders, 12/94

EMPLOYMENT HISTORY

Ultimate Medical Academy, Tampa, FL
Online Adjunct Instructor
Full Time Remote Instructor /Lead Instructor (8/18 to present)
General Education Department/MAA Department 8/2015- present

Job responsibilities include providing core content instruction in an online learning environment. This includes preparing weekly supplemental educational material to support learning of core standardized curriculum, facilitate discussion among students and instructor to enhance functional use of learned content, evaluate/grade coursework such as discussion participation, assignments, tests and modules according to established timelines. Additional weekly instructional duties consist of providing supportive feedback based on student performance and course participation and establish daily presence in the course room. During employment at UMA I have successfully managed course loads between three to five at any given time. Current course assignments rotate include EN 1000, EN 2150 and EN 1150. Other additional roles include working with leadership to provide feedback on course materials, expectations, student performance and instructor job descriptions, work with the curriculum department on various projects such as discussion, test and assignment enhancements related to primary course assignment. Will take part in any additional projects as requested.

Independent Living, Inc.- Pediatrics, Tampa, FL
Speech/Language Pathologist
Director of Speech Language Therapy and Early Intervention/
Clinical Director
6508 Gunn Highway, Tampa, FL 33625 8/2003- present

Evaluation and treatment of speech and/or language impaired children and adults. Caseload focus on treatment of pediatric feeding and swallowing disorders and medically complex children. Director responsibilities include but not limited to recruiting, interviewing and hiring of Speech Language Pathologists, orientating new therapists to policies and procedures of company, mentoring, training and supervision of new and experienced therapists, developing and implementing company policies and procedures, developing, presenting and/or coordinating continuing education opportunities, company marketing, and completing annual reviews for all speech language pathologists and early interventionists (approximately 70). Additional

responsibilities include resolving issues related to therapists, office staff and/or parent concerns, guest lecturer for pediatric feeding/swallowing disorders (USF), and graduate student program development, coordination and supervision. Helped lead company-wide transition into electronic medical records as well as continuing to maintain and resolve issues related to therapist side of system. Responsible for bid proposals and coordinating contracted services with various schools and districts throughout Florida as well as resolving contractual issues with contracted health insurance companies and state funded referral sources.

Moss Speech and Language Center, Saint Petersburg, FL 1/2001- 5/2003
Speech Language Pathologist (part time)

Contract SLP providing evaluation and treatment to speech and/or language impaired children and adults.

Pinellas County Schools, Saint Petersburg, FL 2/2000- 8/2003
Exceptional Student Education Specialist/ Staffing Specialist, Full-Time
301 4th Street Sw, Largo, FL 33770

Teacher on Special Assignment/ district position. Primary job function consisted of helping schools with successful implementation of the Individuals with Disabilities Act (IDEA). This included reviewing student folders for eligibility recommendation, conducting Eligibility Determination Committee meeting and facilitating the Individual Education Plan (IEP) development meetings with teachers, parents and administrators. Also, responsible for helping to resolve issues between schools and parents relating to IEP implementation. Secondary job function was to provide schools with training involving eligibility criteria, IEP development, IDEA regulations, inclusive practices and other special education related topics.

Mount Vernon Elementary School, Saint Petersburg, FL 1/1995- 2/2000
Speech Language Pathologist, Full-Time
4629 13th Avenue North, St. Petersburg, FL 33713

Evaluation and treatment of speech and/or language impaired children grades pre-kindergarten through fifth grade. Staff development trainings with regards to speech and language development.

CERTIFICATIONS/MEMBERSHIPS

Certificate of Clinical Competence in Speech Language Pathology
State of Florida Professional License
Member of American Speech Hearing Association
Member of Florida American Speech Hearing Association
Quality Designs for Instruction (Inclusive Practices) Certified Lead Trainer for FL Dept of Education
Beckman Oral Motor Certification
Vital Stim Certified
PROMPT Level 1 trained

Curriculum Vitae available upon request

CARSON KIRKPATRICK MSP, CCC-SLP

Tampa, FL | 727.218.0017
carsonkirkpatrickslp@gmail.com

EXPERIENCE

CCC-SLP – Independent Living Inc

April 2021 - Present

Provided skilled services for children ranging from 8 months/Early Intervention (birth-3 years) to 18 years old in Private Practice, Daycare, Home, and Telehealth settings. Conducted evaluations and therapy for articulation skills, fluency skills, expressive and receptive language delays, pragmatic/social communication skills, sensory/other feeding skills, reading skills, and speech/language delays secondary to Autism, Down Syndrome, Hearing loss, Jacobsen Syndrome, and Genetic differences. Collaborate with OT, PT, EI, daycare teachers, and BCBA/RBT for carry-over between sessions for goal implementation. Attended IFSP and Periodic Review meetings, as well as, provided consultative services for EI's and OTR's. Provided supervision and guidance for Speech-Language Pathology Assistants, Graduate Students, and Clinical Fellows. Appropriately documented services using electronic documentation, EMR, to document SOAP notes for treatment sessions and Evaluation Reports with Plan of Cares.

CFY/CCC-SLP – Beth Ingram Therapy Services

September 2019 – March 2021

Provided skilled services for children ranging from 2 years to Middle School age in both a Private Practice and School setting via in-person and telehealth. Conducted evaluations and therapy for articulation skills, fluency skills, expressive and receptive language delays, pragmatic/social communication skills, and speech/language delay secondary to Autism. Collaborated with OT for carry-over between sessions for goal implementation. Attended IEP meetings with Teachers, Special Education Teachers, Resource Teachers, Administrators, School Psychologists, and School Social Workers. Appropriately documented services using electronic documentation, EMR, to document SOAP notes for treatment sessions, Evaluation Reports with Plan of Cares, and Discharge Summaries.

Graduate Student Full Time Externship – Nemours Children's Hospital

May 2019 – August 2019

Provided skilled services for children with hearing loss amplified with Cochlear Implants and/or Hearing Aids ranging from 1 year to 12 years old within a Hospital setting under the supervision of a Licensed SLP in the process of obtaining LSLS AVT Certification. Conducted evaluations and therapy for auditory skills, expressive and receptive language skills, and articulation skills secondary to Hearing Loss. Observed and participated in MBS swallow studies for infants and toddlers. Observed within PICU and Cardiac wing.

EDUCATION

University of South Carolina – Columbia, SC

2019

Master of Speech Pathology with a Specialization in Auditory-Verbal Therapy

University of South Florida – Tampa, FL

2017

Bachelor of Arts – Communication Sciences and Disorders

University of South Florida – Tampa, FL

2015

Bachelor of Arts – Psychology with a minor in Criminology

LEADERSHIP

Supervisor for Speech-Language Pathology Assistants, Speech-Language Pathology Graduate Students, and Speech-Language Pathology Clinical Fellows.

PUBLICATIONS

An Exploration of Early Spelling in Kindergarten Children with Hearing Loss (LSHSS, 2020) Aho, C (Surname) and Werfel, K

The purpose of the paper was to examine and describe the spelling skills of 6-year-old children with hearing loss compared to children with normal hearing obtained through standardized and non-standardized assessments through different processes of examination; percent correct, Spelling Sensitivity System, and Multilinguistic Coding System.

CERTIFICATIONS

ASHA Certified CCC-SLP

14296009

FL License

SA 18568

Early Steps Certified Provider

Bay Area Early Steps

MICHELLE C. SMITH

2817 Durant Trails Blvd, Dover, Florida 33527

Phone: 813-767-7682

Email: Michellesmith.itds@gmail.com

OBJECTIVE

To obtain a position utilizing my background in early childhood development, parent training and education, management, staff training, and organization to further serve children and families.

EDUCATION

2007-2008	University of Florida	Gainesville, FL
	<i>Certificate in Infant and Toddler Developmental Specialist</i>	
1994 - 1997	University of South Florida	Tampa, FL
	<i>Bachelor of Arts in English Education</i>	
1994 - 1997	University of South Florida	Tampa, FL
	<i>Bachelor of Arts in Literature</i>	

PROFESSIONAL EXPERIENCE

Independent Living Therapy, Tampa, Florida **June 2021 to Present**

Infant and Toddler Developmental Specialist

- Early Interventionist for Early Steps: Infant and Toddler Developmental Specialist
- Provided early intervention services.
- Participated in evaluations, progress updates, and completed periodic evaluations to assess growth and determine continued need for intervention.
- Provided education and coaching for caregivers follow the coaching model for Early Steps.

INVO Progressus Therapy, Tampa, Florida **October 2014 to October 2020**

Infant and Toddler Developmental Specialist

- Early Interventionist for Early Steps: Infant and Toddler Developmental Specialist, Early Steps Team Lead
- Provided early intervention services.
- Participated in evaluations, developed Individualized Family Support Plans for clients, and completed periodic evaluations to assess growth and determine continued need for intervention.
- Completed EXIT evaluations for transition to school age program.
- Provided education and coaching for caregivers follow the coaching model for Early Steps.

Infants and Young Children, Tampa, Florida **May 2011 to October 2014**

Infant and Toddler Developmental Specialist and Healthy Steps Specialist

- Positive Development Program roles: Healthy Steps Specialist, Training Coordinator, Parent Education Group coordinator, Parent Education Call line

- Early Interventionist for Early Steps: Infant and Toddler Developmental Specialist, Early Steps Team Lead, Developmental Playgroup Coordinator
- Provided early intervention services for individuals and in group sessions.
- Participated in developmental eligibility evaluations, developed Individualized Family Support Plans for clients, and completed periodic evaluations to assess growth and determine continued need for intervention.
- Completed EXIT evaluations for transition to school age program.
- Facilitated developmental playgroups with my personal curriculum. Created developmental plans for clients and provided coaching/training for parents.

Delightful Sounds, Brandon, Florida

July 2008 to April 2011

Infant and Toddler Developmental Specialist

- Developmental therapy through music.
- Provided early intervention for individuals and in group sessions.
- Created a developmental playgroup curriculum.
- Performed developmental assessments, created development plans for clients, and provided training for parents.

Easter Seals Florida, Tampa, Florida

August 2008 to February 2011

Infant and Toddler Developmental Specialist

- Provided early intervention services in individual homes and in the Easter Seals child development center.
- Assessed developmental levels. Created plans with families to increase child's development and enrich existing skills. Provided training to parents.

Sylvan Learning Center, Brandon, Florida

February 2000 to November 2003

Center Director

- Overall Management of the center.
- Staffing, training, and evaluations; Profit and Loss reporting, weekly and monthly business review and reporting, developed action plans for business growth, educational testing, Program development and enrollment, continuous parent and teacher conferencing, account management, reporting to regional director and executive director.
- Worked with students with varying degrees of special education needs.
- Cross curriculum instruction infusing motivational methods.
- Developed appropriate curriculum for individual students based on their ability and academic level.

Florida Department of Education

August 1997 to May 2001

Teacher for 7th-12th grade Language Arts and ESE Language Arts

- Worked in Hillsborough and Dade County schools.
- Wrote and evaluated IEP plans for students.
- Team Leader – program enrichment, staff training, curriculum introduction, problem solving, and activities coordinator, and Literary Magazine Sponsor

PRESENTATIONS, AWARDS, AND PROFESSIONAL AFFILIATIONS

- Board of Directors for Pepin Academies- Member since 2018
- HOTDOCS Trainer – Helping Our Toddlers, Developing Our Children’s Skills Parent Training Program, October 2011
- Presenter at 2010 Family Café – Conference for persons with disabilities.
- Presenter at 2010 Early Childhood Council Conference
- 2010 Woman of the year – Brandon Junior Woman’s Club

DEBORAH STRATTON-GRAVES, M.ED.

11529 GROVE ARCADE DR, RIVERVIEW, FL 33569 • 813-748-6080 • debdfs@yahoo.com

PROFESSIONAL SUMMARY

- Enthusiastic and inspiring education and behavioral intervention professional with over 15 years of experience in the areas of teaching, infant and toddler development intervention, Billing, and establishing internal and external client needs.
- Accomplished in leading and coordinating lesson planning, testing, and educational activities.
- Adept in using differentiated curriculum to address various learning styles and needs of students, while ensuring information retention.
- Possess demonstrated leadership capabilities and strong interpersonal communication in program management, crisis intervention, and counseling.
- Committed and passionate about working with children and families in an educational, recreational, and social service settings.

Areas of Teaching Proficiency and Technical Acumen:

- Creative Lesson Planning
- Microsoft Office Suite
- Classroom Management
- Individualized Education Plans
- Behavioural Specialist
- Technology Integration
- Home Visits
- Conducting Interviews
- Billing Systems Software
- Team Building
- Regulatory Compliance
- Evaluation and Assessments
- Motivation Skills
- Case Management

PROFESSIONAL EXPERIENCE

Independent Living Inc. – Tampa, FL 2016 – Present

Infant and Toddler Developmental Specialist

- Focus on early development and learning.
- Work with the families to adjust home environments, schedules and design individualized activities using assessment tools and allowing for family input and needs.
- Partner with families in embedding functional strategies into their daily routines and activities to aid with their child's developmental skills.
- Engage children through play therapy increasing interaction to build inclusive learning environment.
- Maintain confidentiality through stringent handling of charts and data and keep up with paperwork.
- Work as a team member and stake holder with families and other providers.
- Perform billing and reporting functions as needed.

Pearson Education and Educational Testing Services 2015 – Present

Remote Scorer

- Evaluate student responses to subject-related open-ended questions on standardized tests according to a customer supplied scoring guide.
- Successfully internalize training and customer scoring guide.

Hillsborough County Schools – Tampa, FL 2006 - 2013

DEBORAH STRATTON-GRAVES, M.ED.

11529 GROVE ARCADE DR, RIVERVIEW, FL 33569 • 813-748-6080 • debdfs@yahoo.com

Lead Teacher/Grade Level Team Leader

- Developed a daily schedule and weekly lesson plans based on observations, parental input, and developmentally appropriate practice.
- Worked with students and their families to foster and improve socialization, education, literacy, health, and self-help skills of the whole family.
- Developed goals utilizing individualization plans to meet each child's developmental needs.
- Led the Language and Literacy task force to increase literacy in students' homes.
- Developed instructional materials and products for technology-based redesign of courses.
- Conducted home visits and parent conferences within the allotted semesters.
- Ensured that performance standards were being implemented for a safe and nurturing learning environment for children.

EDUCATION AND CERTIFICATION

Master of Education, Curriculum and Instruction, University of South Florida.	2010
ITDS certification	
Medicaid provider	
Bachelor of Science, Early Childhood Education, University of South Florida	2006
Florida Teacher Certification, Prekindergarten/Primary Education (Renewal)	2016-2026
English to Speakers of Other Languages (ESOL) Certifications (Renewal)	2016-2026
2 years towards a BA in Graphic Design, Otis College of Art and Design	1998-2000

CYNTHIA VEGA ORTIZ

2612 Red Fern Dr. Dover, Fl. 33527 787-590-3650
cynthia3_81@hotmail.com

In search of a job opportunity where I can develop as a professional, where I can increase my knowledge, and also where I can help children and/or families to develop their capacities to their fullest extent.

EXPERIENCE

MAY 2021 – PRESENT

SPEECH AND LANGUAGE THERAPIST (SLPA) INDEPENDENT LIVING INC.

WESLEY CHAPEL, FLORIDA

- OFFERED SPEECH AND LANGUAGE THERAPY SERVICES TO POPULATION RANGING FROM 0 TO 21 YEARS OLD.
- OFFERED SERVICES RELATED TO SPEECH THERAPY IN DIFFERENT SCENARIOS.
- ORIENTED PARENTS AND/OR RESPONSIBLE PARTIES IN RELATION TO THE SERVICES RENDERED.
- COORDINATED APPOINTMENTS AND MAKE NOTES FOR EACH PATIENTS.

OCTOBER 2020 – PRESENT

PRE – K TEACHER, CASTLES OF IMAGINATION, BRANDON, FLORIDA

- EXCELLENT COMMUNICATOR WITH EXCEPTIONAL INTERPERSONAL RELATIONSHIP SKILLS AND BACHELOR'S DEGREE IN SPEECH LANGUAGE THERAPIST.
- CPR AND FIRST AID CERTIFIED PROFESSIONAL; ENERGETIC, AND WITH LOVE FOR CHILDREN THAT I CAN USE MY EXPERIENCE TO PROVIDE APPROPRIATE EDUCATION.

DECEMBER 2007-JANUARY 2020

SPEECH AND LANGUAGE THERAPIST, CENTRO PATOLOGÍA DEL HABLA Y AUDICIÓN HUMACAO, PUERTO RICO

- OFFERED SPEECH AND LANGUAGE THERAPY SERVICES TO POPULATION RANGING FROM 0 TO 21 YEARS OLD.
- OFFERED SERVICES RELATED TO SPEECH THERAPY IN DIFFERENT SCENARIOS.
- ORIENTED PARENTS AND/OR RESPONSIBLE PARTIES IN RELATION TO THE SERVICES RENDERED.

EDUCATION

JANUARY 2007- PRESENT
CONTINUING EDUCATION

JANUARY 2001-DECEMBER 2006
**SPEECH THERAPY AND LANGUAGE BACHELOR, UNIVERSIDAD DEL TURABO
GURABO, PUERTO RICO**

ACCREDITATION

STATE OF FLORIDA DOH SPEECH THERAPY ASSISTANT SI 4773
STAFF CREDENTIALS FOLRIDA DEPARTMENT CHILDREN AND FAMILIES

Christopher (Chris) Nieves

2852 Grand Kemerton Place Tampa, FL 33625

Chris.M.Nieves@gmail.com 813-205-3568

PROFESSIONAL CERTIFICATIONS

May 2015 – Present M.A., BCBA (1-15-18456)

PROFESSIONAL POSITIONS

Independent Living, Inc. - Dec 2019 - Present

Director of Clinical Operation - Center Director

- Oversee BCBA professionals, providing valuable clinical support and feedback to enhance program implementation.
- Spearhead the review and enhancement of Standard Operating Procedures (SOP) for the onboarding of new clients and staff.
- Supervise and lead a team of 12-14 Registered Behavior Technicians (RBT's), ensuring their ongoing professional development and adherence to best practices.
- Manage the comprehensive onboarding process for new clients, facilitating a smooth transition into services.
- Drive the credentialing process for Independent Living, Inc. to expand Applied Behavior Analysis (ABA) services to various insurance providers.
- Collect, organize, and analyze diverse datasets using platforms such as CentralReach, Catalyst, and ERM, leveraging insights to formulate tailored plans for each client.
- Proactively coordinate and communicate with families, employees, and additional staff, utilizing both verbal and technology-based communication systems.
- Present clinical data to client family members, providing clear insights and guidance on effective ABA techniques.
- Conduct training sessions for all incoming staff on data collection systems and clinic Standard Operating Procedures (SOP).
- Stay abreast of the latest literature and industry developments through continuous education, ensuring the implementation of cutting-edge best practices.

Behavior Analysis Support Services, Inc. - January 2016 – Oct 2019

Supervising Behavior Analyst

- Directed and mentored a proficient team of 15-20 Registered Behavior Technicians (RBTs), fostering a collaborative and high-performing work environment.
- Delivered articulate presentations of clinical data to client families, offering training on Applied Behavior Analysis (ABA) techniques, thereby enhancing their understanding and involvement in the therapeutic process.
- Applied critical thinking skills while actively participating on the floor with RBTs and clients, contributing to the development and implementation of effective intervention strategies.
- Demonstrated composure and decisiveness in high-pressure situations, ensuring the safety and

well-being of clients during hands-on interactions.

- Committed to ongoing professional development, staying abreast of the latest literature and industry advancements to implement and maintain best practices within the field.

ABA Solutions, Inc. - June 2013 – July 2016

Supervising Behavior Analyst

- Conduct Functional Behavior Assessments
- Modeled, delivered comprehensive instructions, and closely monitored parents and caregivers in the adept implementation of tailored behavior programs, fostering an environment conducive to the development of targeted behaviors.
- Oversaw and fine-tuned behavior analysis services, strategically employing behavioral procedures to acquire replacement skills and systematically reduce problematic behaviors.
- Implemented contingency management training, aligning with Behavior Intervention Plans (BIP), including the establishment of a daily behavior grading system, exercise regimen, and chores, effectively boosting client motivation for self-management and task engagement.
- Employed advanced data collection techniques, utilizing Excel for graphing and analysis, ensuring a systematic and data-driven approach to the evaluation and enhancement of behavioral outcomes.

Medicaid Waiver Consumer Directed Care Plus Program - August 2005 - 2016

Behavior Assistant/Respite Care

- Orchestrated and delivered comprehensive guidance to parents and caregivers, offering tailored instructions on executing behavior programs and adeptly responding to targeted behavioral incidents.
- Collaborated closely with behavior analysts to refine and impart less restrictive supports, optimizing effectiveness and proficiency in behavioral interventions.
- Conducted vigilant monitoring of behavior analysis services, ensuring the seamless implementation of behavioral procedures for skill acquisition and the reduction of challenging behaviors.
- Implemented a personalized Contingency Management Training program, integrating daily behavior grading systems, exercises, and chores to boost client motivation for self-management and increased engagement in tasks and activities, in alignment with the Behavioral Intervention Plan (BIP).
- Applied data collection techniques, employing graphing in Excel to visualize and analyze behavioral trends for informed decision-making.
- Actively participated in monthly Individualized Education Program (IEP) meetings, contributing insights and fostering collaborative strategies for holistic client development.
- Teamed up with the Augmentative and Alternative Communication Team (ACAT) to integrate iPad speaking program ProloQuo2go, enhancing communication capabilities and facilitating client empowerment.
- Provided hands-on assistance to recipients in acquiring, maintaining, and improving daily living skills, encompassing personal care routines (e.g., bathing, oral hygiene) and homemaking tasks (e.g., vacuuming, laundry).
- Fostered the development of communication and social skills, empowering recipients to navigate

the community with maximum independence.

- Supported recipients in acquiring the essential skills for maintaining a living environment, utilizing community resources, and confidently managing activities of daily living.

Bob Sierra Y.M.C.A. - June 2000 – August 2014

Adaptive Special Needs Camp Coordinator - August 2008- August 2014

- Spearhead the leadership and management of a specialized department catering to the unique needs of individuals aged 5-25 with diverse abilities.
- Foster strategic collaborations with external agencies specializing in the spectrum of special needs, enhancing staff expertise in the fundamentals of behavior management.
- Drive the planning and execution of community-based instruction through the coordination of engaging and educational field trips.

AREAS OF EXPERTISE AND TEACHING COMPETENCIES

- Online Data Collection Software (DataFinch-Catalyst)
- Microsoft Office
- Billing and ERM Software (Central Reach & DataFinch)
- Educational based training

EDUCATIONAL HISTORY

University of South Florida
Tampa, FL Master of Arts
Major: Applied Behavior
Analysis Graduation:
December 2014

University of South
Florida Tampa, FL
Bachelor of Science Major:
Management Information Systems
Graduation: December 2008

PROFESSIONAL CERTIFICATIONS

May 2015 – Present M.A., BCBA (1-15-18456)

REFERENCES - Contact Information on Request

Jonathan Worcester, Ph.D., NCSP, BCBA-D - Direct
Supervisor Director, New Tampa Behavioral Health, Inc.

Lorraine Jones, Licensed Speech Pathologist - Direct
Supervisor Director, Kid Pro Therapy, Inc.

Theresa Laneve, R.N. - Direct Supervisor
Director of Research, P.A.D. Clinical
Research, Inc.

Megan H. Cruikshank

16138 Silent Sands Lane

Odessa, FL 33556

Cell: (813) 299-9858 E-mail: cruikshankm2015@my.fit.edu

Education:

Florida Institute of Technology, Melbourne, Florida. August 2015 – May 2018

Degree: Master of Arts in Professional Applied Behavior Analysis

University of South Florida, Tampa, Florida. August 2009 – December 2011

Degree: Bachelor of Science in Education

Major: Exceptional Student Education K-12

Minor: Psychology

Hillsborough Community College, Tampa, Florida August 2007 – May 2009

Degree: Associates of Arts in Education

Tampa Catholic High School, Tampa, Florida August 2004 - May 2007

High School Diploma

Certifications:

- Board Certified Behavior Analyst (BCBA) – November 2018
- Board Certified Pharmacy Technician (CPhT) – September 2015
- Registered Pharmacy Technician – May 2014
- Professional Education – September 7, 2011
- Exceptional Student Education K-12 – September 24, 2011
- Reading and ESOL Endorsed

Work Experience:

Independent Living Inc. July 2018 – Present

Tampa, Florida

Registered Behavior Technician and Board Certified Behavior Analyst

Kristina Zannis and Christopher Nieves: Clinic Directors

- Behavior Assessment: Conduct comprehensive assessments to identify and analyze challenging behaviors and skill deficits in individuals with autism and developmental disorders.
- Functional Behavior Assessments (FBA): Administer FBAs to determine the functional relationships between behaviors and environmental variables.
- Behavior Intervention Plans (BIPs): Develop and oversee the implementation of individualized BIPs based on FBA findings, focusing on behavior reduction and skill acquisition.
- Supervision and Leadership: Provide supervision and guidance to Registered Behavior Technicians (RBTs) and other behavior intervention staff, ensuring that interventions are executed effectively and ethically.

MHC/encl.

Megan H. Cruikshank

16138 Silent Sands Lane

Odessa, FL 33556

Cell: (813) 299-9858 E-mail: cruikshankm2015@my.fit.edu

- Treatment Plan Design: Create and oversee the development of individualized treatment plans that align with clients' goals and objectives, using evidence-based ABA techniques.
- Client and Family Collaboration: Collaborate with clients, their families, and other professionals to develop and implement effective behavior modification strategies and interventions.

Behavior Analysis Support Services

May 2015 – May 2018

Tampa, Florida

Registered Behavior Technician

Jessica Andrews and Kate Nasuti: Clinic Directors

- Implement Behavior Intervention Plans (BIPs): Develop and implement customized BIPs based on the assessment findings to address target behaviors and promote positive alternatives.
- Data Collection: Collect and maintain accurate data on client behavior and progress, regularly analyzing this information to make data-driven decisions.
- Data Collection and Analysis: Collect and maintain accurate data on client behavior and progress, regularly analyzing this information to make data-driven decisions.
- One-on-One Therapy: Provide one-on-one therapy sessions with clients, focusing on skill acquisition and behavior reduction.
- Skill Acquisition: Teach clients adaptive skills, including communication, daily living skills, and socialization, to enhance their quality of life.

Walgreens Pharmacy

January 2012 – December 2019

Tampa & Key Largo, Florida

Registered Bedside Pharmacy Technician

Kristen Jansen; Pharmacy Manager

- Delivering medications to patients in a hospital.
- Consulting with patients about their new medications.
- Ensuring proper dispensing of medication.

Consumer Directed Care +

November 2010 – August 2012

Tampa, Florida

Respite Care

Melinda Allred; Agent of Client

- Ensured the safety of my client in all settings.
- Helped my client interact with her peers in a positive manner.

Bob Sierra YMCA

January 2008 – August 2012

Tampa, Florida

Camp Counselor for Children with Special Needs

Christopher Nieves; Camp Coordinator

- Worked one on one with two different children and helped oversee the safety of all children in the camp.

MHC/encl.

Megan H. Cruikshank

16138 Silent Sands Lane

Odessa, FL 33556

Cell: (813) 299-9858 E-mail: cruikshankm2015@my.fit.edu

- Help organize activities for the children throughout the summer.

Achievable Community Interaction Therapy

January 2012 – August 2012

Tampa, Florida

Therapy Assistant

Angela Hill; Occupational Therapist

- Worked closely with the occupational therapists to provide occupational therapy techniques for all individuals in camp.
- Helped create activities for summer camp.

Volunteer Work/Internships

Island Dolphin Care

February 2013 – February 2014

Key Largo, Florida

Volunteer

- Supervised the new interns and became a mentor for the interns.
- Helped create communication boards for the classrooms.
- Led guided tours of the facility.
- Helped run the gift shop.
- Worked with clients as needed in the classrooms and on the platforms during swim sessions.

Island Dolphin Care

September 2012 – November 2012

Key Largo, Florida

Intern

- Worked closely with therapists in the classroom to help create interactive activities for the clients.
- Took photos on the platforms of the clients swim with dolphins.
- Helped ensure safety on the platform for all clients and family members.
- Helped with the planning and preparation for the end of the year fundraiser.
- Helped with set up and clean up of the fundraiser.

Achievable Community Interaction Therapy

January 2012 – September 2012

Tampa, Florida

Volunteer

Clearwater Marine Aquarium

February 2012 – Sept 2012

Clearwater, Florida

Marine Mammals Volunteer

MHC/encl.

Megan H. Cruikshank

16138 Silent Sands Lane

Odessa, FL 33556

Cell: (813) 299-9858 E-mail: cruikshankm2015@my.fit.edu

Teaching Intern – Final Internship

Pride Elementary, Tampa, Florida

Kindergarten, Self-Contained (DD) Teacher.

August 2011 - December 2011

Teaching Intern- Level III Practicum – 2 days/wk

Bartels Middle School, Tampa, Florida

6th Grade ESE Inclusion.

August 2010 – December 2010

Teaching Intern – Level II Practicum – 2 days/wk

Foster Elementary, Tampa, Florida

1st Grade Co-teach.

January 2010 – May 2010

Dominic Fiorillo

9354 Tournament DR
Hudson, FL 34667
813-9526901
Dominicfiorillo1@gmail.com

M.A., Board Certified Behavior Analyst

EXPERIENCE

Independent Living Pediatric Therapy, Tampa Fl— *Behavior Analyst*

Aug 2021 - PRESENT

Conduct Functional Behavior Assessments (FBAs): Conduct comprehensive assessments to identify the function of challenging behaviors. Analyze assessment data to inform the development of effective behavior intervention plans.

Design and Implement Behavior Intervention Plans (BIPs): Develop individualized behavior intervention plans based on assessment findings. Implement evidence-based strategies to address target behaviors and promote skill acquisition.

Supervise and Train RBTs and Behavior Technicians: Provide supervision and ongoing training to RBTs to ensure effective implementation of behavior plans. Conduct regular meetings to review client progress and provide feedback on intervention strategies.

Data Analysis and Progress Monitoring: Collect and analyze data to evaluate the effectiveness of behavior intervention plans. Use data to make data-driven decisions and modifications to treatment plans as needed.

Collaborate with Interdisciplinary Team: Collaborate with teachers, parents, speech therapists, occupational therapists, and other professionals to ensure a coordinated and holistic approach to client care. Participate in team meetings to discuss progress, challenges, and adjustments to intervention plans.

Develop and Conduct Staff Training: Create and deliver training sessions for staff, caregivers, and other stakeholders on behavior analytic principles and strategies. Ensure that all team members are well-informed about intervention plans and best practices.

Maintain Ethical Standards and Compliance: Adhere to the ethical guidelines and professional standards set by the Behavior Analyst Certification Board (BACB). Stay informed about changes in regulations and standards related to ABA services.

Client and Family Education: Provide education and support to clients and their families to enhance understanding of behavior analysis principles. Collaborate with families to develop strategies for promoting generalization of skills outside of therapy sessions.

Documentation and Reporting: Maintain accurate and timely documentation of client progress, intervention strategies, and any modifications made to behavior plans.

Generate comprehensive reports for clients, families, and other relevant stakeholders.

Independent Living Pediatric Therapy, Tampa, Fl — *Registered Behavior Technician*

May 2019 - Aug 2021

-Implement Behavior Plans: Carry out behavior intervention plans developed by the BCBA or other supervising professional. This may involve working on specific skills, reducing challenging behaviors, and promoting positive behaviors.

-Collect Data: Accurately and consistently collect data on targeted behaviors as outlined in the behavior intervention plan. This data is essential for evaluating progress and making necessary adjustments to interventions.

- Provide Direct Instruction: Deliver behavior analytic services directly to clients, following the principles of ABA. This could include teaching communication skills, social skills, and activities of daily living.

-Maintain Client Safety: Ensure the safety and well-being of clients during sessions.

-Implement safety protocols and intervene appropriately in the event of challenging behaviors or emergencies.

-**Collaborate with Team Members:** Work closely with other professionals involved in the client's care, such as BCBA, speech therapists, occupational therapists, teachers, and parents. Collaborate to ensure a cohesive and comprehensive approach to intervention. -**Communicate Progress:** Regularly communicate with the supervising BCBA and other team members regarding the client's progress, challenges, and any adjustments needed to the intervention plan.

-**Provide Feedback:** Offer feedback to the supervising BCBA regarding the effectiveness of interventions and strategies, as well as any challenges or concerns observed during sessions.

- **Implement Reinforcement:** Consistently apply reinforcement procedures outlined in the behavior intervention plan to motivate and encourage positive behaviors.

Invo-Progressus, Lakeland, FL — Registered Behavior Technician

Aug 2018 - Jan 2019

Behavioral Assessment: Conduct functional behavior assessments (FBAs) to identify the root causes of challenging behaviors. Collaborate with the school's special education team to gather information on students' behavioral history and performance.

Individualized Education Plans (IEP) Implementation: Implement behavior intervention plans outlined in students' IEPs. Work with the special education team to align behavioral goals with academic goals.

Direct Student Support: Provide one-on-one support to students with behavioral challenges. Utilize positive reinforcement and evidence-based behavioral interventions to promote desired behaviors.

Data Collection and Analysis: Collect data on student behavior using systematic and objective methods. Analyze behavioral data to track progress and make data-driven decisions on intervention strategies.

Communication and Collaboration: Collaborate with teachers, administrators, and other support staff to create a cohesive support system for students. Communicate regularly with parents/guardians to share progress, challenges, and strategies for reinforcement at home.

Crisis Intervention: Respond to and manage crisis situations involving student behavior. Follow established protocols for de-escalation and crisis intervention to ensure the safety of the student and others.

Training and Consultation: Provide training to school staff on behavior management strategies and techniques. Offer consultation and support to teachers in developing and implementing effective behavior management strategies in the classroom.

Documentation and Reporting: Maintain accurate and up-to-date records of student progress and behavioral incidents. Generate reports as required by school policies or regulatory agencies.

EDUCATION

University of West Florida, — M.A Applied Behavior Analysis

May 2019 - May 2021

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore.

University of South Florida, — B.S in Health Science

Aug 2016 -May 2019

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam.

Allison Nolan

Registered Behavior Technician

11500 Summit West Blvd. #19E Temple Terrace, FL 33617 | 541-829-0360 | allisonjayne888@gmail.com

Objective

To obtain a position as a Registered Behavioral Technician to further my career with my passion for children with Autism.

Education

HILLSBOROUGH COMMUNITY COLLEGE | SEPT 2022 - PRESENT

- Major: Communication Sciences and Disorders: Speech Pathology

HARDING UNIVERSITY | AUGUST 2013 - MAY 2017

- Major: Communication Sciences and Disorders: Speech Pathology

WESTERN OREGON UNIVERSITY | SEPT 2012 - JUNE 2013

- Major: Nursing

PHILOMATH HIGH SCHOOL | SEPT 2008 - JUNE 2012

- Graduated 2012

Licensure & Certifications

BACB #: BACB499716 | May 2019
National Provider Identifier (NPI) #: 1174187124

Crisis Prevention Intervention (CPI)
First Aid and CPR

Experience

INDEPENDENT LIVING INC. | REGISTERED BEHAVIOR TECHNICIAN | NOV 2019 - PRESENT

- Provided one-on-one therapy with children with Autism in a clinical setting. Primarily responsible for the direct implementation of behavior-analytic services under supervision of BCBA
- Head Trainer for newly hired RBT's. Assisted director in a Task Analysis of a Registered Behavior Technician's daily tasks and requirements.
- Accurately collected data manually on clickers and paper data sheets daily
- Entered data into DataFinch.com accurately. Edited and updated targets within website to reflect client's skill acquisition
- Proficient at formatting data sheets with detail-orientated attention
- Entered billing into Raintree and recorded hours into Excel timesheet
- Implemented behavior reduction plans for clients with high magnitude and high intensity behaviors.
- Proficient with Proloquo2go and able to prompt client to gain skills with their AAC device to improve their functional communication skills.

LAMA PEDIATRIC THERAPY | REGISTERED BEHAVIOR TECHNICIAN | AUG 2019 - JAN 2020

- Provided one-on-one therapy with children with Autism in a home setting. Primarily responsible for the direct implementation of behavior-analytic services.
- Observed and recorded clients' behavior through several forms of data collection including Antecedent-Behavior-Consequence and daily session notes.
- Used PEAK for data collection on paper
- 19 hours per week

ACES | REGISTERED BEHAVIOR TECHNICIAN | APRIL 2019 TO JULY 2019

- Provided one-on-one therapy with children with Autism in a clinical setting. Primarily responsible for the direct implementation of behavior-analytic services.
- Proficiently implemented prompting hierarchy- least to most intrusive- when placing a demand
- Records clients' information on graphs, accurately indicating the progress of behavior intervention plan

CLOVIS UNIFIED SCHOOL DISTRICT | INSTRUCTIONAL ASSISTANT II, SPED| SEPT 2017 TO JUNE 2019

- Lead Instructional Assistant; diligently trained new staff in classroom
- Provided instructional assistance, individually or in groups, to students with intellectual disabilities in a classroom setting; assisted teacher with classroom tasks; collected data involving the student's scholastic progress.
- Communicated confidently and professionally with parents, supervisors, behavior analysts, teachers, and other members of clients' team as necessary.

STIRRUPS AND SMILES | VOLUNTEER COORDINATOR | SEPT 2016 TO JUNE 2017

- Scheduled and recruited volunteers, supervised volunteer orientation, regularly assisted equine therapy sessions with children, created website for annual fundraiser, built equipment to enhance therapy sessions
- 15 hours per week of volunteering

References

SYLVIA OGDEN

- Organization: Clovis Unified School District
- Title: Education Specialist
- Phone: 559-367-9666
- Email: sylviaogden@cusd.com

COURTNEY GEBHART, CCC-SLP

- Organization: Clovis Unified School District
- Title: Speech-Language Pathologist
- Phone: 559-906-8085
- Email: courtneygebhart@cusd.com

DEBORAH COCKERHAM

- Organization: Stirrups and Smiles/ Pediatric Therapy Association
- Title: Certified Occupational Therapy Assistant
- Phone: 501-593-5154
- Email: kaidac@yahoo.com

SHANNON CURETON

RBT, SLPA

Behavior Technician with 3 years of experience implementing behavioral plans and designated interventions for clients suffering from various behavioral conditions. In-depth knowledge of treatment plans and modification strategies. Skilled relationship-builder with first-rate communication and time management abilities. Committed to promoting development of functional skills and independence. Licensed Speech-Language Pathologist Assistant with documented success providing speech and language support using augmentative communication devices and tools to enhance oral-motor skills. Assists patients with chronic speech and language impairments in healthcare and school-based settings to facilitate treatment options. Florida license and Master of Arts in progress in Exceptional Student Education with a specialty in ABA.

Contact

Address

Tampa, FL 33602

Phone

(813) 516-9581

E-mail

Shannoncure@gmail.com

Skills

Problem resolution

MS Office

Excellent communication skills

Data collection and entry through various portals

Project organization

Billing clients through various portals

Relationship development

Work History

2022-06 - **Speech Language Pathologist Assistant**

Current

Independent Living Inc, Tampa, FL

- Assist speech-language pathologists in the assessment and treatment of speech, language, voice, and fluency disorders
- Implement speech and language programs or activities as planned and directed by speech-language pathologists
- Monitor the use of alternative communication devices and systems
- Supported, identified and celebrated developmental milestones to enhance relationship with patient.
- Liaised with multi-disciplinary team to incorporate treatment plan ideas, goals and objectives.
- Performed clerical duties to prepare therapy materials and schedule exercises and activities.
- Educated patient, family and community about speech-improvement to facilitate home-care therapy.

2020-10 - **Registered Behavior Technician**

Current

Independent Living Inc, Tampa, FL

- Provides direct one-on-one behavioral interventions to teach communication, social, and daily living skills and reduce problematic behaviors in clinic
- Assisting BCBA's and supervisors with behavior

Self-motivated and determined

Prioritizing Teamwork

Treatment plan implementation

Integrated care understanding

SOAP notes expertise

reduction and skill acquisition plans.

- Used Datafinch to document patient information, progress notes, and treatment plans.
- Conducted functional behavior assessments, functional analysis, preference assessments, and assessments of basic learning and language skills to identify target behaviors and purpose of behaviors.
- Worked as part of collaborative team to address changing needs of children and families.
- Promoted positive interactions with children with ADHD, Autism and oppositional defiance behavior by using visual supports, simplifying communication, and utilizing stress scales to turn emotions into concrete concepts.

2019-01 - Sales Associate

2020-09 *Zoom Tan, Tampa, FL*

- Educated clients on health and safety of tanning facilities and procedures
- Assigned clients to appropriate facilities based on desired treatments and health needs.

2016-01 - Family Nanny

2018-08 *The Siftar Family*

- Offered positive and nurturing environments to support child social and emotional growth
- Monitored schedules to maintain sleeping, eating and school schedules for children
- Coordinated different types of activities to enhance physical and intellectual development
- Balanced playtime and limited screen time to optimize types of stimulation and support development of fine motor, gross motor and cognitive skills.

2017-09 - Hostess

2018-05 *Mother's Florida, FL*

- Managed in-person and telephone guest inquiries, customer service requests and reservation bookings using POS system Assisted FOH and BOH staff with preparing for events

Education

**Bachelor of Science: Family And Child Sciences,
Psychology**

Florida State University - Tallahassee, FL

GPA: 3.8, , Developmental Disabilities, and Religion

2018-06

**Coursework in Family Diversity, Public Policy, and Child
Guidance**

Dean's List Summer 2018, Fall 2018, Spring 2019, Summer
2019, Fall 2019, Spring 2019, Summer 2020

High School Diploma

Alonso High School - Tampa, FL

Advanced Placement and Dual Enrollment Student

2019-01

Study Abroad Program Valencia

2022-11 - Master of Arts: Applied Behavioral Analysis

2024-01

University of West Florida

GPA: 4.0

Bachelor of Science: Family Child Sciences

Florida State University

Alumna of Alpha Chi Omega Bright Futures Scholarship

STEM scholarship for FSU's International Program

Participant in Donuts for DVA and Dance Marathon

TIANNA MRVA

MEDICAL SCIENCES | BEHAVIORAL SCIENCE

✉ tiannamrva55@yahoo.com

📞 (813) 569 - 8365

📍 Tampa, FL

EDUCATION:

University of South Florida Tampa, FL

Bachelor of Biomedical Science
Psychology Minor
December 2021

- Florida Occupational Therapy Association
- Delta Delta Delta Sorority Member

Florida Atlantic University Boca Raton, FL

Associates of Arts
Biology Concentration
December 2019

SKILLS & LICENSES:

- RBT Certification
- Notary License
- CPR/First Aid Certified
- Fair Housing Act Training by Lutz Bobo & Telfair Law Firm
- Copy Writing
- Adobe Illustrator and Photoshop
- Event Marketing and Community Engagement

PROFESSIONAL EXPERIENCE:

Independent Living Inc.

Registered Behavior Technician

Tampa, FL

May 2022 – Current

- Implement client goals created by a BCBA in each child's individualized treatment plan to focus on social skills, living skills and academic skills, using a 1:1 teaching format
- Complete data collection and session notes daily to track and show client progress while maintaining client confidentiality in accordance with HIPAA laws and regulations
- Assist with creation of therapy materials and worked closely with other pediatric disciplines (Speech Pathologists, Occupational Therapists, Physical Therapists, and Early Interventionists) to teach children language, communication, social skills, daily living skills, pre-academic skills

Bedrock Communities

Executive Assistant

Tampa, FL

September 2020 – May 2022

- Support EVP in all aspects of their daily activities including scheduling, communication, expense management, and other administrative duties
- Design and write copy for community newsletters to spotlight events, promotions, and other announcements
- Adept in performing basic accounting processes including data entry, billing, and accounts payable/receivable
- Skillfully communicate with all levels of employees and management
- Prioritize workload while managing multiple projects to meet and exceed deadline expectations
- Create advertisements and plan open house events for housing communities
- Run background checks and approve/deny housing applicants using pertinent personal information
- Create company training documents to support onboarding of new employees

WTS International - Mira Bay

Camp Instructor

Apollo Beach, FL

May 2018 - August 2019

- Implemented lesson plans, and daily enrichment activities that promoted individual child development
- Organized specialized activities and assisted children during all activities where adult help was needed
- Standard First Aid, CPR and AED Certification (*June 2019 – June 2021*)

West Marine

Assistant Manager

Apollo Beach, FL

May 2017-August 2018

- Ensured an excellent shopping experience with sales and service for customers
- Acted as a key-holder responsible for opening/ closing the store
- In the absence of the Store Manager, led the entire operation ensuring that store standards and best practices were consistently met

Sales Associate

Monday, August 5, 2024, at 3:00 pm
Hybrid Meeting
6302 E. Martin Luther King Jr. Blvd., Suite 100
Tampa, FL 33619

MEETING ATTENDANCE

Facilitator: Michelle Zieziula, Chair

Committee Members Present:

Michelle Zieziula*, Dr. Jacquelyn Jenkins*, and Dr. Daira Barakat*

Committee Members Absent:

None.

ELCH Board Members Present:

None.

ELCHC Staff:

Dr. Fred Hicks*, Gary Meyer*, Kiyana Scott*, Sabrina Ruiz*, Alison Fraga*, Kelley Minney*, Kevin Smith*, Yarima Hernandez Tamayo*

Other Attendees:

Paul Quin, Yander Tovar, and Dennis Hebert

**Indicates attendance via Zoom meeting platform.*

CALL TO ORDER

Quorum Verification

Noting a quorum had been established, Chair Zieziula called the meeting to order at 3:00 pm.

Approval of Minutes for June 3, 2024, Finance Committee/Budget Workshop

Chair Zieziula called for a motion to approve the June 3, 2024, Regular Finance Committee meeting minutes. Dr. Jacquelyn Jenkins made a motion. Dr. Daira Barakat made a second. The motion carried unanimously.

PUBLIC COMMENT

No, public comment.

FINANCIAL REPORT

Financials Budget to Actual June 30, 2024-Preliminary Financials, First Close & FY25 Notice of Award Summary

Gary Meyer, Chief Financial Officer presented the Budget to Actual FY 2023 through June 30, 2024, reported the following:

- Served 12,729 School Readiness children, less than the 13,500 budgeted.
- ELCHC on average serves 12,729 School Readiness children ranging from a low of 12,207 on 10/15/2023 to a high of 13,645 on 5/14/2024.
- Many families are still falling over the eligibility cliff. However, for FY25 we do have the School Readiness Plus Program that will help to serve some of these families.
- Currently, hovering around 12,865 School Readiness children.
- In May, the ELCHC received two positive re-obligations of funds:
 - \$2.6 million of ARPA discretionary
 - \$337, 000 of School Readiness match
- Expenses are tracking as budgeted, except:
 - Personnel, Quality, and Scholarships are lower because portions were moved to ARPA.
- Voluntary Prekindergarten (VPK): The ELCHC served 11, 118 VPK children compared to a budget of approximately 12,000 children.
 - The coalition had \$1.8 million of \$15 per hour carryover that we did not use.
 - The Estimating Conference projects declining number of VPK children.
 - The Base Student Allocation is increasing.
- ARPA: We have around \$3 million to pay out for Quality provider stipends based on the number of SR children in care during May/June 2024. We are netting any unspent funds owed back.

Notice of Award

- SR base increased 10%, most of it due to the 7% provider rate increase.
- VPK base increased 2%. The BSA increased 3% but the population in Hillsborough is decreasing 1%.
- SR Plus of \$1.2 million is for families with over 85% of State Medium income but less than 100% of SMI.
 - Entry is \$63,471 for a family of 3.
- Waitlist funds are \$0.5 million.
- Expanded Services could be as much as \$4 million, which would allow the ELCHC to serve over 14,000 SR children.

CEO REPORT

Dr. Frederick, Hicks CEO ELCHC gave reports on the following:

Children's Summit 2024 Update

Dr. Hicks reported that sponsorship for the Summit were going well, and that the Alison Fraga, Chief Development Officer and her team were working diligently in finalizing all the details as the Summit was about a month away.

Provider Visits

Dr. Hicks reported that no visits were currently scheduled as VPK graduations were wrapped up at the end of June and summer programs were not as robust as the regular academic year. Dr. Hicks encouraged board members to join him on one of his weekly visits in the fall.

Board Recruitment Update

Dr. Hicks reported that recruitment for new board members was going well with seven applicants that made their introduction to the Governance Committee on July 29. Dr. Hicks encouraged board members to always be on the lookout for community leaders that have a passion for education, especially early education as they may be a good fit to serve on the board. Dr. Hicks thanked Chairperson Aakash Patel for leading the charge with recruitment with amazing candidates willing to serve the community in this capacity.

Finance Workshop

Dr. Hicks recognized Gary Meyer, Chief Financial Officer, for doing an amazing job at taking complex accounting principles, and practices down to a non-accountant level for those serving in leadership without an accounting or finance background. Dr. Hicks reported that these one-on-one Zoom meetings would continue to give board members a better understanding of the complex financial piece of a federally and state funded non-profit that is the ELCHC.

ANNOUNCEMENTS

Chair Zieziula shared the next meeting of the Finance Committee is scheduled for September 30, 2024 at 3:00 pm.

ADJOURNMENT

Citing no further business, Dr. Jacquelyn Jenkins made a motion to adjourn the meeting at 3:46 pm. Dr. Daira Barakat made a second. The motion carried unanimously.

Read and approved by:

ELCHC Board of Directors Secretary

Date

ELCHC Finance Committee Regular Meeting

September 30, 2024

Finance Report

ITEM IV.A.

ISSUE:	Finance Report including Budget to Actual ending July 31, 2024
FISCAL IMPACT:	Reporting.
FUNDING SOURCE:	Florida Department of Education, Division of Early Learning School Readiness/Voluntary Prekindergarten direct, quality, administrative, and other non-direct funds
RECOMMENDED ACTION:	None.

(2-Attachments)



EARLY LEARNING

COALITION OF HILLSBOROUGH COUNTY

Budget to Actual
July 31, 2024

	YTD Actual	YTD Adjusted Budget	Difference YTD favorable /(unfavorable)	%	FY 24-25 Forecast	FY 24-25 Original Budget	Difference YTD favorable /(unfavorable)	%
Program Revenue								
School Readiness	7,320,584	7,174,881	145,703	2.0%	82,396,302	78,843,157	3,553,145	4.5%
School Readiness Match - DEL	-	-	-	0.0%	1,193,178	1,126,233	66,945	5.9%
School Readiness - Local Funders:								
Children's Board HC	-	-	-	0.0%	1,000,000	1,000,000	-	0.0%
Hillsborough County BOCC	-	-	-	0.0%	276,000	276,000	-	0.0%
Metro Ministries (Children's Board)	4,663	-	4,663	100.0%	43,920	40,000	3,920	9.8%
City of Tampa	-	-	-	0.0%	125,000	125,000	-	0.0%
United Way (Quality Initiative)	-	-	-	100.0%	35,000	35,000	-	0.0%
School Readiness - Local Funders	4,663	-	4,663	100.0%	1,479,920	1,476,000	99.7%	0.0%
Total School Readiness Revenue	7,325,247	7,174,881	150,366	2.1%	85,069,400	81,445,390	95.7%	0.0%
Other Local Funders:								
Conn Foundation	13,774	-	13,774	100.0%	43,774	30,000	13,774	45.9%
Sprulino Foundation	27,484	-	27,484	100.0%	67,484	40,000	27,484	68.7%
SR Program Income (IECP memberships)	-	1,667	(1,667)	-100.0%	18,333	20,000	(1,667)	-8.3%
Misc. Donations	33,973	6,942	27,031	389.4%	127,031	100,000	27,031	27.0%
Other Local Funders	75,231	8,609	66,622	773.9%	256,622	190,000	66,622	35.1%
Total School Readiness Revenue and Local Revenue	7,400,478	7,183,489	216,988	3.0%	85,326,022	81,635,390	3,690,632	4.5%
Program Expenses								
School Readiness								
Direct Services	6,641,930	5,989,667	(652,263)	-10.9%	67,130,600	63,159,126	(3,971,474)	-6.3%
School Readiness Match - DEL	-	-	-	0.0%	1,193,178	1,126,233	(66,945)	-5.9%
School Readiness - Local Funders	743	-	(743)	100.0%	1,458,438	1,457,695	(743)	-0.1%
General Contributions and Gifts	75,231	8,609	(66,622)	-773.9%	256,622	90,000	(166,622)	-185.1%
Total Direct Services	6,717,904	5,998,276	(719,628)	-12.0%	70,038,838	65,833,054	(4,205,784)	-6.4%
Personnel	424,789	866,093	441,305	51.0%	11,293,629	11,826,551	532,922	4.5%
Staff Development	-	4,241	4,241	-100.0%	74,725	71,956	(2,769)	-3.8%
Professional Services	29,607	55,226	25,619	46.4%	654,854	666,756	11,902	1.8%
Occupancy	81,036	50,932	(30,103)	-59.1%	641,291	527,061	(114,230)	-21.7%
Postage, Freight and Delivery	-	582	582	-100.0%	7,080	7,662	581	7.6%
Rentals	-	843	843	-100.0%	9,272	10,114	842	8.3%
Supplies	16	6,416	6,400	99.8%	63,642	71,356	7,714	10.8%
Communications	-	2,998	2,998	-100.0%	32,973	35,971	2,998	8.3%
Insurance	1,660	6,863	5,203	75.8%	77,156	82,359	5,203	6.3%
Tangible Personal Property	-	659	659	-100.0%	7,997	8,656	658	7.6%
Quality	-	86,027	86,027	-100.0%	1,334,468	1,430,258	95,790	6.7%
Travel	628	4,642	4,014	86.5%	62,108	68,283	6,174	9.0%
Other Operating	40,742	58,025	17,283	29.8%	406,071	423,355	17,283	4.1%
Other Operating Expenses	153,689	277,454	123,764	44.6%	3,371,638	3,403,785	(32,147)	-0.9%
ELCHC Operating	578,478	1,143,547	565,069	49.4%	14,665,267	15,230,336	500,775	3.3%
ECC	-	25,042	25,042	-100.0%	275,458	80,000	(195,458)	-244.3%
Inclusion Cost	-	2,042	2,042	-100.0%	22,458	245,000	222,542	90.8%
Scholarships and Other	-	14,583	14,583	-100.0%	232,417	247,000	14,583	5.9%
Total School Readiness & Other Expenses	7,296,382	7,183,489	(112,893)	-1.6%	85,234,439	81,635,390	(3,663,343)	-4.5%
SR Change in Net Assets	104,096	-	(104,096)	100.0%	91,583	-	91,583	100.0%

GOALS									
< 5.00 %	School Readiness - Admin	1.9%	3.6%	-1.7%	-46.5%	3.7%	3.3%	0.4%	11.5%
> 4.00 %	School Readiness - Quality	3.5% *	8.0%	-4.5%	-56.2%	8.9%	9.2%	-0.3%	-3.1%
< 22.00 %	School Readiness - Non-Direct	8.9%	18.2%	-9.3%	-51.0%	19.8%	19.5%	0.3%	1.7%
> 78.00 %	School Readiness - Direct	91.1%	81.8%	9.3%	11.3%	80.2%	80.5%	-0.3%	-0.4%

* - All year-end grant requirement goals are currently met except the Quality goal. Quality expenditures are slow to ramp up. It is not a concern, as we have met the goal during August.



EARLY LEARNING

COALITION OF HILLSBOROUGH COUNTY

Budget to Actual
July 31, 2024

	YTD Actual	YTD Adjusted Budget	Difference YTD favorable /(unfavorable)	%	FY 24-25 Forecast	FY 24-25 Original Budget	Difference YTD favorable /(unfavorable)	%	
VPK Revenue									
Voluntary Pre-Kindergarten	628,858	1,441,257	(812,399)	-56.4%	31,450,353	32,196,911	(746,557)	-2.3%	
Total VPK Revenue	628,858	1,441,257	(812,399)	-56.4%	31,450,353	32,196,911	(746,557)	-2.3%	
Voluntary Pre-Kindergarten									
Direct Services	530,719	1,291,696	760,977	58.9%	29,680,369	30,375,310	694,941	2.3%	
Personnel	53,383	118,031	64,648	54.8%	1,507,241	1,480,516	(26,725)	-1.8%	
Staff Development	-	168	168	-100.0%	14,927	15,094	168	1.1%	
Professional Services	6,176	7,187	1,011	14.1%	87,233	87,924	691	0.8%	
Occupancy	13,345	176	(13,169)	-7481.1%	15,281	86,239	70,958	82.3%	
Postage, Freight and Delivery	-	293	293	-100.0%	3,395	3,688	293	8.0%	
Rentals	-	116	116	-100.0%	1,271	1,386	115	8.3%	
Supplies	-	564	564	-100.0%	5,645	6,894	1,250	18.1%	
Communications	-	336	336	-100.0%	3,693	4,029	336	8.3%	
Insurance	1,045	3,462	2,417	69.8%	39,128	41,545	2,417	5.8%	
Tangible Personal Property	-	175	175	-100.0%	1,920	2,094	174	8.3%	
Quality	-	-	-	0.0%	28	28	-	0.0%	
Travel	390	1,816	1,427	78.5%	25,623	27,382	1,760	6.4%	
Other Operating	6,760	17,238	10,477	60.8%	54,290	64,779	10,489	16.2%	
Other Operating Expenses	27,717	31,529	3,813	12.1%	252,433	341,084	88,651	26.0%	
ELCHC Operating	81,100	149,560	68,461	45.8%	1,759,674	1,821,600	61,926	3.4%	
Total Voluntary Pre-Kindergarten	611,819	1,441,257	982,712	68%	31,440,043	32,196,911	756,867	2%	
VPK Change in Net Assets	17,039	-	(17,039)	100.0%	10,310	-	(10,310)	100.0%	
GOALS									
< 5.00 %	VPK - Admin	12.5% *	8.9%	3.6%	40.1%	4.7%	5.0%	-0.3%	0.0%
Total Revenue	8,029,336	8,624,746	(595,410)	-6.9%	116,776,376	113,832,301	2,944,075	2.6%	
Total Expenses	7,908,201	8,624,746	(716,545)	-8.3%	116,674,482	113,832,301	2,842,182	2.5%	
Change in Net Assets	121,135	-	121,135	100.0%	101,894	-	101,894	100.0%	

* - Actual VPK Admin percentage exceeds the year-end grant requirement goal, but this typically happens early in the fiscal year as VPK is slow to ramp up and generate sufficient revenue to meet the goal. (July revenues are cash advances before enrollment begins.) This is not a concern: it is forecasted that we will meet the Admin goal by September.

We record expenses two ways: categories and functions



Personnel Category



Quality Function

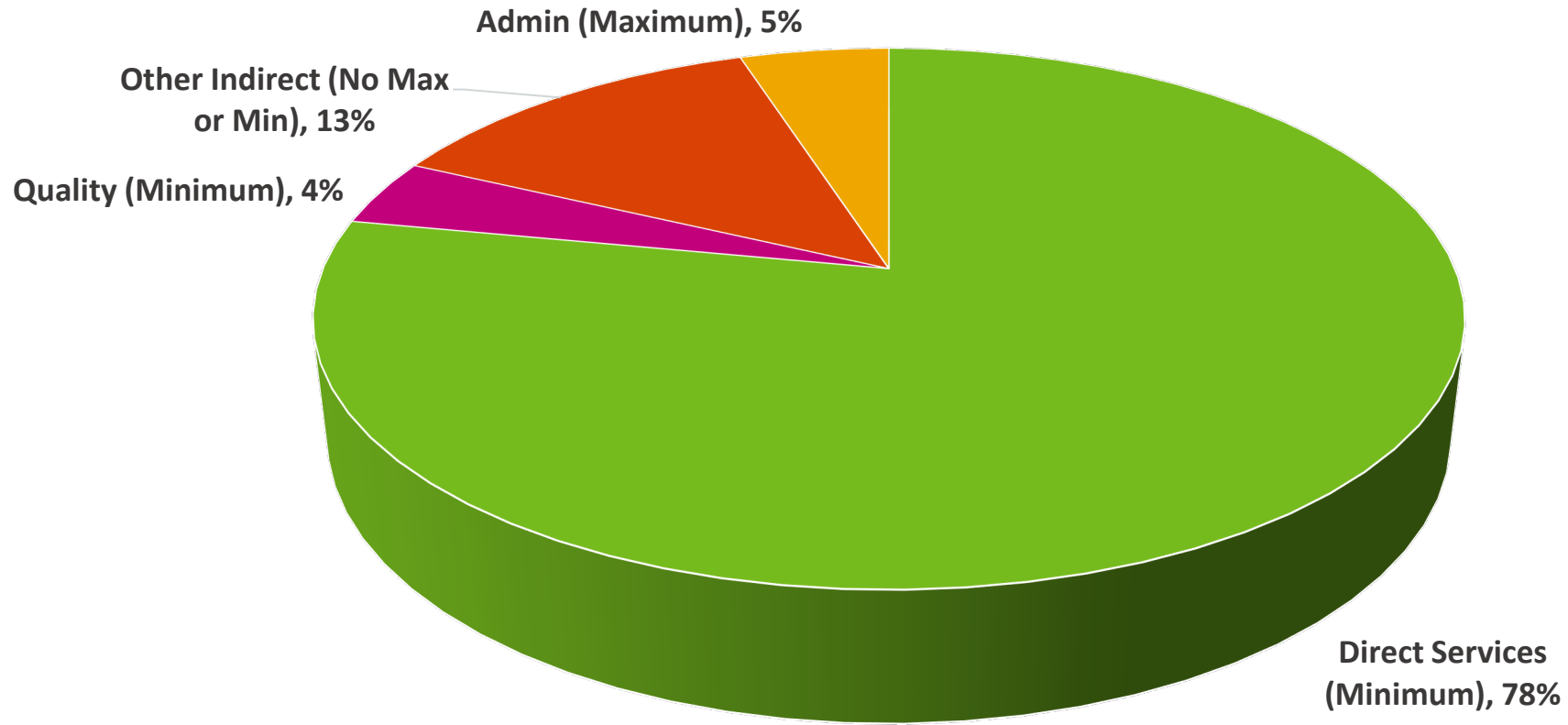


Categories with like items:

- Personnel: all people
- Rent: all building

Functions like Quality with unlike items: Personnel, Vendor Expense, Rent

What are the DEL Function grant requirements?



Where do I see School Readiness Functions on the report?



GOALS

< 5.00 %	School Readiness - Admin	1.9%
> 4.00 %	School Readiness - Quality	3.5%
< 22.00%	School Readiness - Non-Direct	8.9%
> 78.00 %	School Readiness - Direct	91.1%

All year-end grant requirement goals are currently met except the Quality goal. Quality expenditures are slow to ramp up. It is not a concern, as we have met the goal during August.

Where do I see VPK Functions on the report?



GOALS

< 5.00 %	VPK - Admin	12.5%
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Actual VPK Admin percentage exceeds the year-end grant requirement goal, but this typically happens early in the fiscal year as VPK is slow to ramp up and generate sufficient revenue to meet the goal. (July revenues are cash advances before enrollment begins.) This is not a concern: it is forecasted that we will meet the Admin goal by September.