

Early Learning Coalition Plan

This Plan describes the early learning activities developed by the

EARLY LEARNING COALITION MIAMI-DADE/MONROE



July 2006- June 2009

Plan Approval Date: _____

Approved By: _____

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Attachments:

0.1.1ABoard Membership

0.2.1ABylaws, Articles of Incorporation, and Organization Chart

1.3.1AEligibility Priorities Established by the Coalition

1.3.4AVPK Eligibility Determination and Enrollment Procedures

1.5.1APayment Rates

1.6.1ASliding Fee Scale

1.9.1AMonitoring Process (Tool) for VPK

1.10.1AGrievances Policies for Staff

Part 1. Coalition Identification and Information

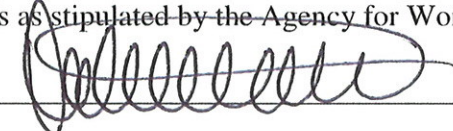
Coalition Name:	EARLY LEARNING COALITION/MIAMI-DADE/MONROE	FEIN #:	65-1122406
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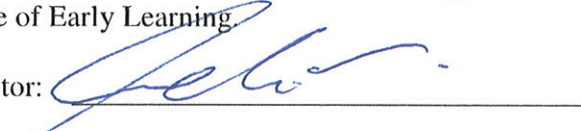
Chairperson's Name: Octavio A. Verdeja
 Address (if different than above): Verdeja, Gravier & De Armas, 201 Alhambra Circle / Suite 901
Miami, FL 33134

Executive Director's Name: Evelio C. Torres

Counties represented by Coalition: Miami-Dade and Monroe

I hereby attest that all information provided in this plan is accurate and complete to the best of my belief and knowledge, and once approved, ensure that all services will be conducted in accordance with the approved plan. I also ensure that the local services will be in compliance with all applicable Florida Statutes and Regulations, Florida Administrative Codes, Federal Statutes and Regulations, and any other requirements as stipulated by the Agency for Workforce Innovation/Office of Early Learning.

Chair Signature: 
 Printed Name: Octavio A. Verdeja
 Date Signed: 8/4/08

Executive Director: 
 Printed Name: Evelio C. Torres
 Date Signed: 8/4/08

Part 2. Community Plan**Community Plan (s. 411.01(5)(c)1.g., F.S.)****Section 1. Vision****Response Assessment: Information Only**

To ensure a comprehensive and integrated system providing, for all families and their children beginning before birth to five years, the affordable opportunity to enter school ready to learn and succeed in life.

Section 2. Mission**Response Assessment: Information Only**

To promote school readiness and voluntary pre-kindergarten programs, thus increasing all children's chances of achieving future educational success and becoming productive members of society. The coalition seeks to further the physical, social, emotional and intellectual needs of Miami-Dade and Monroe County children beginning before birth through age 5.

Section 3. Community Needs Assessment**Response Assessment: Evaluation**

Miami-Dade and Monroe counties are the two most southern points in the United States. These counties are separated by land and water and are approximately one to three hours away from each point.

Miami-Dade**Demographic make-up of eligible children/families, and unique populations, including their estimated number, geographic location, and racial and ethnic composition.**

A *Miami: Economy (2006)*, report states that for most of Miami's history, its economy has been based on tourism. While tourism continues to be the principal industry in Miami, the city's economy has become more diversified. Trade is increasingly vital to the economy. Its close proximity to Latin America and the Caribbean make it the center of international trade with those areas. Despite the economic development boom and low unemployment rate that Miami-Dade County is currently experiencing, there are persistent problems concerning "working poor" people, and hunger. Miami is in fact the third poorest major city, behind Cleveland and Detroit, according to a report released August 2006 by the U.S. Census Bureau. The report pegged the city of Miami's poverty rate at 28.3% in 2005, unchanged from the year before. Miami Dade County's poverty rate was up slightly to 18% in 2005 compared to 17% in 2004. Miami's national ranking climbed to No.26 from No.34. Additionally, the county has a troubling number of "distressed" census tracts, neighborhoods with 40 percent or more of the population living below the federal poverty line. Due to these pressing conditions, there continues to be a need for providing better-coordinated, comprehensive human services. These include food

recovery and distribution services, information and referral assistance (such as child care), and legal services accessible to low-income individuals and families in need (*Linking Human Services to a Livable Community-The 2005-2007 SSMP Planning Integration Model (2005)*).

The *Miami-Dade County Profile*, population in 2004 estimates more than 2.3 million, which is higher than the 2.2 cited in the 2001 U.S. Census. The *National Center for Children in Poverty Report for 2005*, reports that there are 2,019,474 families with 3,717,800 children in Florida. Miami-Dade County estimates 557,047 family households with 510,848 having their own children under 18 years (*Miami-Dade County, FL-General Demographic Characteristics: 2004*). Hispanics make up 60.97%; blacks or African American comprise of 18.48%, non-Hispanics whites make up 17.95% (*Census Bureau: American Community Survey 2003 Multi-Year Profile*). Estimates from the latest U.S. Census show that Miami-Dade County accounts for 74% (15,252) of all refugees and new arrivals in Florida, which accounts for the diversity of the population and the shrinking of available human service resources. This diversity has a huge impact because of the different languages spoken and cultural beliefs.

The total number of residents that live below the poverty level is 393,840 (or 17 percent). There are 54,929 (or 20.8 percent) families with children under the age of 18 that live below the poverty level. In addition, 56,778 (or 21.5 percent) of the families with children under five years of age live below the poverty. Of the 557,047 families reported in 2004, 40,641 (7.3 percent) earned less than \$14,999. According to the U.S. Census Bureau, 2004 American Community Survey, the median household income is \$24,031. This shows that there is a great need for services for low income families in this county. From the total number of families (54,929) living below the poverty level, the Coalition serves approximately 17,739 of those families with an average household annual income of \$18,822 (*April, 2006-EFS data*).

The demographic make up of children, birth to 5 and school age, served by the Coalition includes: Hispanics at 54% (15,121) and African-Americans at 43% (11,965) for 27,863 (*EFS enrollment data as of 5/26/2006*). For Miami-Dade County Public Schools MDCPS the demographic make up of Hispanics served is 60% (218,533) and African-Americans served are 28% (102,668) out of 365,784 pre-K -12 for 2004-05 (*District wide Summary 2004-05*).

The Coalition via its central agency Miami-Dade County Department of Human Services, Division of Child Development Services (CDS) provides care to an average of 29,754 children each month (July - March, 2006) with about thirty-seven percent being school-age children. Based on May 2006 system data, these children are served through 1,385 licensed and licensed-exempt child care providers and 102 informal child care providers (family, friends, etc.). Of the 1,385 child care providers serving children paid for by the coalition: 1,165 are child care centers (26,748 children being served); and 220 are child care homes (935 children being served). The rest of the currently enrolled children (230) are being served in informal child care settings.

Other child development and early learning programs that are serving eligible children, including public and private programs, and the number of eligible children served by each

Another child development program for low-income families and their children ages 0-5 is the Community Action Agency (CAA), Head Start/Early Head Start under the Miami-Dade County Government. The preschool program serves approximately 6,210 children.

A new United Way Center for Excellence in Early Education will provide world-class national best practices resource center designed to improve the quality of early childhood care and education. This center opened January 2007 and will serve an estimate of 140 children ages 0-5.

In 2004-05, the Miami-Dade County Public School accounted for 190 Title I schools, serving 7,483 pre-kindergarten and five year olds.

The YMCA of Greater Miami offers a variety of educational and social services as far north as the Miami-Dade/Broward County lines, and as far south as the Upper Keys. YMCA programs and services focus on youth and families with four major activities: after school childcare (over 6,000 students per day), preschool programs, youth sports, summer day camps and holiday camps, and recreational and educational programs for teens. All programs are tools for building values of caring, honesty, respect and responsibility and are open to all children and families, regardless of incomes. Similarly, YWCA early learning centers (6) operate under strict nationally established accreditation standards, serving children from six weeks to five years of age. Their programs extend beyond traditional child care centers, providing options that range in service and type from stand alone child care services to a drop off child care center for parents attending family court. Children whose parents have subsidies as well as those in need of a scholarship program are invited and accepted in the YWCA's Early Learning Centers.

Data regarding the education, health, nutrition and social service needs of eligible children and their families, including children with disabilities and special needs

Upon eligibility for child care services, the Coalition's central agencies in Miami-Dade and Monroe counties are required to conduct a Social Services Family Needs Assessment (approx. 29,754) or Self Help Assessment (approx. 720) for each family member. Data records health, nutrition, special needs, parent training, urgent financial needs, and transportation needs as reported by the families themselves. Staff assists parents based on the needs identified.

Prenatal care, good nutrition, and a healthy lifestyle are key factors in developing health children. Healthy children have a much greater potential for success in school. According to data presented by *Florida Children's Forum in 2005 and a United Way Briefing 2006*, approximately 100,000 children in Miami-Dade remain uninsured even though they may be eligible for Medicaid and other insurance programs. Lack of information about healthcare and services available can account for much of this, which could be due in part to the large numbers of foreign born and limited English speaking families. Many young children have undetected health conditions that, if untreated, can cause serious illness. Regular health and dental screenings- "well child" check ups- are critical. Childcare programs can provide a key venue for conducting health screenings, providing information and resources to parents, and monitoring well child check-ups. Community based organizations can also assist by providing case management, counseling, and classes and groups for parents.

Data reported through the *2006 Head Start Community Assessment* reports a variety of agencies throughout Miami-Dade serving 5,052 children between the ages of birth to five years old with special needs or disabilities. Agencies such as Head Start, Early Steps affiliated with Miami Children's Hospital in the south and University of Miami/Mailman Center in the north, Florida Diagnostic Learning and Resource (FDLRS), Miami Dade County Public Schools (MDCPS), and the coalition NEED staff serve these children.

The MDCPS for 2004-05 provided exceptional student education courses to 61,767 students for all grades. Programs offered by the public schools included various handicapped, impairments, disabilities, developmental delays, and gifted. Of the 365,785 total students attending these public schools, 15.6% were limited English proficiency, and 63.6% were participants of the free/reduced lunch services.

Another resource whose objective is to employ intervention strategies to help children with learning disabilities or other special needs to have a stronger opportunity for success in school is the Emily Hall Tremaine Grant received by the Early Childhood Initiative Foundation (ECIF). This program is funded for \$120,000 per year for two years (2006-2008). It will serve 420 three and four year old children in 12 (24 classrooms) early child care centers. The coalition's NEED staff provides services to this grant.

Because of the families living in poverty, housing is a serious challenge. According to 2004 data, there were 16,000 public housing units with over 41,000 individuals/families residing in them. There are more than 6,000 families are homeless, many of whom have young children. Currently there are over 3,200 children in foster care, with some waiting over five years for adoption/permanent homes. The Florida Vital Statistics show 3,000 births to teen (13-19 year olds) in Miami-Dade during 2004 with one third being born to mothers under the age of 18. It is estimated that at any one point in time, over 7,000 young children are being parented by teen mothers in the county. Healthy Start data indicates low birth rate and infant mortality rates are declining.

Resources in the community that could be used to address the needs of children and their families, including assessment of their availability and accessibility

An organization utilizing their resources to strengthen families and improve school readiness and the quality of care is The Children's Trust, an agency approved by voters in 2002. Of its \$71.8 million dollar budget, The Trust devotes 50% (projected at \$35.9 million for FY 2005-06) of its program funding to children from 0-5 and their families; 25% (projected at \$17.95 million for FY 2005-06) is committed to programs targeting children between the ages of 6-12 and their families; and 25% (projected at \$17.95 million for FY 2005-06) is directed to programs for teenagers 13-18 and their families. Services provided by The Children's Trust are universal for all children and their families.

The Department of Human Services, Child Development Services supported by private/public sponsors, conducts an annual Health Fair and Zoo Day. These services are available to all children and families in the county. The needs of children and their families are addressed by providing hearing, vision, and chiropractic screenings, as well as health and aerobics sessions. The Health Fair provides services to an estimate of 700 children, ages 4-6. Zoo Day provides equal services to approximately 1,600 children and families.

Monroe County

Demographic make-up of eligible children/families, and unique populations, including their estimated number, geographic location, and racial and ethnic composition.

Monroe County, known as the Florida Keys, is an island chain that runs 130 miles from mainland Florida to Key West. The Overseas Highway is the only means of transit with 43 bridges connecting the islands in a sequential chain, spanning the waters of the Atlantic Ocean and the Gulf of Mexico. The geographic challenge is complicated by strict, state environmental regulation of housing and business development. According to the 2004 Florida County Retail Price and Wage Indices produced by the Bureau of Economic

and Business Research of the University of Florida, Monroe County has the highest cost of living in the state, with the cost of housing being the most significant contributing factor. Their housing costs are 31.17% greater than the state median index. In fact, all other rated categories, including medical care, food and beverages, transportation and other goods and services, exceed the state median index.

The 2005 U.S. Census Bureau estimates project a decline in population from 79,589 in 2000 to 76,329. The reported median household income in 2000 was \$42,283 with the updated 2005 estimates showing a decline to \$41,213. Low wage, hospitality and service industry jobs predominate in a tourism-based economy. Updated 2003 U.S. Census Bureau estimates report that 1,983 children (or 14.7%) age 0-17 are living in poverty. The estimates projected for 2005 based on the 2000 U.S. Census reports an increasingly diverse population as Hispanics or Latinos comprise 15.8% of the population; Blacks comprise 4.8% of the population; and Whites, non-Hispanic, comprise 77.2% of the population. Approximately 21.4% of the population speaks a language other than English at home. Monroe County through its contract service provider, Wesley House Family Services currently serves 720 eligible children, birth to five and school-age, through early care centers.

The coalition's demographic make up for the Hispanic concentration of children served is 46% (328 of 720 birth to 5 and school-age); and for the African-American concentration of children served is 27% (191 of 720 birth to 5 and school-age) (*EFS enrollment data as of 5/10/2006*). For Monroe County Public Schools the demographic make up for the Hispanic concentration of children served is 23% (1,969 of 8,416 pre-K - 12); and the African-American concentration of children served is 10% (827 of 8,416 pre-K -12 for 2004-05) (*District wide Data for 2005-06*).

These statistics do not reflect the increasing numbers of children in the Monroe community born to immigrants, including Haitian, Eastern European (Polish, Czech, Russian, etc.), who predominately work in the service and hospitality industry. These children are faced with language and/or cultural barriers, which may impede school readiness and/or progress in school.

Other child development and early learning programs that are serving eligible children, including public and private programs, and the number of eligible children served by each

The Monroe County School District serves 1,882 ESE students with varying exceptionalities, including 75 pre-k students. 109 LEP (Limited English Proficient) students are served by the district, with Spanish being the primary language of 92 (84%). FDLRS/Child Find services are also available through the school district. The Child Find Specialist works closely with the child care provider community and Wesley House Family Services to identify children (ages 3 to 5), who require additional screening, intervention and services. The Easter Seals Early Steps program also works closely with the child care provider community and WHFS to identify children (under age 3), who require additional screening, intervention and services.

Data regarding the education, health, nutrition and social service needs of eligible children and their families, including children with disabilities and special needs

For all families living at or near poverty and/or the "working poor", the lack of affordable housing, access to affordable health care and unavailability of a "living wage" are serious deterrents to achieving economic self-sufficiency. These factors underscore the critical need for subsidized child care as well as improving access to health care for children. The extreme high cost of living and damage from Hurricane Wilma in October 2005 has adversely affected the availability of care settings. EFS statistical data reflects

that for the period of March 31, 2005 to March 31, 2006, the number of operating licensed child care centers have decreased from 27 to 24 and the number of operating family child care homes have decreased from 42 to 28.

In, Monroe, the Florida Keys Area Health Education Center conducted a comprehensive health screening and follow-up medical care project for over 200 children who qualified for child care financial assistance. It was determined that the children had not received prior care and that 27 had to be referred for serious primary care and developmental issues. It was also found that dental care was the most significant unmet need with one reason being the lack of dental service providers in the area.

Resources in the community that could be used to address the needs of children and their families, including assessment of their availability and accessibility

Wesley House Family Services is the contracted Community Based Care (CBC) provider in Monroe County for Our Kids, Inc. Under this umbrella, Wesley House provides case management of children in dependency care; prevention and intervention services, including in-home services for family support and preservation, parenting classes for adult and teen parents, divorce workshops, counseling for victims of domestic violence and/or physical or sexual abuse; foster-adoptive services, including recruitment, training and retention; and Healthy Families Monroe, a voluntary home visitation program.

In Monroe County, the coalition has sought and secured community funding to support special projects, including family literacy and child health screening and follow-up medical care projects despite the drain on community resources after Hurricane Wilma in October 2005. A strong multi-year partnership between the Florida Keys Area Health Education Center (FKAHEC) and the coalition and a demonstrated need for the project prompted the Monroe County Human Services Advisory Board in May 2006 to recommend a funding level of \$50,000 to FKAHEC to support the child health screening and follow-up medical care project for 2006-2007.

In Monroe County, the extreme high cost of living, coupled with the transient workforce, lack of affordable housing, high cost of business operation and hurricane recovery, have presented very challenging issues for the child care provider community. Three (3) centers and fourteen (14) family child care homes have closed during the period of March 31, 2005 – March 31, 2006 with an incumbent loss of approximately 180 child care slots. The coalition, in partnership with Wesley House Family Services, must find innovative ways to support the child care provider community to ensure the availability and sustainability of quality care settings.

Although many agencies address needs of our children and families, sufficient availability and accessibility to all children of Miami-Dade and Monroe counties remains difficult to attain. Other important public policy challenges includes the full implementation of a quality Universal Pre-Kindergarten system, promoting the expansion of stay-in-school programs, advocating for homeless and foster care children's rights, and most important to the coalition, is that of expanding the quality of early education and care. The data reported February 2006 showed only 339 facilities accredited which is 22% of the 1,566 total facilities in Miami-Dade and 6 (24%) of 25 in Monroe. Those numbers provide a challenge to providing quality care for children. Our mission is to ensure children in school readiness programs enter kindergarten ready to learn. For the last two years (2003 and 2004), approximately 84-85% of the children in school readiness programs in Miami-Dade and Monroe have been rated as "ready to learn". Data for all Miami-Dade and Monroe children for this current year shows overall score to be lower (between 50-67% on DIBELS for Miami-Dade and 56-70% in Monroe) than previously, which indicates the necessity to continue appropriate interventions to raise these levels. It is noted however, that the screening system used has changed from SRUSS to FLKRS. (Note: Data for children enrolled in school readiness programs operated by the coalition has not been analyzed separately). Our goal is to ensure all children are ready and the coalition will

continue to institute programs to achieve that goal. Our goal is to ensure all children are ready and the coalition will continue to institute programs to achieve that goal. The challenges continue to maximize current funding and to seek other avenues for additional funding in order to maintain sufficient child care slots for the number of children and families requiring the services in both counties.

Section 4. Coalition Priorities

Response Assessment: Information Only

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
1.	Implement a comprehensive program of school readiness services that includes a developmentally appropriate curriculum, age appropriate assessments and screenings, appropriate staff/child ratios, healthy and safe environments, resource and referral network for parents and to ensure children are prepared and ready to enter kindergarten.	Community challenges such as poverty, homelessness, unemployment indicate that many children, specifically those receiving financial assistance, are at risk for achieving at the same level of children without those risk factors.	4.3, 4.2, 1.9, 5.1, 5.2
2.	Continue to initiate intervention programs to increase the level of quality in early care and education programs throughout Miami-Dade and Monroe counties.	This links to the current number of programs that are accredited, which is a measure of quality. Only 339 of 1,566 programs (22%) out of licensed programs meet standards of accreditation by one of Florida’s approved accreditation organizations.	5.1, 1.9
3.	Continue to coordinate efforts between the coalition, the school district, and private providers to implement an effective and efficient VPK program.	This links to the need to provide educational programs for children so that they are ready to learn by kindergarten.	2.2, 2.3, 2.5
4.	Coordinate efforts with other community agencies to ensure health screenings are provided for children birth through five years of age.	This links to the need for low-income families to have access to health care for young children.	4.1, 5.3
5.	Continue to develop ways to maximize funding to serve all eligible children birth to five and school age children through age 12.	This links to the need for services for low income families to maintain self sufficiency and to ensure safety for children while families work.	1.5, 1.6, 2.5, 2.5.2, 2.5.3
6.	Continue to collaborate and build true partnerships with other community agencies that can assist in efforts to meet needs of children and families throughout the community.	This links to the community needs assessment findings to work together to advocate and provide services and support for needy families.	2.5.1, 2.2, 2.3, 2.5

Part 3. Coalition Governance

Section 0.1 Board Operation

0.1.1. Does the Board membership (included in **Attachment 0.1.1A**) adhere to statute and policy requirements? (s. 411.01(5)(a)4-7., F.S.) ([OEL File # 206.01](#), [OEL File # 206.02](#) , [OEL file # 206.03](#), [OEL file # 206.04](#))

Response Assessment: Evaluation

Yes

No, and the following describes how the coalition will completely conform to the requirement:

0.2.1. Is the coalition organized as a corporation? (s. 411.01(5)(d)4.i, F.S.) ([OEL File # 206.10](#))

Response Assessment: Bylaws and Articles of Incorporation/ Evaluation, Organizational Chart/ Information Only

Yes, and copies of the bylaws, articles of incorporation, and organizational chart are included in **Attachment 0. 2.1A.**

No

0.3.1. Does the coalition have a process in place to address board and personnel complaints?

Response Assessment: Demonstration

Yes

No, and the following describes how the coalition will develop a process:

Part 4. Program Elements

Section 1. Program Administration

1.1 Support Services

1.1.1 Does the coalition directly provide for or does the coalition contract for the following services: systems support services, such as, an early learning resource and referral, eligibility determinations, training of providers, Inclusion Warm Line and parent support and involvement?(s. 411.01(5)(d)4.g., F.S.) (s. 402.3018(2), F.S.)

Response Assessment: Evaluation

Yes, the coalition maintains overall control of systems support services provided by the coalition or other entity(ies).

No, and the following describes how the coalition will completely conform to the requirement:

Contract agency in Miami-Dade is Child Development Services (CDS) and in Monroe is Wesley House Family Services (WHFS)

Service	Provided by coalition	Provided by other Entity(ies), (NAME)s
Resource and Referral	<input type="checkbox"/>	CDS, WHFS
Eligibility Determination	<input type="checkbox"/>	CDS,WHFS
Provider Training		CDS,WHFS, Barry University, Florida International University (FIU), United Way, Children’s Forum
Parent Support and Involvement	<input type="checkbox"/>	CDS,WHFS
Inclusion Warm Line		WHFS, CDS
Reimbursement	<input type="checkbox"/>	CDS,WHFS
Developmental Screenings	<input type="checkbox"/>	CDS,WHFS, FIU,
VPK Registration, Eligibility and Payment	<input type="checkbox"/>	CDS,WHFS
Quality Enhancement/Technical Assistance		FIU, Children’s Forum, United Way
Child Assessments		CDS,WHS, FIU,

1.2 Single Point of Entry and Unified Waiting List

1.2.1. Does the coalition adhere to the single point of entry and unified waiting list established in statute and rule?(s. 411.01(5)(c)1.e., F.S.; s. 1002.53(4)(a), F.S.)(60BB-4.300)

Response Assessment: Evaluation

Yes

No, and the following describes how the coalition will completely conform to the requirement:

1.2.2. Do parents apply for VPK and School Readiness services for their children through the single point of entry system? (s. 411.01(5)(c)1.e., F.S.; s. 1002.53(4)(a), F.S.)

Response Assessment: Evaluation

Yes

No, and the following describes other points of entry and how the coalition will completely conform with the single point of entry requirement.

1.3 Eligibility and Enrollment Processes

1.3.1. Does the coalition adhere to eligibility priorities established in statute and rule? (s. 411.01(5)(d)4.d., F.S.; s. 411.01(6), F.S.)(60BB-4.200-207,209)

Response Assessment: Evaluation

Yes, and procedures are included in **Attachment 1. 3.1 A.**

No, and the following describes how the coalition will completely conform to the requirement:

1.3.2. Has the coalition established additional eligibility priorities?

Response Assessment: Demonstration

- Yes and the priorities are included in
- No

1.3.3. Does the coalition adhere to the VPK eligibility documentation requirements as outlined in policy OEL-PI-0013-05?

Response Assessment: Evaluation

- Yes
- No, and the following describes how the coalition will completely conform to the requirement:

1.3.4. Has the coalition established VPK eligibility determination and enrollment procedures? (OEL-PI-0014-05)

Response Assessment: Demonstration

- Yes and the procedures are included in **Attachment 1.3.4A**
- No, and the following describes why:

1.4 VPK Verification of Attendance Procedures

1.4.1. Does the coalition adhere to statutes and policy regarding verification of attendance for VPK? (s.1002.71(6)(b), F.S.)([OEL File # 510.04](#))

Response Assessment: Evaluation

- Yes
- No, and the following describes how the coalition will completely conform to the requirement:

1.5 Payment Rates

1.5.1. Coalitions are required to establish payment rates that encompass all programs funded by the coalition and take into consideration the most current market rate survey. A copy of the most current payment rate is included in **Attachment**

1.5.1A. (s. 411.01(5)(e)2, F.S.)([OEL File # 400.02](#))

Response Assessment: Evaluation

1.6 Sliding Fee Scale

1.6.1. A sliding fee scale, which is used to determine each family's contribution to the cost of early learning, must vary based on income and the size of the family. A copy of this sliding fee scale for early learning services is provided as **Attachment**

1.6.1A. (s. 411.01(5)(d)4.a, F.S.)(45 CFR 98.42)

Response Assessment: Evaluation

Does the coalition use factors in addition to income and the size of the family to determine the Sliding Fee Scale?

Yes and the following describe any additional factors that will be used:

No

1.7 Extended Day and Extended Year Services to Support Self-Sufficiency

1.7.1. Describe the coalition process for providing, coordinating, and increasing the availability of extended day and extended year services. (s. 411.01(5)(c)1.b., F.S.)

Response Assessment: Evaluation

- Services are provided in both Miami-Dade and Monroe counties for hours outside of the normal work day to include before and after school, evening, weekends, 24 hour, and during school breaks (i.e., spring, winter holiday).
- The two contract service providers maintain this information and it is conveyed to parents through the Resource and Referral offices.
- Because of the critical nature of after school care for school age children, the coalition continues to work with other community agencies such as The Children’s Trust, YMCA and YWCA to secure spaces for children and to make those spaces accessible and available to parents.

Required Element	Current Situation	Objective	Activities	Outcome
<p>1.7.1. Extended Day and Extended Year Services</p>	<p>CDS and WHFS maintains a list of providers that offer extended-day and extended-year care which includes before and after school care, 24 hour, evening, and overnight care, and services throughout weekends and holiday/school closures.</p> <p>Currently in Miami-Dade, there are approximately 105 centers providing 24 hour care; 1064 providing after school care; 673 providing before school care; 179 providing evening care; 69 providing overnight care; 534 providing vacation/holiday care; and 118 providing weekend care. Capacity for extended care in Miami-Dade has increased in every category since 2006.</p> <p>Currently, in Monroe County, there are 16 providers offering evening care, 13 providers offering weekend care and 22 providers offering school</p>	<p>1. Collaborate with other community organizations, including The Children’s Trust and Miami-Dade County Public Schools to ensure the availability of extended day and year services.</p>	<p>1. The coalition will include in the contract with the two contract service providers, the requirement to continue to identify child care providers who can provide for extended-day and year services for parents who desire them.</p> <p>2. The Coalition web site will provide links to programs offering extended day and extended year services.</p> <p>3. The Coalition, through its contracted CCR&R providers, CDS and WHFS, will provide families with school age children, information regarding all programs that provide extended care services.</p> <p>4. Survey parents annually to determine if their needs for extended care are being met.</p>	<p>1. Of School Readiness families surveyed, 50% will report accessibility of care.</p>

Required Element	Current Situation	Objective	Activities	Outcome
	age care. In Monroe, there is no waiting list for care.			

1.8 Provider Eligibility and Provider Files

1.8.1. Does the coalition adhere to provider eligibility verification requirements? (s.1002.55(3), F.S.) (AWI-VPK Form 10)

Response Assessment: Demonstration

Yes and the following describe the process:

The coalition maintains a comprehensive website, which includes a VPK section, mails (electronically and postal) and faxes information, and conducts trainings to share information with potential VPK providers regarding the process for certification. In Miami-Dade, training sessions are held throughout the county to inform providers of all requirements and to assist them in the certification process. The coalition has a VPK certification team responsible for certifying providers and maintaining all files.

In Miami-Dade, the coalition is responsible for certification and the following describes the process:

- The coalition invites providers to participate by sending a fax blast and email messages to all licensed or exempt providers to inform them of the benefits and the requirements of the program. They are asked to send back notification via fax, mail or phone call to indicate their interest.
- The certification team then mails AWI-VPK Form 10, AWI-VPK Form 11, three copies of the VPK Form 20, provider agreement, along with detailed procedures for completing all forms to all providers who indicated their interest. Providers are instructed to complete all documentation, submit along with any other requested information (teacher background screening results, credentials, etc.) to the coalition either by mail or in person.
- Upon receipt of providers' packets, the staff logs the provider names in a database.
- Provider packets are then assigned to staff for review. They ensure all documentation (copies of licensure, teacher qualifications, FBI screening results) is included. They review the Forms 10 and 11 to ensure the staff/child ratio and the curriculum, the calendar are accurately recorded.
- If documents are not accurate or items are missing, the staff will check the DCF website for educational or FBI screening documentation. If information is not there, they call the provider to request missing documents.
- Once the certification team and/or other staff verify all documents are in order, the packet is signed off and forwarded to the VPK Director for final review.
- The VPK Director signs off and forwards to CEO and/or his designee for final signature.
- The final documents are filed with copies mailed to provider and the contracted service provider for entry into EFS.

In Monroe County, the coalition's Monroe office and the contracted service provider, WHFS, share responsibility for provider certification following this process:

- The coalition's Managing Director-Monroe County, receives the AWI-VPK Form 10 and AWI-VPK Form 11 for review.
- The Managing Director conducts the first review ((including the instructor credential verification), provides initial sign-off for approval, and forwards to WHFS.
- WHFS Child Care Services Director will conduct a second review, (including the class schedule verification) and sign-off.
- WHFS Child Care Services Director notifies Managing Director-Monroe County of approval.

- Provider agreement is generated in ELC Monroe coalition office by Managing Director who provides the three (3) original VPK Form 20s to providers for signature.
- The signed VPK Form 20s are returned to the Managing Director who signs for final approval.
- Providers and WHFS receive an original Provider Agreement and one original set is maintained in the ELC Monroe office.
- A provider file with all original documents is maintained in the WHFS office (with a copy maintained in the ELC Monroe office).

No, and the following describes how the coalition will completely conform to the requirement:

1.9 Program and Service Evaluation

1.9.1. Does the coalition adhere to VPK program verification requirements? (s. 1002.75(2)(e), F.S.)

Response Assessment: Demonstration

Yes, and attached is a sample of the monitoring process included as **Attachment 1.9.1A.**

No, and the following describes how the coalition will completely conform to the requirement:

1.9.2. Describe how the coalition evaluates the effectiveness of school readiness programs and services.

(s. 411.01(5)(g), F.S.)

Response Assessment: Evaluation

Board/coalition Oversight

- The Chairman of the Board of Directors established a Program Committee at the December 14, 2006 meeting. The committee is comprised of four (4) board members and three (3) early care directors. The first meeting was held on January 25, 2007 and it was agreed they would meet monthly. The following outlines the action steps and timelines that the committee has established to evaluate the effectiveness of services and programs. The committee will:
 1. Review quarterly outcomes of each program and contract monitoring reports (provided by program directors and/or responsible staff)
 - 1st Quarter - by mid October
 - 2nd Quarter - by mid January
 - 3rd Quarter - by mid April
 - 4th Quarter - by mid July
 2. Report progress of programs and contracted services to the Board, identifying progress made towards achieving the objectives, initiatives and outcomes, measuring success or deficiencies, with recommendations for corrective action if needed, continuation or termination
 3. Provide a schedule for quality program highlights to be presented to the Board of Directors

- The following is the monitoring Schedule, Process and Procedures:
 1. All contracted service providers (i.e., central agency, other large service contracts) will undergo
 - Annual programmatic monitoring by ELC Quality Assurance Team
 - Annual fiscal monitoring by ELC Internal Auditors
 - A self-evaluation using a specified monitoring tool to be completed annually
 2. Contract with central agencies includes requirements for monitoring school readiness and VPK providers to ensure compliance
 - All school readiness providers monitored annually
 - At a minimum 5% of total number of VPK providers monitored monthly
- For Miami-Dade, the coalition will require school readiness providers to sign agreements that include all federal, state and Coalition requirements, which will strengthen the compliance of providers and the overall effectiveness of service delivery. This is currently happening in Monroe and will continue.
- Monthly spending plan meetings are held to review current funding, utilization, budget management and future projections to ensure fiscal year budgets are balanced with no deficit or surplus of funds. The committee includes the board's finance committee chairperson as well as coalition and contract service provider representation. This same group reviews policies relating to enrollment and eligibility categories. Information from these meetings is shared at board meetings.

Provider Oversight

- In Miami-Dade, the coalition contracts with Devereaux to assess the environments of providers participating in the Quality Counts initiative. The assessment tools used are the Early Childhood Environment Rating Scale (ECERS), the Infant Toddler Environment Rating Scales (ITERS), and the Family Child Care Environment Rating Scales (FCCERS). Providers are given a baseline assessment, prior to completing a self-improvement plan. Providers are reassessed to identify areas of improvement and areas where additional technical assistance and support are needed.
- Centers participating in Early Reading First (ERF) receive ECERS and Early Language and Literacy Classroom Observation Tool (ELLCO) pre-assessments from the FIU assessment team. Mentors develop an action plan and professional development conferences are conducted based on the ECERS and ELLCO results.
- In Monroe County, WHFS conducts a program evaluation utilizing the DCF Child Care Program Assessment Tool on all providers who hold an agreement with the agency. In Monroe County, the Creative Curriculum is utilized by providers with signed agreements and the Creative Curriculum assessment tool is used to evaluate the effectiveness of this curriculum in preparing children for entry into kindergarten.
- Staff in Monroe County who is responsible for monitoring and providing technical assistance to early care programs are qualified and consistently trained on developmental screenings and assessments and developmentally appropriate practices.
- After assessments/evaluations are completed an improvement plan, which includes some type of intervention, is developed to improve the level of quality prior to the next assessment.
- The Department of Children and Families' (DCF) licensing division is responsible for conducting licensure visits three times a year to ensure programs are licensed, meeting health and safety standards, and maintaining teacher-child

ratios. The coalition and the DCF have signed an MOU to agree on notification procedures, and efforts to avoid duplication of services.

Children/Family Outcomes

- Children are provided a pre and post assessment to measure their cognitive, physical, social and emotional levels. These assessment scores are maintained by Florida International University (FIU) and analyzed to show the outcomes of children from pre to post.

Identify expected results relative to this element in the chart below:

Required Element	Current Situation	Objective	Activities	Outcome
<p>1.9.2. Evaluation Plan</p>	<p>The board has established a program committee comprised of four board members and three directors of early care centers who will meet monthly to evaluate the progress of coalition programs and services. The coalition has a Quality Assurance Unit responsible for monitoring contracted service providers on a regularly scheduled basis to ensure compliance with provision of services as per contract requirements.. These results will be shared with the board.</p> <p>Monthly spending plan meetings are held to review current funding, utilization, budget management and future projections to ensure fiscal year budgets are balanced with no deficit or surplus of funds. The committee includes the board's finance committee chairperson as</p>	<p>1. To ensure the Board of Directors has input into the development of the coalition's plan and that they implement a system for evaluating the effectiveness of services delivered.</p> <p>2. To ensure the effectiveness of school readiness services to ensure children are ready to learn upon entry to kindergarten.</p>	<p>1. Continue spending plan and enrollment committee meetings to forecast budget deficits or surplus.</p> <p>2. Conduct environmental and child assessments, develop quality improvement plans, and provide appropriate interventions in approximately 140 center based programs and 35 family child care homes.</p> <p>3. Program Committee will meet monthly to review program outcomes and determine reports to be made to the board of directors.</p>	<p>1. Monitoring reports will show that contracted service providers have met all of the required program requirements specified in the contracts</p> <p>2. Environmental assessment scores will show increases from pre to post on assessed programs in Miami-Dade.</p> <p>2a. 50% of children assessed will show improvement from pre to post-test results</p>

Required Element	Current Situation	Objective	Activities	Outcome
	<p>well as coalition and contract service provider representation. The committee reviews policies relating to enrollment and eligibility categories. Information is shared at board meetings.</p> <p>The contracted service provider, WHFS, evaluates their providers with signed agreements on an annual basis to ensure program effectiveness.</p> <p>Miami-Dade staff conducts assessments and provides interventions to ensure program effectiveness.</p>			

1.10Grievance Policies

1.10.1. Does the coalition have grievance policies or procedures to address parent, provider, and coalition staff issues?

Response Assessment: Information Only

- Yes, and attached is a sample of the grievance policies or procedures included as **Attachment 1.10.1A**
- No, and the following describes how the coalition will develop a procedure(s):

Section 2. Community Coordination

2.1 School-age Care

2.1.1. Does the coalition coordinate with other community agencies to address the need for school-age care? (45 CFR 98.20(a)(1))

Response Assessment: Demonstration

- Yes, and the following describes the coalition’s partner agencies and the services provided:
 - The coalition is working in partnership with The Children’s Trust to identify programs that provide before and after school care to school age children. Duly funded sites are also being identified to ensure that both organization’s funding is maximized and to make sure there are no funding overlaps. The Trust provides quality enhancement dollars for programs that provide school age care.
 - Other partnering agencies in Miami include the Miami-Dade County Public Schools (MDCPS), the Young Women’s Christian Association (YWCA), the Young Men’s Christian Association (YMCA) and the Miami-Dade County Health Department. After school care is provided at many of the elementary schools. CDS and WHFS maintain lists of available slots for children. The Health Department provides county-wide immunization clinics, health fairs, and maternal infant education programs.
 - WHFS partners with the Boys and Girls Club and the Upper Keys YMCA to provide after school care, care on public school release days and summer care for school age children. WHFS staff meets regularly with these community partners to address the needs of school age children and strategize on providing greater coordination of effort and maximization of resources. Additionally, these community partners participate in the coalition’s quarterly Monroe County Advisory Committee meetings to discuss issues/concerns in this community forum to address the needs of children. The advisory committee is comprised of coalition staff, Monroe coalition board members, child care provider community, school district representatives and community partners.
- No, and the following describes why:

2.2 Coordination with Public Schools

2.2.1. Does the coalition coordinate with each school district within the coalition’s county (ies) or region for each school-year and/or summer VPK program? (s. 1002.53(4)(c), F.S.)

Response Assessment: Demonstration

- Yes
- No, and the following describes how the coalition will completely conform to the requirement:

2.3 Coordination with the Department of Children and Families

2.3.1. Does the coalition coordinate monitoring activities with the Department of Children and Families (DCF) to minimize duplication, including adherence to the Standard Levels of Service? (s. 1002.67(3)(d), F.S.)(s. 411.01(2)(c), F.S.)

Response Assessment: Demonstration

Yes and the following describe coordination efforts:

- The coalition has a signed Memorandum of Understanding with DCF to minimize duplication of services for monitoring providers for compliance with requirements with both parties agreeing to work cooperatively. DCF keeps the coalition informed of serious offenses of providers via phone calls and emails. DCF works cooperatively to resolve issues quickly as reported to them by the coalition. In addition, DCF Licensing staff, the Florida Department of Law Enforcement (FDLE), CDS, and the coalition have formed the Child Care Interagency Council and meet on a monthly basis to discuss issues in an effort to identify best practices and provide solutions to identified problems. Staff from DCF Licensing participates in provider trainings so they can better understand the early childhood requirements regarding quality.
- The Monroe coalition staff and WHFS staff work closely with the DCF licensing representative to coordinate efforts and address issues of concern related to the child care provider community. WHFS has initiated a weekly meeting with the DCF licensing representative to address immediate and specific concerns related to site visits, monitoring visits, customer complaints, etc. The DCF licensing representative also participates in the quarterly WHFS provider teleconferences and the coalition sponsored quarterly Monroe County Advisory Committee.

No, and the following describes how the coalition will completely conform to the requirement:

2.4 Coordinated Staff Development and Training

2.4.1. Describe how the coalition ensures the provision of coordinated staff development and training (s. 411.01(5)(c)1.c., F.S.), including helping VPK providers meet educational goals. (s.1002.65, F.S.).

- The two contract service providers, CDS and WHFS, provide training for early care staff throughout the year. A survey is conducted annually to determine the providers’ training needs. The survey results are reviewed and a training calendar is developed, approved by the coalition, and distributed to providers. Training classes are held in various geographic areas and in multiple languages (Spanish, Creole, and English).
- VPK standards training is delivered by the Regional VPK Facilitator to public and private providers.

- ERF teachers/assistants (10) receive up to six FIU course credits as special students in emergent literacy. Emergent literacy course objectives are taught during ERF staff development conferences.
- The coalition contracts with the United Way of Miami-Dade to provide technical assistance and training to early care and education providers in Miami-Dade
- CDS provides 18 general curriculum/environment trainings and 18 inclusion specific trainings. These are held community-wide and are available in English, Spanish and Creole. A minimum of one in-service hour is awarded to each child care staff participant who completes a pre- and post-test.
- The coalition is working in conjunction with organizations through out the county to identify provider training opportunities. The coalition web site will contain a link to the United Way web site, which serves as the repository for all county-wide training resources.
- The coalition was awarded one of five Early Reading First grants from the United States Department of Education to implement a literacy curriculum in five centers. This \$2.5 million grant provides for two Literacy coaches to provide intense onsite technical assistance to teachers for three years. Ongoing training is provided as well.

Identify expected results relative to this element in the **chart A** below:

Required Element	Current Situation	Objective	Activities	Outcome
2.4.1. Coordinated Staff Development and Training	Both CDS and WHFS provide quarterly training calendars and conduct training for all early care providers in their communities. Coalition staff involved in ERF holds trainings for providers in their programs in small and large group settings. The coalition contracts with United Way of Miami-Dade to provide technical assistance and professional development training for all providers. The Children’s Forum provides training and	1. To continue to make appropriate training opportunities available for early care and education staff throughout the community. 1a. To provide training to informal providers on health and safety and educational requirements of s.411.01.F.S. 2. Ensure providers are appropriately trained to deliver curricula and character development programs in the classroom. 3. Provide training and	1. Survey staff throughout the counties to determine their training needs and preferences. 2. Provide a master calendar of trainings to all providers in both Miami-Dade and Monroe. 3. Work with the teacher/assistants in ERF to assist them in completing the coursework to enhance their educational goals. 4. Provide curriculum training to providers who received developmentally appropriate curricula and	1. Teachers and providers participating in coalition sponsored training will show knowledge and skill improvement as measured on pre- and post-testing results. 1a. Informal providers will show increased knowledge of required health, safety and educational requirements for caring for school readiness children, as measured on pre- and post-testing results . 2. Children participating in the ERF classrooms will show literacy gains

Required Element	Current Situation	Objective	Activities	Outcome
	<p>technical assistance to providers participating in the Quality Counts initiative. Through the WAGE\$ Project Incentive Program, providers are given assistance to develop and complete career development plans and also receive a financial incentive to support continued career development.</p> <p>Curriculum and character development training are delivered to providers who participated in curricula fairs the past two years.</p> <p>VPK standards training is delivered by the Regional VPK Facilitator to all public and private providers.</p>	<p>technical assistance to VPK providers to assist them in meeting their educational goals.</p>	<p>character development materials. Training will include pre and post-testing to assess provider’s command of the subject matter.</p> <p>5. Provide information and access to VPK trainings available in the community and on-line.</p>	<p>as measured on pre- and post-testing results.</p> <p>3. At a minimum 65% of VPK providers will attend and complete VPK standards training within two years.-</p>

Identify the elements of the coalition’s coordinated staff development and training plan in **chart B** below:

Does the coalition’s coordinated staff development and training plan include:	Yes	No	Responsible Entity *	Which Groups Participate
A link to Early Learning Guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	CDS, WHFS,	VPK and SR

Does the coalition’s coordinated staff development and training plan include:	Yes	No	Responsible Entity *	Which Groups Participate
			United Way	
Continuum of training and education to form a career path	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The coalition, Children’s Forum	VPK and SR
Articulation from one type of training to the next	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Quality assurance through approval of trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	CDS, WHFS, The coalition	VPK and SR
Quality assurance through approval of training content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	CDS, WHFS, The coalition	VPK and SR
A system to track practitioners’ training		<input checked="" type="checkbox"/>		
Assessment or evaluation of training effectiveness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	CDS, WHFS, The coalition	VPK and SR
Administrators’ Credential	<input checked="" type="checkbox"/>	<input type="checkbox"/>	DCF	VPK and SR
Specialized strategies to reach informal providers	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Other (explain):	<input type="checkbox"/>	<input type="checkbox"/>		

* Please designate whether the entity is performing services for VPK and /or School Readiness (SR).

2.5 Collaboration and Coordination of Services with Other Entities

2.5.1. Does the coalition consult with representatives of local governments, health agencies and organizations, employment agencies and organizations, public education, child welfare agencies and organizations, Head Start, programs that promote inclusion of children with special needs, and other local private entities providing early childhood development services in developing and implementing programs?

Response Assessment: Demonstration

Yes and the following describe with which agencies the coalition consults and the collaboration and coordination that result:

- The Board of Directors includes legislatively mandated positions that are filled by the agencies listed above and are included in Attachment 0.1.1A. Meetings are held monthly to discuss issues surrounding the implementation of programs to improve the lives of children and to meet the vision and mission of the coalition.
- The Miami-Dade County Department of Human Services, Division of Child Development Services (CDS) serves as the coalition's contracted service provider in Dade County and responds to the full range of child and family needs, connecting services through intake and eligibility determination processes.
- The coalition networks with the MDCPS to give the elementary school principals and the child care directors in their regions the opportunity to collaborate to ensure parents and children are provided a smooth transition from child care to public schools.
- The coalition works very closely with MDCPS and Head Start agencies as well as the private providers to implement the VPK program in a systematic and strategic manner.
- The coalition will continue to work with The Children's Trust in Miami--Dade to seek funding through grants to extend services provided to children.
- The coalition collaborates with the Early Childhood Initiative Foundation (ECIF) through the printing of a newsletter for parents and a special grant to provide inclusion services for children.
- The United Way has built a Center for Excellence, a state of the art early childhood center. The coalition staff was included in workgroups for planning the implementation of the program. The Center and the coalition will enter into a signed Memorandum of Understanding to share resources.
- The Assessment Program Taskforce works closely with Florida International University, Early Steps, FDLRS, and the University of Miami to coordinate services that will benefit children to include those with special needs.
- The community based Assessment Taskforce continues to review appropriate assessment instruments and develop the process to be used for meeting legislative mandates for assessments and developmental screenings in Miami-Dade and Monroe.
- In Monroe county, the coalition and its contract service provider, Wesley House Family Services (WHFS) work closely with their school district, Head Start, DCF, Board of County Commissioners, the Florida Keys Area Health Education Center, Healthy Kids/Kid Care, Easter Seals/Early Steps, Child Find/FDLERS, Monroe County Interagency Transition Taskforce, United Way, Community Foundation of the Florida Keys and Healthy Start Coalition.

No and these are the agencies that are not consulted with and why:

2.5.2. Describe coalition activities to encourage private partnerships that promote private-sector involvement in meeting early care and education needs. (45 CFR 98.16(d))

- The coalition will recruit early care and education providers to participate in the CCEP program as a means of providing a benefit to their employees.
- The coalition will work to educate employers in the private sector on the benefits of corporate partnerships. The focus will be on creating relationships with private entities with 100 or more employees to encourage in-kind services and community outreach to meet early care and education needs and provide financial support to coalition programs.

Response Assessment: Demonstration

Identify expected results relative to the promotion of private-sector involvement in meeting early learning needs in the chart below:

Required Element	Current Situation	Objective	Activities	Outcome
2.5.2. Coordination of Services – Public-private partnerships	<p>The coalition and early care and education providers have collaborated to provide child care to the provider’s employees through the Child Care Executive Partnership (CCEP) program.</p> <p>The coalition’s Communications Department actively recruits business and community support to partner with the coalition to meet early care and education needs.</p> <p>In Monroe, there is a lack of child care slots due to</p>	1. Recruit private partnerships to increase availability of child care funding.	<p>1. WHFS will continue efforts with the Taskforce created in May 2006 to explore partnerships with city, county, private business and other available resources.</p> <p>2. The coalition’s Client Services Manager will recruit early care and education providers to participate in the CCEP program as a means of providing a benefit to their employees.</p> <p>3. The coalition will work to educate employers in the private sector as to</p>	1. At a minimum, providers participation in the CCEP program will generate \$550,000 in in-kind match for FY 2008-2009.

Required Element	Current Situation	Objective	Activities	Outcome
	the high cost of living, relocation out of county, financial constraints and current economic downturn. Providers are experiencing high staff turnover due to inability to offer competitive wages.		the benefits of corporate partnerships. The focus will be on private entities with 100 or more employees, and will target new and creative relationships throughout the community that will encourage in-kind services, community outreach to meet early care and education needs and financial support of ELC programs.	

2.5.3. Describe coalition efforts and activities to meet Match requirements?

- The coalition in Miami-Dade has typically received their local match through Miami-Dade County. This past year, funding was received from both Miami-Dade County and The Children’s Trust.
- WHFS receives funding through the Monroe County Human Services Advisory Board, United Way, and other donations in order to meet the match. WHFS will continue to document the need as they request funding through grants or other fund raising campaigns.

Response Assessment: Information Only

Identify expected results relative to securing match in the chart below:

Required Element	Current Situation	Objective	Activities	Outcome

<p>2.5.3. Coordination of Services – match</p>	<p>Miami-Dade receives school readiness match funding from Miami-Dade County and CCEP match funding from The Children’s Trust and early care and education providers who participate in the CCEP program. WHFS receives funding through Monroe County Human Services Advisory Board, United Way, and donations needed to meet the match requirement.</p>	<p>1. Maintain, at a minimum, the current level of community support to meet all match requirements.</p>	<p>1. WHFS will document community need to use as justification when requesting funds through grants or other fund raising campaigns. 2. The coalition will conduct a needs assessment to determine what the unmet need is and how to begin to fund that need.</p>	<p>1. Successfully obtain the required match dollars as documented via actual funds or in-kind contributions received as outlined and documented in financial reports.</p>
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Section 3. Processes with Parents

3.1 Consumer Education

3.1.1. Does the coalition ensure that early learning resource and referral services identified in the *Standard Levels of Service* provide consumer education to promote informed early education and care choices by parents, as identified in the Standard Levels of Service? (s. 411.01(5)(c)2.g., F.S.)(45 CFR 98.33)

Response Assessment: Evaluation

Yes

No, and the following describes how the coalition will completely conform to the requirement:

3.2 Choice of Settings

3.2.1. Does the coalition ensure that parents are offered a choice of settings in legally operating programs; licensed, registered, religious-exempt, school-based, and informal programs, including access through certificate options, as identified in the *Standard Levels of Service*? (s. 411.01(5)(d)4.b, F.S.; s. 411.01(7)(a), F.S.)(45 CFR 98.1 & 98.30)

Response Assessment: Evaluation

Yes

No, and the following describes how the coalition will completely conform to the requirement:

3.2.2. Does the coalition assist parents in finding eligible VPK providers? (s. 1002.53(5), F. S.)

Response Assessment: Demonstration

Yes

No, and the following describes how the coalition will completely conform to the requirement:

3.3 Parent Access

3.3.1. Does the coalition have an established policy that ensures parents have unlimited access to their children whenever children are in the care of School Readiness providers? (CFR 45 Part 98.31)

Response Assessment: Evaluation

Yes

No, and the following describes how the coalition will completely conform to the requirement:

3.4 Parent Involvement and Skill-building

3.4.1. Describe how the coalition ensures the provision of parent involvement and skill-building/education opportunities. (s. 411.01(4)(o), F.S.)

- The coalition provides a resource guide with all child care listings as well as helpful information for parents. The Early Childhood Initiative Foundation (ECIF) in collaboration with the United Way and the Early Learning coalition, provides a parent newsletter, Teach More Love More to parents and is distributed to hospitals, doctors' offices across the county. It is published in Spanish, Creole and English.
- The coalition is working in conjunction with the United Way to provide a web link to organizations through out the county that provide parent training opportunities. The United Way web site will serve as the repository for county-wide training resources. Training calendars and a link to the United Way web site will be posted on the coalition website.
- In Monroe, a free monthly parent newsletter is provided addressing such topics as nutrition, behavior, inclusion, literacy, parent as child's first teacher, reading to your child, etc. The newsletter is a tool for providers to use to encourage parents to

be involved in the education of their children. Technical assistance is available to providers who wish to actively engage parents in the learning process. Materials are distributed via the Resource Van and/or the Early Education Resource Library.

- WHFS conducts training for Monroe providers on the Florida Standards for birth to three years of age, Florida Standards for three and five year olds, and the VPK standards for four year olds.
- Parents participate in the screening of their children. They work with the teachers to complete the Ages and Stages Questionnaire (ASQ). Staff and teachers include parents in decisions regarding special identified service needs and provide education on following through with a referral process, if needed.

Identify expected results relative to this element in the chart below:

Required Element	Current Situation	Objective	Activities	Outcome
3.4.1. Parent Involvement and Skill-building	<p>Parents participate in the screening of their children. They work with the teachers to complete the Ages and Stages Questionnaire (ASQ). Staff and teachers include parents in decisions regarding special identified service needs and provide education on following through with a referral process, if needed.</p> <p>In Monroe, a free monthly parent newsletter is provided addressing such topics as nutrition, behavior, inclusion, literacy, parent as child’s first teacher, reading to your child, etc. The newsletter is a tool for providers to use to encourage parents to be</p>	1. Promote parental involvement, skill building/education and recognition of the parent as the child’s first teacher through the provision of trainings, assessment/screenings and other activities.	1. Monroe will continue to provide the monthly newsletter for parents and materials via the resource van. CDS will provide materials through the resource library maintained at two (2) locations in Dade County.	1. Pre and post evaluations training will document an improvement in parent’s skills and subject knowledge at completion of training..-

Required Element	Current Situation	Objective	Activities	Outcome
	<p>involved in the education of their children. Technical assistance is available to providers who wish to actively engage parents in the learning process.</p> <p>Materials are distributed via the Resource Van and/or the Early Education Resource Library.</p> <p>In Miami the quality initiative, ERF includes materials and training opportunities for parents to enhance their knowledge and skills in support of their children’s educational growth.</p>			

3.4.2. Describe how the coalition provides family literacy opportunities. (s. 411.01(4)(o), F.S.)

Response Assessment: Evaluation

- In Miami-Dade, the centers implementing ERF have lending library components where children are encouraged to take books home and have families read to them. Books of both Spanish and English are provided. Teachers are provided information and strategies to assist them in providing useful and practical information to parents on how to read to their children.
- WHFS and CDS have Early Education Resource Libraries with many books and materials that are available to teachers and parents.
- Monroe County has a Resource Van that travels to neighborhoods and provides weekly resources.
- In Monroe, “Parents as Children’s First Teachers” is a literacy project, whereby an age appropriate book is provided to each child that comes into the WHFS offices for School Readiness services, with a pamphlet provided to the parent

emphasizing the importance of reading to their children. Over the last fiscal year, approximately 1400 families were served in school readiness, VPK and R&R. Each of those families received an age appropriate book for their child/ren. Families are encouraged to return the books as they read them in exchange for another one.

- In Miami-Dade, an ERF Parent Involvement Coordinator provides a literacy program just for parents and families in those centers participating in ERF.
- The coalition has partnered with Reading is Fundamental (RIF) to provide literacy resources to parents and children in Miami-Dade. The partnership will include literacy training for parents and book distributions for children.
- The coalition is building resource libraries in each of the eligibility sites in Miami-Dade. The eligibility sites will contain books for families to read while waiting for their appointments or to take home when they leave the site. Video monitors will also be located in each eligibility site and will run informational media segments regarding early child development, early literacy, and parenting tips.

Identify expected results relative to this element in the chart below:

Required Element	Current Situation	Objective	Activities	Program Outcomes
3.4.2. Family Literacy	<p>In Miami-Dade, the centers implementing ERF have lending library components where children are encouraged to take books home and have families read to them. Teachers are provided information to assist them in providing useful and practical ways to parents on how to read to their children.</p> <p>ERF mentors train parents of four year old children in their canthers on dialogic reading that assists parents in stimulating dialogue on specific children’s books used in Literacy Express curriculum.</p>	<p>1. Provide literacy opportunities to families through the ERF program.</p> <p>2. Provide literacy education and materials to parents in the eligibility sites located in Miami-Dade county and through the “Parents as Children’s First Teachers” program in Monroe</p>	<p>1. Intervention staff in ERF classrooms will provide teachers with strategies for engaging parents/families in promoting literacy skills in their children.</p> <p>2. The coalition will provide materials on literacy and information on the importance of reading to your child to parents through the use of educational videos located in the) eligibility offices in Miami-Dade.</p> <p>3. The two contract service providers will offer literacy materials through resource libraries as well as advertisements for other</p>	<p>1. Documentation to show participating ERF centers provided a minimum of one literacy activity per month to their families with documented proof that a minimum of 30% of families offered actually used or participated in the activities.</p> <p>2. Documentation to show that 50% of SR families served have utilized materials, books, and training on the importance of early literacy opportunities for children. -</p>

Required Element	Current Situation	Objective	Activities	Program Outcomes
	<p>The coalition is building resource libraries in each of the eligibility sites in Miami-Dade county. The eligibility sites will contain books for families to read while waiting for their appointments or to take home when they leave the site. Video monitors will also be located in each eligibility site and will run informational media segments regarding early child development, early literacy, and parenting tips.</p> <p>In Monroe, "Parents as Children's First Teachers" is a literacy project, whereby an age appropriate book with a pamphlet emphasizing the importance of reading to children, is provided to each child that comes into the WHFS offices for school readiness services.</p>		<p>programs open to parents.</p>	

3.5 Family Support Services

3.5.1. Describe how the coalition ensures the provision of family support services to help achieve economic self-sufficiency. (s. 411.01(5)(c)1.d., F.S.).

Families who attend an eligibility appointment at CDS and WHFS receive a Family Needs Assessment, which is used to identify resource needs a family may have.

Families who call CCR&R and identify need for resources other than child care are provided information on community organizations that provide the needed services. Families are also referred to the Children's Trust 211 information line, which contains an array of community resources that are available to meet the needs of Miami-Dade families.

The coalition is working in conjunction with the Miami-Dade County Health Department to identify local federally qualified centers to provide health screenings to families and children accessing subsidized child care services. Families identifying health care as a need on the Family Needs Assessment would receive a referral to the federally qualified center in their area.

CDS utilizes the County Government Information 311 service staff to process calls to CCR&R. The 311 service is an information request line that provides information and referrals for countywide services. Parents who call CCR&R are able to request information on a wide array of resources available in the county and how to apply for those services.

All TANF, TCC and TED child care referrals are processed within seven calendar days. The coalition has also established as enrollment Priority 3, the children of families receiving Transitional Child Care Services (TCC), in order to ensure that these families have the care necessary to maintain their employment and continue their efforts to achieve self-sufficiency. During the eligibility process, parents complete a needs assessment form requesting any additional assistance, including housing medical, food and employment assistance.

The coalition will continue collaborations and partnerships with pertinent community stakeholders (i.e., SFW, DCF, Healthy Start, Department of Health, public school district and others) in an effort to maintain awareness of all available resources and services for children and families in the community.

CDS and WHFS will continue to disseminate and exchange information to parents about available resources and initiatives including tax credits, food stamps, Medicaid and other public assistance programs. The Children's Resource Guide (available in English/Spanish) provides a comprehensive guide to child and family resources in Miami-Dade County. During the update of the guide in 2008, Monroe County resources were added.

Identify expected results relative to this element in the chart below:

Required Element	Current Situation	Objective	Activities	Outcome
<p>3.5.1. Family Support Services</p>	<p>In Miami-Dade, R&R staff refers families to multiple services that operate throughout the county government as well as private agencies. Families, who call into R&R, initially speak with Miami-Dade County 311 County Government Information staff, who have access to county-wide resources and are able to provide information to parents regarding a wide range of available services.</p> <p>Families receiving Transitional Child Care Services (TCC) are a priority enrollment category, immediately following the mandated categories. This ensures that these families have the care necessary to maintain their employment and continue their efforts to achieve self-sufficiency.</p> <p>In Monroe county, WHFS is the contracted provider for DCF's community care based provider, Our</p>	<p>1. To provide families with linkages to available resources and services to stabilize, maintain, and strengthen their self sufficiency thus improving their quality of life.</p>	<p>1. In South Florida Workforce career centers as well as contract service provider offices, expanded access to family supplemental services will be maintained as evidenced by the number of referrals made.</p> <p>2. The coalition will publish and distribute an updated Children's Resource Guide annually that includes Monroe County and Miami-Dade's information.</p> <p>3. Families utilizing CCR&R, who express a need for other services in addition to child care will receive information on resources available county-wide.</p>	<p>1. Parent/family surveys conducted annually will show at an 85% level that their needs were met through direct services or referrals.</p>

Required Element	Current Situation	Objective	Activities	Outcome
	Kids. They are able to refer and provide follow-up services for families who need them through that contract.			

3.6 Unique Population Groups

3.6.1. Describe how the coalition ensures that support services are provided to families from unique population groups, as identified in the Standard Levels of Service. (s. 411.01(5)(d)4.j., F.S.)(45 CFR 98.44; 45 CFR 98.50(a))

- The coalition has identified the following groups as unique populations: children of migrant workers, children with special needs and/or disabilities, children of teen parents, and children identified as “at risk” by the DCF community based provider, Our Kids, Inc.
- To address the needs of teen parents and their children the coalition supports the Taskforce for Teen Parents and Their Children in their work to develop a comprehensive and integrated system of care for that population. The Taskforce received grant funding from The Children’s Trust to hire staff to create a governance structure and begin the creation of the system of care.
- The Florida Department of Education is legislatively mandated to provide services (to include child care, social services) to pregnant/parenting teen who want to continue their education. The coalition was awarded the contract to provide child care services for the children of teen parents from the MDCPS. The coalition staff works closely with the public schools to report the number of children of teen parents involved in the Teenage Parent Program (TAPP) to AWI/OEL.
- The Inclusion Task Force is working on developing criteria and standards to provide services to children who have been identified through assessment and evaluation to need additional services and interventions in the classroom. These children do not meet the level of delay to qualify as special needs under the current definitions, but are in need of services above what is currently offered in most settings in order to make gains in their ability to begin school ready to learn.
- CDS staffs the Warm Line, which provides information to families and support to providers who serve children with special needs. Warm Line staff provides technical assistance to providers at their sites and conduct child observations to provide assistance with classroom interventions and referrals for additional services when needed.
- CDS provides Inclusion training to educate providers on the requirements of children with special needs, the benefits of inclusive education, and methods to implement an inclusive classroom environment. Trainings are held through out Miami-Dade County, in English and Spanish. Classes are conducted in Haitian Creole upon request.
- To address the needs of Refugees/Entrants children and their families, the coalition contracts with the State of Florida, Department of Children and Families- Office of Refugee Services (DCF-ORS). The coalition provides school readiness services to eligible Refugee/Entrant families residing in Miami-Dade County, who are enrolled in employability service programs funded by the Office of Refugee Resettlement (ORR).

- Children identified as “at risk” by DCF or its community based care provider, Our Kids, are given priority for child care services and support. CDS has the Project Safety Net program that provides transportation to and from child care centers, for children (based on need of foster parent) who have been identified as being at-risk by DCF. Children participating in the Project Safety Net program receive home visits from CDS and WHFS staff to comply with the Rilya Wilson Act. Early care centers accepting these children are required to report absences of one to ten consecutive days to the community based care provider, Our Kids, Inc.
- In house programs operated by WHFS also provide a safety net for at-risk children and their families in the following programs:
 - The Neighborhood Centers offer home-based assessments and a variety of in-home services designed to teach parenting skills, support and assist families, increase knowledge of child care and development and assist families in accessing other community resources. Additionally, a variety of parenting classes are offered continually.
 - Foster-Adoptive Services is another in-house program, which involves recruitment and training of new foster and adoptive parents and provides on-going support to foster care families.
 - Healthy Families Monroe provides a voluntary home visiting program available up to five years, promoting positive parent-child relationships.

Identify expected results relative to this element in the chart below:

Required Element	Current Situation	Objective	Activities	Outcome
3.6.1. Unique Population Groups	Unique populations include children of migrant families, teen parents, refugee status families, at risk, and special needs children. Support services to these groups are provided by coalition staff and their two contract service providers.	1. To ensure appropriate services are provided to these unique populations as required and in accordance with the goals and outcomes of specified programs.	1. Continue to provide services to refugee children/families as per contract and to monitor to ensure compliance. 2. Continue to work with MDCPS to administer the TAPP. 3. Continue participation in the Teen Parent and their Children initiative to develop and implement a continuum of services for the teen parent population.	1. Annual surveys will indicate that 60% of families from unique population groups with identified needs were linked to services and supports.

Required Element	Current Situation	Objective	Activities	Outcome
			4. Continue work of the Inclusion Task Force to develop criteria and standards to provide services to children who have been identified through assessment and evaluation to need additional services and interventions in the classroom. 5. Continue to provide county-wide training on Inclusion. 6. Continue all activities in Monroe regarding these unique populations.	

Section 4. Processes with Providers

4.1 Health Screenings

4.1.1. Does the coalition conduct health screenings and referrals or coordinate with an entity(ies) to conduct health screenings and referrals on school readiness children including license exempt and faith-based providers? (s.411.01(2)(a), F.S)(45 CFR 98.41)

Response Assessment: Demonstration

- Yes and those entities include:
 - Both CDS and WHFS advise parents upon eligibility determination that an up-to-date immunization record is required and will be maintained in the provider files. The provider agreements in Monroe and the voucher in Miami-Dade include the requirement for providers to obtain the record and keep on file.
 - Licensing staff through DCF also checks for these records as a licensure requirement.

In Miami-Dade

- The Emily Hall Tremaine grant is a collaborative effort between the Early Childhood Initiative Foundation (ECIF) and the NEED staff with the coalition to provide for vision and hearing screenings of 3000 children during the school year.
- The coalition is working in conjunction with the Miami-Dade County Health Department to identify local federally qualified centers to provide health screenings to families and children accessing subsidized child care services. Families identifying health care as a need on the Family Needs Assessment would receive a referral to the federally qualified health center in their area.
- The coalition will include links on their website for parents to link to other agencies providing these services in Miami-Dade and Monroe.

In Monroe

- The coalition partners with the Florida Keys Area Health Education Center (FKAHEC) to implement a comprehensive child health screening and medical care follow-up project, targeting approximately 425 school readiness children, ages birth to five, in approximately 20 centers and 28 family child care homes county-wide.
- The biggest unmet need identified was dental care as no dentists in Monroe County accept Medicaid.
- Previously funding for this project in 06/07 and 07/08 was made available through a grant to FKAHEC from the Monroe County Human Services Advisory Board of the Monroe County Board of County Commissioners. For 2008-2009, due to county budgetary shortfalls, funding for non profits was cut 20%. As such, the FKAHEC project was cut to \$30,000 and will require an additional \$7,500 support from the ELC to ensure that the project may be conducted county-wide.

Entity(ies)	Immunization Requirements	Type(s) of Screening Administered (For Demonstration Purposes Only)	Referral Method (For Demonstration Purposes Only)
Early Childhood Initiative Foundation - Tremaine FDLRS-South	<input checked="" type="checkbox"/>	Vision and Hearing	A follow-up report is written by the specialist from the Tremaine program and provided to the family. Group trainings are held to discuss the screening process and results.
Miami-Dade Health Department	<input checked="" type="checkbox"/>	Immunizations	All children must have immunizations prior to entering any early care program.
Florida Keys Area Health Education Center medical team comprised of nurses, UM medical students and other health professionals	<input checked="" type="checkbox"/> Review of records on site at centers and family child care homes.	Vision, hearing, oral health, ear, nose and throat, skin/scalp, height and weight, BMI, allergies, asthma, developmental and/or behavioral concerns	Parents receive copy of screening results with follow-up call by coalition staff to discuss any areas of concern and/or to assist in referral for medical care follow-up and/or evaluation by Early Steps or Child Find. Authorization for billing

Entity(ies)	Immunization Requirements	Type(s) of Screening Administered (For Demonstration Purposes Only)	Referral Method (For Demonstration Purposes Only)
			made directly to medical providers for uninsured or underinsured parents as funding permits.

No, and the following describes how the coalition will completely conform to these requirements:

4.1.2. Does the coalition require registered and informal providers to adhere to health and safety requirements in addition to the state required child abuse and neglect screenings? (45 CFR 98.41)(s.411.01(5)(c)2.f., F.S.)

Response Assessment: Demonstration

Yes and the following describe the requirements established by the coalition within the following health and safety categories:

- The prevention and control of infectious disease (including age-appropriate immunizations)
- Building and physical premises safety
- Health and safety training

No, and the following describes how the coalition will completely conform to the requirement:

- In Monroe County, registered home care providers are required to complete DCF checklist for health and safety and a copy is maintained in file. They are also required to take the three hour training class on health and safety. They are required to maintain immunization records on file.
- There are no registered homes in Miami- Dade as it is not a legal option.
- In Monroe, there are no informal providers.
- In Miami-Dade, the following procedures will be followed to comply with the requirements for informal providers:
- Parents using informal providers will be provided the DCF checklist and a letter instructing the provider and parent to check their home using the checklist to ensure it meets health and safety standards. They will also sign a letter attesting that they will use the checklist and ensure their home meets health and safety requirements, that they will take the three-hour health and safety training offered by the Miami-Dade College, and they will maintain immunization records of each child in care.

4.2 Age-appropriate Screenings and Assessments

4.2.1 Describe how the coalition ensures that all children birth to five years old in school readiness programs receive an age-appropriate developmental assessment(screening) (s. 411.01(5)(c)2.c., F.S.) The description should also include information on how children with screening results outside the developmental norm receive further evaluation and services, if needed.

- Children (birth to five years old) with parental consent are screened using Ages and Stages Questionnaires (ASQ). This occurs within 45 days of entry and annually on child’s birthday. A summary of results of all ASQ screenings, with clear accompanying explanations, are provided to children’s parents and teachers within 30 days of results.
- In Miami-Dade, all children whose results indicate an area of concern will receive a 12-week intervention implementing an Individual Improvement Plan and at least monthly contact follow up.
- After the 12-week interventions are completed, the child will be re-screened using the ASQ.
 - Children who continue to show concerns will be referred to appropriate referral agencies and continue with updated interventions
 - Children with no concerns will be re-screened again in 12-weeks in order to track continued progress.
- A random sample of 450 children age birth to five will receive either the Learning Accomplishment Profile- Diagnostic (LAP-D) or the Early- Learning-Accomplishment Profile (E-LAP) depending on the child’s age. These results will be used to determine countywide progress and assist in determination of assessment planning at the community level.

Identify expected results relative to this element in the chart below:

Required Element	Current Situation	Objective	Activities	Outcome
4.2.1. Age-appropriate screening	In Miami—Dade, children birth to three years old are screened using the Ages and Stages Questionnaires (ASQ). Children with one or more areas of concern on the ASQ will receive a 12-week Individual Improvement Plan, monthly follow-up, and	1. To ensure school readiness children, ages birth to five years, receive a developmental screening. That all findings outside of the developmental norm identified during screenings are shared with families, interventions are	1. The teachers in cooperation with parents will administer the ASQ for school readiness children (birth to five years old) with parental consent in both Miami-Dade and Monroe County. 2. All findings will be documented and	1. At least 90% of school readiness children received a developmental screening within 45 days of entry into a program. - 1a. 100% of children with concerns in 1 or more areas of development received an improvement plan and follow-up

Required Element	Current Situation	Objective	Activities	Outcome
	<p>either a follow-up screening or a referral for additional services.</p> <p>A random sample of 450 children, age birth to five will receive either the LAP-D or the E-LAP to determine countywide progress and assist in determining a community assessment planning.</p> <p>ASQ is being utilized for children birth to five years old in Monroe County.</p> <p>In 08/09 in Monroe County, the Battelle Developmental Screening instrument will provide an additional screening for children who are “red flagged” during the ASQ screening process.</p>	<p>implemented, and referrals for necessary services are made.</p>	<p>presented to parents.</p> <p>3. Interventions, in the form of a 12-week Individual Improvement Plan and service referrals as necessary, will be provided to children with one or more areas of concern on the ASQ.</p> <p>4. The LAP-D or E-LAP will be administered to 450 randomly selected children.</p> <p>5. In Monroe, The Battelle Developmental Screening instrument will be administered by WHFS staff to children who are “red flagged” during the ASQ screening process.</p>	<p>screening or service referral.</p>

4.2.2 Describe how the coalition ensures that a pretest (child assessment) is administered to children when they enter a program and a posttest (child assessment) is administered to children when they leave the program. (s. 411.01(5)(c)2.d., F.S.) 4.2.2

- In Monroe, the providers use the Creative Curriculum and the accompanying assessment tool for all children birth- five years old. This will continue.
- In Miami-Dade, a random sample of 450 children age birth to five will receive a pre-test and post-test of either the Learning Accomplishment Profile- Diagnostic (LAP-D) or the Early- Learning-Accomplishment Profile (E-LAP) depending on the child’s age.

Identify expected results relative to this element in the chart below:

Required Element	Current Situation	Objective	Activities	Outcome
<p>4.2.2 Pretest and Posttest</p>	<p>In Monroe County, the Creative Curriculum assessment tool is utilized during pre and post assessment for all three, four and five year old children (non-school age) with parental consent in agreement provider settings.</p> <p>A random sample of 450 children age birth to five (5) will receive either the Learning Accomplishment Profile Diagnostic (LAP-D) or the Early Learning Accomplishment Profile (E-LAP), depending on the child's age. The pre-test will be administered at the beginning of the school year and the post-test will be given prior to the end of the school year.</p>	<p>1. To ensure a minimum of 450 school readiness children, age birth through five (5) receive a pre- and post-assessment.</p>	<p>1. Develop a schedule for administering pre and post assessments in Miami-Dade and Monroe.</p> <p>2. Track the completion of assessments to ensure all are completed and documented as required.</p> <p>3. Continue the work of the Assessment Taskforce to determine appropriate plans for both Miami-Dade and Monroe.</p>	<p>1. Documentation to show that the 450 randomly selected children tested made improvement from pre- to post-test.</p>

4.3 Developmentally Appropriate Curriculum

4.3.1. Has the coalition identified and implemented developmentally appropriate curricula? (s. 411.01(5)(c) 2.a., F.S.) **Response Assessment: Criteria/ Evaluation, Attachments/ Demonstration**

Yes, and the following describes the process for identifying, monitoring, and providing support to providers on developmentally appropriate curricula, as well as a process in place for a provider to submit a developmentally appropriate curriculum to the coalition for evaluation and/or recommendation.

- The coalition convened a Curriculum Taskforce in November 2006 to identify curricula evaluated as developmentally appropriate and to provide a list to the centers in Miami-Dade. In 2007 and 2008, the coalition held curricula fairs that spanned two (2) days and displayed vendors who offer developmentally appropriate curricula. Providers in Miami-Dade were invited to attend the curricula fairs and select developmentally appropriate curricula, based on ages and needs of the children served in their sites.
- The Curriculum Taskforce, which is comprised of community members and providers, is working on the development of a process, which will allow providers to submit a non-coalition approved curriculum to the coalition for evaluation and approval. The anticipated date of completion and implementation of the process is December 2008.
- The providers who attended the fairs and selected curricula were given training on the curricula they selected. Providers who participate in the 2008 curricula training will have pre- and post-tests administered to determine the level of improvement in their knowledge of the subject matter before and after training.
- Additionally, in 2008, providers were given a survey prior to selecting the curricula to determine how the materials selected would improve the services at their site.
- In July 2008, the coalition contracted with Goldstein Schechter Kochan to monitor the use of developmentally appropriate curricula by providers.
- In Monroe County, training was provided which was focused on the voluntary use of Creative Curriculum (CC). All Monroe County providers were given a complete CC package for the year with follow-up services to promote effective teaching strategies.

No, and the following describes how the coalition will completely conform to the requirement:

4.3.2. Has the coalition identified and implemented character development program(s)? (s. 411.01(5)(c) 2.b., F.S.) **Response Assessment: Criteria/ Evaluation, Attachments/ Demonstration**

Yes, and the following describes the process for identifying, monitoring, and providing support to providers on character developmental programs, as well as a process in place for a provider to submit a character development program to the coalition for evaluation and/or recommendation.

- The coalition provided lists of developmentally appropriate curricula and character development programs to the centers in Miami-Dade. In 2007 and 2008, the coalition held curricula fairs that spanned two (2) days and displayed vendors who offer developmentally appropriate curricula and character development programs. Providers in Miami-Dade were invited to attend the curricula fairs and select developmentally appropriate curricula and character development materials, based on ages and needs of the children served in their sites.
- The coalition purchased and provided a variety of developmentally appropriate curricula and character development programs to the United Way Center for Excellence Library. The library is a resource for all providers in Miami-Dade County. Providers are able to check out curriculum and the character development materials and use it to determine which curriculum would be the best fit for their classrooms.
- The coalition contracted with Goldstein Schechter Kochan to monitor the use of character development programs by providers.
- The Curriculum Task Force, which is comprised of community members and providers, is working on the development of a process, which will allow providers to submit a non-coalition approved character development program to the coalition for evaluation and approval. The anticipated completion and implementation date of the character development program review process is December 2008.
- In Monroe County, training was provided which was focused on the voluntary use of Creative Curriculum (CC), which includes a character development component.

No, and the following describes how the coalition will completely conform to the requirement:

4.3.3. Describe how the coalition ensures that school readiness providers use developmentally appropriate curricula.

- In July 2008, the coalition contracted with Goldstein Schechter Kochan to provide regular monitoring of providers to ensure the use of developmentally appropriate curricula. -

Response Assessment: Demonstration

Identify expected results relative to this element in the chart below:

Required Element	Current Situation	Objective	Activities	Outcome
4.3.3. Developmentally appropriate curricula	The coalition held curricula fairs in 2007 and 2008, which displayed the materials of several vendors of developmentally	1. Ensure providers implement a developmentally appropriate curriculum, to include a character development	1. Train the providers on the use of selected curricula and character development materials. 2. Provide ongoing	1. 85% of centers monitored will demonstrate improved post scores on areas of the environmental assessment ratings that

Required Element	Current Situation	Objective	Activities	Outcome
	<p>appropriate curricula. Providers attended the fairs and selected curricula based on the needs of the children served in their sites.</p> <p>The providers attending the 2008 fair were given a preliminary survey to self-report how the materials they selected would be used to improve their classrooms.</p> <p>All providers attending the 2008 curriculum training will be given pre- and post-testing to gauge improvement in their knowledge base.</p>	<p>component.</p>	<p>technical support and training to assist providers in the implementation and understanding of selected materials.</p> <p>3. Conduct monitoring to ensure providers are utilizing developmentally appropriate curricula and character development programs in the classroom.</p>	<p>correlate to curriculum and character development as a result of the use of developmentally appropriate curricula and character development programs.</p> <p>1a .95% of providers who receive developmentally appropriate curricula will complete curriculum training and show improvement from pre- to post-test results.</p>

4.4 Confidentiality of Records

4.4.1. Has the coalition established policy and procedures to ensure the confidentiality of individual child records and early learning provider records, as identified in the Standard Levels of Service? (s. 411.011, F.S.)(s.1002.72, F.S.)

Response Assessment: Evaluation

Yes

No, and the following describes how the coalition will completely conform to these requirements:

Section 5: Quality Activities and Services

5.1 Quality Activities

5.1.1. Describe activities the coalition will implement with quality funds utilizing the chart with descriptive headings listed below. Coalitions are **not** required to develop activities for each heading. (45 CFR 98.51)

Response Assessment: Evaluation

Category	Description
Comprehensive consumer education	In order to assist clients, many resources are provided during eligibility determination through the R & R offices. Materials include Children’s Resource Guide in Miami-Dade, a card brochure in Monroe listing all resources for families, Options on How to Choose Quality Childcare, parent newsletters with hints about purchasing nutritious foods, appropriate books and toys. In addition, helpful information on tax credits for child care, how to apply for food stamps and other needed services. Most materials are provided in Spanish, English, and Creole.
Gold Seal Differential	The coalition pays up to 20% differential to providers who are designated Gold Seal that accounts for approximately 6% of the coalition’s budget.
Grants or loans to providers to assist in meeting State and local standards	<p>Coalition quality initiatives provide opportunities for some providers to attend local and national conferences and workshops as a means of networking with others, staying current with early education standards and requirements and an opportunity to learn about advances in the field.</p> <p>Through the WAGE\$ program, teachers in centers participating in the Quality Counts initiative, receive education based salary supplements as an incentive to continue their education and advance in their career as an early care and education provider.</p> <p>In Monroe, mini-grant opportunities are made available to providers by WHFS for staff development activities. WHFS Training Department offers state mandated trainings, CDA trainings and other training opportunities in the three geographic regions of the county. Mini-grants are also provided to increase capacity that would include non-structural remodeling and/or upgrading facilities to meet state and local child care standards including applicable health and safety requirements. Monroe does have an issue with capacity for child care services.</p> <p>Stipends will be provided to teachers to encourage them to attend trainings and participate in special initiatives (i.e., assessments and screenings), especially if</p>

Category	Description
	trainings are provided in remote locations, present a hardship for the teacher, or are outside of their job requirements or normal work hours.
Professional development, including training, education, and technical assistance	<p>Quality programs such as ERF and Quality Counts provide mentors to work on-site and in training classes with providers on a regularly scheduled basis. ERF teachers/assistants and directors have the opportunity to complete up to six hours of college coursework in early childhood and emergent literacy. Through the WAGES program, teachers in centers participating in the Quality Counts initiative receive training and technical assistance to develop and complete a career development plan.</p> <p>WHFS hosts an annual conference to provide professional development opportunities to providers. The full day includes concurrent workshops presented by experts that are of interest and useful to the providers. Additionally, an annual calendar of provider trainings is developed to meet the training needs, including state mandated trainings, in three geographic regions of the county. Currently, WHFS is working with Florida Keys Community College to develop an AS degree in early childhood education.</p>
Improving salaries and other compensation for early learning providers	The Monroe County taskforce continues to explore sustainable funding sources to support the child care provider community (and children’s services). This task is increasingly difficult due to the state and county budgetary crisis and lack of a local corporate base of donor support.
Activities in support of early language, literacy, pre-reading, and early math concepts development	Quality programs such as ERF and Quality Counts include classroom support from mentors, trainings/workshops, and materials and activities to support early language, literacy, pre-reading, and math development for young children by expanding the knowledge base of teachers. In addition, the contract agencies provide training and technical assistance to additional programs. Each contracted service provider agency, CDS and WHFS has resource libraries and WHFS has a resource van with a variety of materials that early care providers and parents can borrow and return or duplicate on site. There is a specialist available to assist clients.
Activities to promote inclusive early learning	The Inclusion Specialists provide referral services, individual child observations, staff training, and parent involvement strategies in both counties. In Monroe, the two ELC classroom mentors provide on-going support to classroom teachers to

Category	Description
	reinforce and strengthen inclusive strategies and techniques. The WHFS Inclusion Specialist works closely with providers to develop inclusive strategies in the classroom. Additionally, the Monroe County Interagency Transition Team, as a subcommittee of the coalition’s Monroe County Advisory Committee, reports quarterly on issues/concerns/strategies related to serving special needs children.
Health activities including those designed to promote the social and emotional development of children	In Monroe, comprehensive child health screening and medical care follow-up project initiated to ensure unmet health needs of children are met, including behavioral and/or developmental concerns. The Emily Hall Tremaine grant in Miami-Dade also provides for vision and hearing screenings of children in 12 selected centers.
Quality activities that increase parental choice and improve the quality and availability of early learning. (§98.51(a)(1) and (2))	The Resource and Referral offices provide parents with culturally sensitive information to guide them in their search for care. Current child care resource information is maintained in a data base that is updated annually. Consumer information provided includes an explanation of early childhood options, types of regulations, name and location of licensed facilities, and information on how to choose a provider using quality indicators. When clients call, they are given information based on location, hours of operation, and types of programs offered.

Identify expected results relative to this element in the chart below:

Required Element	Current Situation	Objective	Activities	Outcome
5.1.1. Quality and Availability Enhancement Activities	In Miami-Dade, funds are provided from school readiness quality dollars as well as from outside agencies. The Tremaine and ERF grants include funds from outside agencies to enhance quality activities.	1. Provide adequate funding to enhance the quality of early care and education programs for children in both counties spending no less than 4% allotted by the State.	1. WHFS will provide assistance with licensing and accreditation; cost of insurance; scholarships for staff professional development opportunities; developmentally appropriate materials and resources; and	1. Providers participating in intervention programs and who have mentors providing assistance will have improved the quality and effectiveness of their programs as evidenced on improved scores for environmental and child assessments over a three (3) year

Required Element	Current Situation	Objective	Activities	Outcome
	In Monroe, approximately, \$ 230,000 in SR funds was made available to providers during 2007-2008 for quality enhancement.		health and safety materials to improve and promote a healthy learning environment.	period.

5.2 Discretionary Funds Related to Early Learning Resource and Referral and School-age Care

5.2.1. Describe activities the coalition will implement to enhance the quality of early learning resource and referral and school-age care. (45 CFR 98.51(2)(i)) (ACYF-PI-CC-99-05)

Response Assessment: Evaluation

The coalition has contracts with CDS and WHFS to provide a Child Care Resource and Referral (CCR&R) system that provides child care referral services and updates on service waitlists. The system provides information to parents on the indicators of a quality child care program, maintains the database for child care providers, and provides a hotline service for immediate responses on child care issues. Families may call the Resource and Referral number or visit any of the eligibility sites in Miami-Dade for information and services.

Some eligibility staff are cross-trained and certified as R&R specialists. These staff provides referral and other information requests services from the eligibility sites.

All parents/guardians requesting eligibility determination services will also be offered child care resource and referral services and receive a list of all child care facilities zip codes within a their home or work location or as requested.

CDS and WHFS will conduct provider surveys for updated information and market rate analysis annually for all school readiness providers. This information will be updated in the database as required.

CDS and WHFS will provide culturally appropriate information to parents/guardians regarding what constitutes quality child care, the best child care that meets the needs of their child, standards of accreditation and the differences between licensed/legal care and illegal care.

In Miami-Dade County

- CCR&R will work with families of school age children age nine (9) and above to identify before and after school services provided by other organizations in the community.
- The coalition website and the Child Resource Guide will contain links and information for families on where to access before and after school care for older children.

In Monroe County:

- Customers may access services in person at three service locations throughout Monroe County, by phone, by fax, by e-mail or by link provided on the Single Point of Entry (SPE) website for public application for financial services. WHFS advertises Resource and Referral services in the telephone directory, in all agency publications and at a wide range of community events. Specialists interview customers and enter data that will be matched with legal child care providers in the database to produce un-biased, computer generated referrals based on individual family circumstances and preferences, and which meet the need of the individual child. CCR&R customers receive a documented response within three (3) work days of initial contact with CCR&R.
- The coalition will continue to identify ways to provide school age care to all families requesting it. This will be done in collaboration and cooperation amongst other community agencies that can provide funding support for this population. The ELC/TCT Ad hoc Committee will continue to look at ways to increase school age care funding.

Identify expected results relative to this element in the chart below:

Required Element	Current Situation	Objective	Activities	Outcome
5.2.1. CCR&R and School-age Quality Improvement Activities	Resource and Referral and school-age care services are provided throughout various offices in Miami-Dade and Monroe and are coordinated by the two contract service providers.	1. To provide quality CCR&R services to all families, without regard to socioeconomic status, including information and education about all available child care options, unbiased referrals to child care programs that meet the needs of their child (ren), information about financial assistance to pay for child care, and referrals for other consumer information to support the family.	1. Data bases established in both counties will maintain evidence of calls received and information provided. R&R offices will continue to collect data and provide information that is useful and helpful to the clients in identifying the indicators of quality child care. 2. Parents/Clients will be surveyed annually to determine their	1. Results of parent/customer surveys conducted annually will show a 95% level of satisfaction with services provided by R&R.

Required Element	Current Situation	Objective	Activities	Outcome
			satisfaction with R& R services. 3. Families will receive 60 day prior notification of termination of care for children age nine (9) and older. Families will also receive notice of alternative sources care in the community for older children. 4. CCR&R will provide information and referrals for families seeking before and after school care for children nine (9) years of age or older.	

5.3 Discretionary Funds Related to Infant and Toddler Early Learning

5.3.1. Describe activities the coalition will implement to enhance the quality of infant and toddler early learning. (ACYF-PI-CC-99-05)

- In Miami-Dade, Quality materials and curricula fairs have been held for the past two (2) years. Providers who serve infant and toddlers were provided quality materials and infant/toddler focused curricula to use in their classrooms to enhance the services provided to this population of children.
- Providers receiving infant and toddler curriculum kits will be provided curriculum training and given a pre- and post-test to determine knowledge of subject matter and need for follow-up training.
- Providers participating in the Quality Counts initiative will receive mentoring and technical assistance to improve services to infants and toddlers as measured on the Infant Toddler Environmental Rating Scale (ITERS).
- Trainings on the Birth to Three Florida Standards and other appropriate trainings for this age group will be provided are provided by WHFS throughout the year.
- In Monroe, county training will also be provided during naptimes and convenient times at the early care centers upon

request.

Response Assessment: Evaluation

Identify expected results relative to this element in the chart below:

Required Element	Current Situation	Objective	Activities	Outcome
<p>5.3.1. Infant and Toddler Quality Improvement Activities</p>	<p>Providers who received infant and toddler curricula will receive training and pre- and post-tests.</p> <p>All providers participating in the Quality Counts program received a baseline ITERS and will receive a follow-up after completion of a one-year improvement plan.</p> <p>The Infant Toddler Environmental Rating Scale (ITERS) is conducted on a pre and post basis to determine growth in the centers over a specific period.</p> <p>In Monroe, WHFS, provides trainings during convenient times for infant toddler teachers and will continue their focus on infant/toddler quality improvement activities.</p>	<p>1. To increase the quality of care for infants and toddlers by providing additional training and technical support.</p>	<p>1. Monroe County will schedule provider trainings for <i>Florida Birth to Three Standards</i> in three geographic locations in the county.</p> <p>2. Provide on-site field observation during program monitoring to determine if standards are being implemented as trained.</p> <p>3. Provide mentoring and technical assistance to providers participating in the Quality Counts program to complete improvement plans.</p> <p>4. Provide infant and toddler curriculum training.</p>	<p>1. Providers participating in curriculum training will show an increase in knowledge of subject matter as reflected on pre- and post-test results.</p> <p>1a. In Monroe County, staff participating and completing the standards training show an 85% gain of knowledge as measured on a pre and post assessment.</p>

5.4 Discretionary Funds Related to Inclusive Early Learning

5.4.1. Describe activities the coalition will implement to enhance inclusive early learning. (ACYF-PI-CC-99-05).

Response Assessment: Evaluation

Miami-Dade

- The coalition contracts with CDS to provide Inclusion Specialist services to providers in Miami-Dade.
- CDS conducts 36 county-wide trainings annually. Inclusion curricula are provided in 18 trainings and inclusive education is provided in 18 trainings.
- Children needing inclusion services are identified through the initial assessment process.
- The Inclusion Specialist provides technical assistance and mentoring to centers serving children with special needs
- Warm Line services are provided through the CCR&R unit and provide support to centers with children with special needs.
- The Inclusion Task Force is working on identifying additional children who have need for inclusion services, but do not meet the traditional definition of special need..

Monroe

- WHFS in Monroe County also has Inclusion Specialist who follows up with teachers and families on children identified as needing special referrals and interventions identified through developmental screenings. Additionally, two ELC classroom mentors provide on-going support and follow-up to classroom teachers to ensure that inclusive techniques are implemented in the classroom. Inclusion Specialist from Miami-Dade and Monroe follow-up on the referrals and provide continuous support and advocacy by collaborating with other community agencies who provide services for special needs children.
- WHFS will continue to provide a monthly report to the coalition on the enrollment status of eligible children, including special needs and at-risk children. As part of the coalition’s commitment to support provider inclusion services, the Monroe has approval for an enhanced special needs rate for eligible children.

Identify expected results relative to this element in the chart below:

Required Element	Current Situation	Objective	Activities	Outcome
5.4.1. Inclusive Early Learning Quality	Inclusion Specialists in Miami-Dade and Monroe provide technical assistance, training, and support to teachers and	1. Provide technical assistance, training, and support to providers serving children with special needs.	1. Conduct training on inclusion. 2. Provide in-classroom technical assistance and	1. Providers receiving technical assistance and training will show improvement in knowledge of inclusive

Required Element	Current Situation	Objective	Activities	Outcome
Improvement Opportunities	<p>families with children identified as having special needs.</p> <p>Inclusion Specialists ensure that inclusive techniques are implemented in the classroom and assist teachers and families in making referrals when necessary</p> <p>Children whose screenings reflect an area of concern are given a 12-week Individual Improvement Plan and interventions are implemented.</p> <p>Children who do not improve with interventions are provided a referral to receive additional services and interventions.</p>	<p>2. Ensure children identified as having special needs receive interventions and follow-up services as needed to enhance their educational opportunities.</p>	<p>mentoring.</p> <p>3. Provide improvement plans to students as needed.</p>	<p>learning techniques from pre- to post-test.</p> <p>2. Documentation to show that children in centers receiving inclusion services make improvement as reflected on evaluation tools</p>

Attachment I: Coalition Membership



Early Learning Coalition Miami-Dade/Monroe

Please complete the following information regarding coalition membership as required by Chapter 411.01(5) (a) 5-11, F.S. This form is an attachment for the coalition’s Early Learning Plan.

Rating Criteria: At a minimum (for a rating of “meets guidelines”), local coalitions must complete this entire section.

Count or N/A	Designation in F.S. 411.01(5)5	Mandatory Member	Voting Member	Name Address Telephone Number Fax Number Email Address	Affiliation and/or Employment	Does either the member or their families have a substantial financial interest in early learning?	If this is a multi-county coalition, indicate the county that this individual represents	Length of Current Term and Date it Will End
I. MANDATORY MEMBERS								
1.	Chair, appointed by the Governor	Yes	Yes	Octavio A. Verdeja Verdeja & De Armas LLP 255 Alhambra Cir, Ste 424 Coral Gables, FL 33134 oaverdeja@v-dcpa.com 305-446-3177 O 305-299-7662 C	Private Sector Verdeja & De Armas LLP	No	MIAMI-DADE	(4 Years) MAY 13, 2005 - APRIL 30, 2009
2.	Private sector appointed by the Governor	Yes	Yes	Gerald K. Schwartz 1111 Lincoln Rd. 4th Floor Miami Beach, FL 33139 gks@southbeachlaw.com 305-673-1101 O 305-799-1101 C 305-673-5505 F	Private Sector Beloff & Schwartz	No	MIAMI-DADE	(4 Years) May 1, 2008 – April 30, 2012 Second Term
3.	Private sector appointed by the Governor	Yes	Yes	P. Morgan Hill 5800 Overseas Highway Ste. 17 Marathon, FL 33050 Morganc21@aol.com 305-743-9393 O 305-743-4227 F	Private Sector Exit Realty	No	MONROE	(4 Years) MAY 1, 2007 - APRIL 30, 2011 Second Term
4.	Department of Children &	Yes	Yes	Alan Abramowitz North Tower 1007	Department of Children and	No	MIAMI-DADE/	N/A

Count or N/A	Designation in F.S. 411.01(5)5	Mandatory Member	Voting Member	Name Address Telephone Number Fax Number Email Address	Affiliation and/or Employment	Does either the member or their families have a substantial financial interest in early learning?	If this is a multi-county coalition, indicate the county that this individual represents	Length of Current Term and Date it Will End
	Family Services district administrator or designee			401 NW 2nd Ave. Miami, FL 33128 Alan_Abramowitz@dcf.state.fl.us 305-349-1495 O 305-377-5770 F	Families: Southern Region, Regional Director		MONROE	
5.	District superintendent of schools or designee	Yes	No	Valtena G. Brown Division of Early Childhood Programs 1450 NE 2nd Ave., Miami, FL 33132 305-995-1000	Miami-Dade County Public Schools Designee, Assistant Superintendent	No	MIAMI-DADE	(4 Years) MAY 1, 2007 - APRIL 30, 2011 Second Term
6.	Regional workforce development board chair or director, where applicable	Yes	Yes	Roderick "Rick" E. Beasley Miami Airport Corporate Cntr, Ste 500, 7300 Corporate Center Dr., Miami, FL 33126-1234 rbeasley@southfloridaworkforce.com 305-594-7615 O 305-733-1145 C 305-470-5523 F	South Florida Workforce Executive Director	No	MIAMI-DADE/ MONROE	N/A
7.	County health department director or designee	Yes	Yes	Ann-Karen Weller 18255 Homestead Avenue Miami, FL 33157 Karen_Weller@doh.state.fl.us 305-278-1077 O	Miami-Dade County Health Department Designee	No	MIAMI-DADE	(4 Years) MAY 13, 2005 - APRIL 30, 2009
8.	President of a community college or designee	Yes	Yes	Dr. Gina Cortes-Suarez InterAmerican Campus 627 SW 27th Avenue Miami, FL 33135 gcortes@mdc.edu 305-237-6776 O 305-237-3109 F	Miami-Dade College Designee	No	MIAMI-DADE	(4 Years) May 1, 2008 – April 30, 2012 Second Term
9.	Member appointed by Board of County Commissioners	Yes	Yes	Commissioner Natacha Seijas 111 NW First Street Second Floor Miami, FL 33128 No email – FAX only 305-375-4831 O 305-375-2011 Fax	Miami-Dade Board of County Commissioners Commissioner	No	MIAMI-DADE	(4 Years) May 1, 2008 - April 30, 2012 Second Term

Count or N/A	Designation in F.S. 411.01(5)5	Mandatory Member	Voting Member	Name Address Telephone Number Fax Number Email Address	Affiliation and/or Employment	Does either the member or their families have a substantial financial interest in early learning?	If this is a multi-county coalition, indicate the county that this individual represents	Length of Current Term and Date it Will End
10.	Head Start Director	Yes	No	Jane W. McQueen 395 NW First Street Suite 103 Miami, FL 33128 jwrobin@miamidade.gov 786-469-4622 O	Head Start Director Community Action Agency	No	MIAMI-DADE	(4 Years) MAY 13, 2005 - APRIL 30, 2009
11.	Representative of private child care providers	Yes	No	Dr. Silvia LaVilla 3630 NE First Court Miami, FL 33137 silvia@kidco-childcare.org 305-576-6990 O 305-761-0465 C	KIDCO Child Care Executive Associate Director	No	MIAMI-DADE	(4 Years) MAY 13, 2005 – APRIL 30, 2009
12.	Representative of faith based child care providers	Yes	No	Connie Chapell 105500 Overseas Highway Key Largo, FL 33037 Cchapell@bellsouth.net 305852-6160 O 305-394-4392 C	Independent Education Consultant	No	MONROE	(4 Years) JULY 1, 2007- JUNE 30, 2011 Second Term
13.	Representative of program under Disabilities Education Act	Yes	No	F. Daniel Armstrong P.O. Box 016820 (D820) Miami, FL 33101 darmstrong@miami.edu 305-243-6801 O 305-790-5088 C	University of Miami Mailman Center for Child Development Director	No	MIAMI-DADE	(4 Years) MAY 1, 2008 - APRIL 30, 2012 Second Term
II. CONDITIONAL MEMBERS These members are mandatory, if applicable in the coalition's locality.								
14.	Children services council or juvenile welfare board chair or executive director, if applicable	Yes, if applicable	Yes, if not fiscal agent or contractor	David Lawrence, Jr. 3250 SW Third Avenue Fifth Floor Miami, FL 33129 dlawrence@childreadiness.org 305-646-7229 O 305-773-1122 C	The Children's Trust Chair	No	MIAMI-DADE	N/A
	Child care licensing agency head	Yes	Yes	N/A	Local licensing agency	No	N/A	N/A

Count or N/A	Designation in F.S. 411.01(5)5	Mandatory Member	Voting Member	Name Address Telephone Number Fax Number Email Address	Affiliation and/or Employment	Does either the member or their families have a substantial financial interest in early learning?	If this is a multi-county coalition, indicate the county that this individual represents	Length of Current Term and Date it Will End
15.	Central child care agency administrator	Yes, if applicable	No	Irene Taylor-Wooten Stephen P. Clark Center 111 NW First St., Ste. 2210 Miami, Florida 33128-1985 iwooten@miamidade.gov 305-375-1880 O	Director, Miami-Dade County Dept. of Human Services, Div. of Child Development Services	No	MIAMI-DADE	(4 Years) May 1, 2008 – April 30, 2012 Second Term
III. PRIVATE SECTOR* (Includes Governor appointments. Total must be more than one-third of membership. Example: An 18 member board would require 7 private sector business members.)								
16.	Private Sector Business	Yes	Yes	Yesenia Perkins: 811 Venetia Avenue Coral Gables, FL 33134 yeseniaperkins@bellsouth.net 305-445-4515 Hm 305-849-1918 C	Private Sector Conch Republic Seafood Co.	No	MONROE	(4 Years) May 1, 2008 – April 30, 2012 Second Term
17.	Private Sector Business	Yes	Yes	Alan Eckstein 3010 Flagler Avenue Key West, FL 33040 roccofat@aol.com 305-249-2247 O	Private Sector Alan Eckstein, Attorney at Law	No	MONROE	(4 Years) Feb. 2, 2008 – Jan. 31, 2012
18.	Private Sector Business	Yes	Yes	Harve A. Mogul United Way of Miami-Dade 3250 SW. 3 rd . Ave., 4 th Fl. Miami, FL 33129 harvemogul@unitedwaymiami.org 305-646-7100 O	Private Sector United Way	No	MIAMI-DADE	(4 Years) May 1, 2007 – April 30, 2011
19.	Private Sector Business	Yes	Yes	Dr. Yvonne T. Johnson 3370 Poinciana Avenue Coconut Grove, FL 33133 yvonnej@baptisthealth.net 786-662-8085 O 305-321-7894 C	Private Sector Baptist Hospital, Pediatrician	No	MIAMI-DADE	(4 Years) May 13, 2005 – April 30, 2009
20.	Private Sector Business	Yes	Yes	Isis Garcia-Martinez 4175 West 20 th Ave. Hialeah, FL 33012 isisgmartinezcoh@bellsouth.net	Private Sector Ideal H.R.S. Medicine Program Corp	No	MIAMI-DADE	(4 Years) May 1, 2008 – April 30, 2012

Count or N/A	Designation in F.S. 411.01(5)5	Mandatory Member	Voting Member	Name Address Telephone Number Fax Number Email Address	Affiliation and/or Employment	Does either the member or their families have a substantial financial interest in early learning?	If this is a multi-county coalition, indicate the county that this individual represents	Length of Current Term and Date it Will End
				et 305-883-5966				
21.	Private Sector Business	Yes	Yes	Dr. Dabney G. Park, Jr. 800 Douglas Rd., Suite147 Coral Gables, Fl. 33134 dpark@performancesearch.com 305-445-2842 O 305-984-8767 C	Private Sector Performance Executive Search	No	MIAMI-DADE	(4 Years) May 1, 2007- April 30, 2011
<p>IV. OPTIONAL MEMBERS* Neither they nor their relatives may have a substantial financial interest in the delivery of services and they may not duplicate representation of a legal entity. (Some exceptions provided in OEL-PI-0012-05). Multi-county coalitions are limited to 2 per county.</p>								
22.	Optional Member	No	Yes	Hon. Cindy S. Lederman 3300 NW. 27 Ave. Room 201 Miami, Florida 33142 clederman@jud11.flcourts.org 305-638-6087 O	Judge, 11 th Judicial Circuit Court State of Florida	No	MIAMI-DADE	(4 Years) May 1, 2007- April 30, 2011
23.	Optional Member	No	Yes	David Williams Jr. 2490 Coral Way Miami, Florida 33145 dwilliams@informedfamilies.org 305-856-4886 O 305-773-1875 C	Informed Families	No	MIAMI-DADE	(4 Years) May 1, 2007- April 30, 2011

* Add rows, as needed.** If mandatory provider is not a family home provider.*** If there is no local licensing agency.

ATTACHMENT 0.2.1A



**AMENDED AND RESTATED BYLAWS
OF
EARLY LEARNING COALITION OF MIAMI-DADE/MONROE, INC.**

(A FLORIDA NOT-FOR-PROFIT CORPORATION)

**ARTICLE I
OFFICES**

Section 1.1 Registered Office: The registered office of Early Learning Coalition of Miami-Dade/Monroe, Inc., a Florida not-for-profit corporation (the “Coalition” or “Corporation”), shall be 2555 Ponce de Leon Boulevard, 5th Floor, Coral Gables, Florida 33134.

Section 1.2 Other Offices: The Coalition may also have offices at such other places, either within or without the State of Florida, as the Board of Directors of the Corporation (the “Board of Directors”) may from time to time determine or as the business of the Corporation may require.

**ARTICLE II
VISION**

To ensure a comprehensive and integrated system providing for all families and their children beginning before birth to five years the affordable opportunity to enter school ready to learn and succeed in life.

**ARTICLE III
MISSION**

ATTACHMENT 0.2.1A



To promote high-quality school readiness and voluntary pre-kindergarten programs, thus increasing all children’s chances of achieving future educational success and becoming productive members of society. The Coalition seeks to further the physical, social, emotional and intellectual needs of Miami-Dade and Monroe County children beginning before birth through age 5.

**ARTICLE IV
PURPOSE**

To implement the provisions set forth in the School Readiness Act, Florida Statutes § 411.01 et. seq., as amended from time to time (the “School Readiness Act”), and the Voluntary Pre-kindergarten Education Program, Florida Statute Chapter 1002, Part V, as amended from time to time (the “Voluntary Pre-K Act” and together with the School Readiness Act, the “Acts”).

**ARTICLE V
BOARD OF DIRECTORS**

The Coalition shall be composed of not less than 18 and not more than 35 directors (each, a “Member” and collectively, the “Members”). The Members shall be comprised of (1) Required Members; (2) Conditional Members; (3) Optional Members, and (4) Private-Sector Business Members (as each such term is hereinafter defined) in accordance with the requirements set forth in the Voluntary Pre-K Act. No person who is from the private sector may serve as a Member if either such person or such person’s relatives (as defined in § 112.3 145 of the Florida Statutes) has a substantial financial interest in the design or delivery of the Voluntary Pre-Kindergarten Education Program created under part V of Chapter 1002 of the Florida Statutes or the Coalition’s school readiness program.

Section 5.1 Required Members: The 13 required Members mandated under the Voluntary Pre-K Act (collectively, the “Required Members”) are as follows:

- (a) A Chair appointed by the Governor, who shall be a voting Member.

ATTACHMENT 0.2.1A



- (b) Two private-sector business Members appointed by the Governor, who shall be voting Members; provided, that such Members meet the qualifications applicable to private-sector business Members pursuant to Section 5.4 hereof.
- (c) A Department of Children and Families Services (“DCF”) district administrator or designee authorized to make decisions on behalf of DCF, who shall be a voting Member.
- (d) A superintendent of schools or designee authorized to make decisions on behalf of the district; provided, that such Member shall be a nonvoting Member.
- (e) An executive director of the Regional Workforce Development Board or designee, who shall be a voting Member.
- (f) A director of a local county Health Department or designee, who shall be a voting Member.
- (g) The president of a local community college or designee, who shall be a voting Member.
- (h) An appointee selected by a local county Board of County Commissioners, who shall be a voting Member.
- (i) A Head Start Director, provided that such Member shall be a nonvoting Member.
- (j) A representative of private child care providers, including family day care homes, provided that such Member shall be a nonvoting Member.
- (k) A representative of faith-based child care providers, provided that such Member shall be a nonvoting Member.

ATTACHMENT 0.2.1A



(l)A representative of programs for children with disabilities under the federal Individuals with Disabilities Education Act, provided that such Member shall be a nonvoting Member.

The Required Members serve continuously while they are in their positions. At least one of the representatives described in Sections 5.1(c), 5.1(d) and 5.1(e) above shall be from Monroe County. A Member who no longer represents the organization or group described shall notify the Chair in writing and that seat shall remain vacant until the organization or group he or she represents identifies a new representative to serve as a Member. The Coalition also shall appoint additional Members from a list of nominees submitted to the Coalition by a Chamber of Commerce or economic development council within the geographic region served by the Coalition. Including the Members appointed by the Governor, more than one-third of the Members must be private-sector business Members, two of the private-sector business Members must be from Monroe County (collectively, the “Appointed Members”). The Appointed Members, except those appointed by the Governor, shall serve staggered terms as provided in Section 5.6. Vacancies shall be filled as provided in Section 5.10. Each Member shall hold office for the term to which he or she is appointed and until a successor has been appointed and qualified, or until resignation, removal from office or death.

Section 5.2 Conditional Members: The Coalition, if applicable, may include each of the following Conditional Members (the “Conditional Members”):

- (a) A chair or executive director, if applicable, of the Children’s Services Council of a local county, provided that such Member shall be a nonvoting Member if the Children’s Services Council is the fiscal agent of the Coalition or if such entity receives funds from the Coalition.
- (b) The agency head of a local licensing agency as defined in Florida Statutes § 402.302, who shall be a voting Member.
- (c) A central agency administrator provided that such Member shall be a nonvoting Member.

ATTACHMENT 0.2.1A



- Section 5.3 Optional Members: The Coalition may appoint up to two optional Members from each county served by the Coalition (the “Optional Members”), subject to the standards and criteria as established by the Agency for Workforce Innovation Office of Early Learning. Optional members shall be designated voting members.
- Section 5.4 Private-Sector Business Members: The Coalition shall appoint private-sector business Members who meet criteria as established by the Agency for Workforce Innovation Office of Early Learning, these Bylaws and the Coalition. Each private-sector business Member must reside in Florida and must be one of the following individuals associated with a private-sector business entity conducting business in the Coalition’s region:
- 5.4.1 An owner having at least a 10 percent ownership interest in the business entity;
 - 5.4.2 The chief executive or operating officer of the business entity;
 - 5.4.3 A business executive or employee of the business entity who is at the management level or higher with optimum policymaking or hiring authority for the business entity; or
 - 5.4.4 An individual *who* previously met one of the criteria in 5.4.1, 5.4.2, and 5.4.3, but *who is* retired from the business entity.
 - 5.4.5 The following individuals MAY NOT be appointed as private-sector business members:
 - (a) An employee of the early learning coalition or of the fiscal agent, central agency, contractor or subcontractor of the coalition.
 - (b) An employee of a school readiness provider, private pre-kindergarten provider, public school or school district.

ATTACHMENT 0.2.1A



- (c) An employee of a child care facility, family day care home, large family child care home, nonpublic school, or faith-based child care provider.
- (d) An employee of a state university, community college or other public educational institution.
- (e) An employee of the Federal Government or state government of a state, county or municipal government or of a public agency.

As used in these Bylaws, the term “business entity” means any form of corporation, partnership, association, cooperative, joint venture, business trust, or sole proprietorship that conducts business in this state. The term does not include a corporation not for profit organized under Chapter 617, Florida Statutes, or a nonprofit cooperative association organized under Chapter 621, Florida Statutes, unless the corporation or association is among the largest 25 percent of employers, ranked by number of employees, in Miami-Dade County or in Monroe County. The term does not include a private school corporation organized under Chapter 623, Florida Statutes.

The Coalition shall observe criteria and standards for the appointment of members as may be established and amended from time to time by the Agency for Workforce Innovation. Pursuant to Section 411.01(5)(d)4, Florida Statutes, the Coalition shall submit its membership to the Office of Early Learning for final approval through the plan-approval process.

Section 5.5 Substantial Financial Interest: No Member or Member’s relative or business entity shall have a substantial financial interest in the design or delivery of the Voluntary Pre-kindergarten Program or a coalition’s school readiness program. As used in this paragraph, the term “relative” has the meaning ascribed in § 112.3143, Florida Statutes, namely father, mother, son, daughter, husband, wife, brother, sister, father-in-law, mother-in-law, son-in-law, or daughter-in-law.

ATTACHMENT 0.2.1A



A coalition Member, relative or business entity has a substantial financial interest in the Voluntary Pre-kindergarten Program or an early learning coalition’s school readiness program, if

5.5.1 The Member, relative, or business entity, has direct or indirect ownership of more than 5 percent of the total assets or capital stock, cumulatively, of one or more of the proscribed sources listed in 5.5.2 below; or

During the prior two years, more than 5 percent of the Member’s, Member’s relatives or Member’s business entity’s gross income was derived, cumulatively, from one or more of the proscribed sources listed in 5.4.2 below.

5.5.2 Proscribed sources. The following proscribed sources shall be used to determine whether the Member, Member’s relative, or Member’s business entity has a substantial financial interest in the Voluntary Pre-kindergarten Program or an early learning coalition’s school readiness program under 5.4.1 above:

- (a) The Agency for Workforce Innovation, the Office of Early Learning, the Department of Education, or the contractor or subcontractor of any of these agencies.
- (b) An early learning coalition, former school readiness coalition, or a coalition’s or former coalition’s fiscal agent, central agency, contractor or subcontractor.
- (c) A school district or public school.
- (d) A child care facility licensed under Florida Statutes § 402.305, a family child care home licensed or registered under Florida Statutes § 402.313, a large family child care home licensed under Florida Statutes § 402.3131, a nonpublic school exempt from licensure under Florida Statutes § 402.3025(2), or a faith-based child care provider exempt from licensure under Florida Statutes, § 402.316.

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- (e) A private pre-kindergarten provider delivering the Voluntary Pre-kindergarten program.
- (f) A school readiness provider delivering an early learning coalition’s school readiness program.
- (g) The National Council for Private School Accreditation, the Commission on International and Trans-Regional Accreditation, the Florida Association of Academic Nonpublic Schools, or an accrediting association that is a member of any of these organizations.
- (h) A vendor of educational materials or supplies, including, but not limited to, books, curricula, or equipment.
- (i) An organization of which the membership is composed of 10 percent or more of individuals or business entities listed in (a)-(h).

The Coalition shall observe criteria and standards for determining whether a Member, relative or business entity has a substantial financial interest in the design or delivery of the Voluntary Pre-kindergarten Program or a coalition’s school readiness program, as may be established and amended from time to time by the Agency for Workforce Innovation.

Section 5.6 Terms of Office: Terms of office for all Members shall be staggered. Initially, the Members shall serve two-, three- or four-year terms as determined by the Chair. Subsequently, all terms will be four years; thus, there will always be three classes of approximately equal size, with the term of each class ending in consecutive years. No person may serve as a Member for more than eight years consecutively. But any such person can be nominated to serve additional terms after a one-year break in service.

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- Section 5.7 Membership Rotation for Miami-Dade and Monroe: After a Required or Conditional Member (Sections 5.1 and 5.2) from one county has served two consecutive terms, the Coalition shall provide for the rotation of the membership position to the other county served by the Coalition

- Section 5.8 Powers: All corporate powers shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of the Board of Directors.

- Section 5.9 Voting Rights: Except for those Members designated in Article V as non-voting Members, each Member shall have one vote. Members must be physically present or attend by telecommunications technology in order to vote. Members may participate in a meeting by means of telephone conference, video conference or similar communications equipment as set forth in Section 7.5 of these Bylaws. A voting Member may send a representative to any meeting of the Coalition, but that such representative cannot vote, nor shall the presence of such representative be considered for purposes of establishing a quorum. For purposes of Florida Statutes § 112.3143(3)(a), each voting Member is a local public officer who must abstain from voting when a voting conflict exists.

- Section 5.10 Resignations from the Coalition: To resign, a Member shall give a written statement of resignation to the Chair, except for the Chair who shall give a written statement of resignation to the Vice Chair. Such resignation shall take effect at the time specified in the written statement.

- Section 5.1 Vacancies: The Board of Directors may appoint Members to fill existing vacancies on the board or to fill a vacancy that arises due to resignation, removal, death or expiration of a Member’s first or second term. Nominating Committee shall advertise the vacancies to be filled for conditional, optional and private sector Members (Sections 5.2-5.4) to the chambers of commerce, council of chambers and economic development boards (except those Member positions filled by appointment of the Governor) within the geographic region served by the Coalition and Nominating Committee will compile a ballot listing all such applications and nominees as may be identified by the chambers of commerce, council of chambers or economic development boards. The Nominating Committee shall request that recommendations be provided from peer groups of Head Start providers, private child care providers, faith based child care providers, and representatives from programs for children with disabilities

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within 30 (or 45, 60) calendar days of its meeting to fill vacancies for a Head Start director (Section 5.1(k)), a faith-based child care providers’ representative (Section 5.1(l)). The Nominating Committee shall use its best efforts to select persons to nominate from such lists of recommended provider(s), but the Nominating Committee is not bound by such lists and may accept or reject said nominations.

The Nominating Committee will recommend appropriate nominees to the Board who shall then vote to approve to fill vacancies. Should a vacancy occur prior to the completion of a term, the Member elected to fill such vacancy shall serve until the end of the term that is being filled.

Section 5.12 Conflict of Interest: No Member may participate or vote upon any measure which would inure to such Member, special private gain or loss (including a Member’s relatives, as defined in Florida Statutes § 112.3 143) or that of the principal whom such Member represents. All Members shall make known through verbal or written communication to the Coalition Members and the Chair all possible or apparent conflicts and refrain from voting and/or participating in actions to be taken on an item on which such Member has a conflict of interest.

**ARTICLE VI
OFFICERS**

Each voting Member shall be eligible for nomination and election to any of the Coalition’s elective offices. Non-voting Members shall be eligible for nomination and election to Coalition’s elective offices, except as specifically prohibited in these Bylaws, by the Agency for Workforce Innovation Office of Early Learning or by Florida law.

The Nominating Committee shall convene to certify the eligibility of candidates for office and shall vote to recommend nominations for filling any vacancies. Any person so nominated shall have given prior, written consent to nomination and election as an Officer to the President/CEO of the Coalition. The first slate of nominees for office shall be elected after all Members of the Coalition are seated.

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Each elected Officer shall take office immediately following installation at an annual meeting. Each elected Officer shall hold office for the term to which elected and until a successor has been appointed and qualified or until an earlier resignation, removal from office or death.

If an office is vacated prior to the completion of the term, an officer may be appointed by the Chair and approved by the Members to fill the vacancy until the term ends.

Section 6.1 Officers: Except for the President/CEO, who is an employee of the Coalition and not a Member, the Chair of the Coalition shall be appointed by the Governor. The Coalition shall elect a Vice Chair, President/CEO, Secretary and Treasurer (each, an “Officer” and, collectively, the “Officers”). Other offices may be created and Officers elected as deemed necessary by the Coalition.

Section 6.2 Election and Terms of Office: Except for the Chair, who is elected for a four-year term, each Officer shall be elected for a two-year term. No Officer may hold the same office for more than two consecutive terms. Whenever possible, terms of office shall coincide with the Coalition’s Fiscal Year (as hereinafter defined). Except as set forth in the third paragraph of this Article VI, the term of office for a given Member as an officer shall not exceed the term of that Member’s membership as provided herein.

Section 6.3 Chair: The Chair presides at all meetings. Prior to the meeting, the Chair will ensure that an agenda is prepared for distribution to the Members by the Secretary as described in Section 6.6 below. He/she will be an ex-officio Member of all committees and shall perform duties pertaining to the “office” or required of him/her from time to time by the Coalition. The Chair shall be a voting Member.

Section 6.4 Vice Chair: The Vice Chair presides in the absence of the Chair or whenever the Chair temporarily vacates the Chair. The Vice Chair shall be a voting Member.

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Section 6.5 President/CEO: The President shall be employed by and held accountable to the Coalition. The President shall be Chief Executive Officer of the Coalition and has the responsibility for administration of the affairs of the Coalition and for the employment and direction of all employees of the Coalition. The President shall attend the meetings of the Coalition and the Executive Committee. The President shall perform such other duties as shall be required by the Coalition and the Executive Committee consistent with the Coalition’s Articles of Incorporation and these Bylaws.

The Executive Committee shall evaluate the President/CEO’s performance on an annual basis. The results shall be delivered to the President/CEO by the Chair.

Section 6.6 Secretary: The Secretary shall ensure that the minutes of every Coalition meeting are recorded, ensure that the agenda and minutes are distributed at least three (3) days prior to the meeting, and shall determine the official quorum for each meeting by reviewing the list of Members. The Secretary shall be a voting Member.

Section 6.7 Treasurer: The Treasurer shall review moneys received and expended for the use of the Coalition and shall make a report at all regularly scheduled Coalition meetings. The Treasurer shall meet periodically with the fiscal staff of the Coalition to ensure compliance with generally accepted accounting principles. The Treasurer is responsible for ensuring an independent audit occurs annually. The Treasurer shall chair the Finance Committee; the Treasurer is also a Member. The Treasurer shall be a voting Member.

**ARTICLE VII
MEETINGS**

Section 7.1 Meeting Timed Fiscal Year: The Coalition will meet at least six times a year. The Coalition’s fiscal year shall be July 1 through June 30 (the “Fiscal Year”).

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- Section 7.2 Notices of Meetings: The Chair is responsible for ensuring that all meetings are publicly noticed and conducted in accordance with Florida Statutes § 286.011 (the “Sunshine Act”).
- Section 7.3 Special Meetings: The Chair may call Special Meetings for any purpose(s) with adequate notice in accordance with the Sunshine Act.
- Section 7.4 Quorum: A majority of the voting Members shall constitute a quorum for the transaction of business at any Meeting of the Coalition.
- Section 7.5 Attendance by Communications Technology: The Coalition may conduct public meetings through the use of telephone, teleconference, videoconference or other communications technology. Members not physically present but who can participate and vote by electronic means shall not count for the purposes of a quorum. Participation of an absent member by telephone conference, videoconference or other interactive electronic technology is permissible when such absence is due to extraordinary circumstances.

The Coalition may conduct meetings via electronic means provided that the Coalition complies with all requirements of Florida law for the conduct of such meetings, including but not limited to providing notice and points of access for the public. The electronic means must allow the absent member to participate in discussions, to be heard by the other Members and the public and to hear discussions taking place during the meeting. If a Member cannot be physically present at a meeting, the Member should promptly notify the Coalition before said meeting so that the Coalition can seek to make accommodations. No Member may attend more than 3 meetings per year by electronic means.
- Section 7.6 Meeting Attendance: An absence by a Member from three meetings of the Board of Directors within any given fiscal year shall be considered a resignation from the Coalition by that Member. The Chair shall send a letter to all Members

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absent from two meetings within a given fiscal year notifying them that their status as Members is in jeopardy, and encouraging their attendance.

Section 7.7 Annual Meeting: There shall be an annual meeting in June of each calendar year, and elections of Members and Officers will be conducted at this meeting.

**ARTICLE VIII
COMMITTEES**

Section 8.1 Executive Committee: The Coalition may create an Executive Committee comprised of the Chair, Vice Chair, President, Secretary and Treasurer (and any other officers elected as provided herein) and may delegate to the Executive Committee such power and authority as the Coalition may deem appropriate in connection with day to day operations and administration of the Coalition.

Section 8.2 Nominating Committee: The Nominating Committee, consisting of at least five Members, shall be appointed by the Chair and approved by the Members. The Nominating Committee Chair will be appointed by the Chair of the Coalition and approved by the Members.

The Nominating Committee is responsible for (i) nominating Officers and Members for election one month prior to each annual meeting, and (ii) nominating replacement Officers and Members for election from time to time upon the vacancy of any Office or Membership position.

The Nominating Committee Chair shall submit a written slate of nominees no later than five days before the next regularly scheduled meeting of the Members for distribution to the Members in preparation for said meeting.

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Section 8.3 Program Policy and Strategy Committee: The Program Policy and Strategy Committee, consisting of at least five members, shall be appointed by the Chair and approved by the Members. The Program Policy and Strategy Committee Chair will be appointed by the Chair of the Coalition and approved by the Members.

The Program Policy and Strategy Committee shall be responsible for evaluating Coalition programs, formulating strategy and making policy recommendations to improve the quality of early care and education in Miami-Dade and Monroe Counties.

Section 8.4 Procurement Evaluation Committee: The Procurement Evaluation Committee shall consist of persons appointed by the President/CEO in a manner consistent with the Coalition’s procurement policies and approved by the Members. The Procurement Evaluation Committee may consist of persons who are non-voting Members and persons who are not Members. If non-voting Members are appointed, the Coalition must institute measures to ensure that such appointment is consistent with its procurement policy. One or more Procurement Evaluation Committees may be appointed as determined by the needs of the Coalition.

The Procurement Evaluation Committee shall be responsible for screening, processing, evaluating and/or ranking proposals received by the Coalition as part of its procurement process. The Procurement Evaluation Committee may also make recommendations for contract awards as directed by the Board of Directors, the Finance Committee and/or staff.

Section 8.5 Providers’ Service Committee: The Providers’ Service Committee, consisting of at least three persons, shall be appointed by the Chair and approved by the Members. The Providers’ Service Committee Chair(s) will be appointed by the Chair of the Coalition and approved by the Members.

The Providers’ Service Committee shall be responsible for evaluating and disseminating information concerning the Coalition’s services, programs and policies impacting providers of early care and education in Miami-Dade and Monroe Counties. The Providers’ Service Committee shall review, analyze, formulate and recommend relevant

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policies, procedures and training requirements for participation the Coalition programs. The Providers' Service Committee shall review, analyze and disseminate information concerning the child care resource and referral database, food programs child health and development, professional associations, the availability of technical assistance, training opportunities, grants and other resources. Providers' Service Committee shall collect data, information and comments from providers in support of its mission. The Provider Services Committee also shall be responsible for instituting a process for resolving provider disputes and grievances.

- Section 8.6 Governance and Bylaws Committee: The Governance and Bylaws Committee shall be appointed by the Chair and approved by the Members. The Governance and Bylaws Committee shall periodically review these Coalition's Bylaws, Program Guidance (or "Program Instructions") Memoranda issued by the Agency for Workforce Innovation, Office of Early Learning ("AWI-OEL"), federal and state statutes, rules and regulations, and the Coalition's policies and procedures concerning governance and make recommendations to the Board of Directors for policies that provide specific guidance and direction to the Coalition and its leadership concerning salient aspects of governance. The Governance and Bylaws Committee shall also make recommendations concerning revisions to these Bylaws.
- Section 8.7 Standing and Special Committees: The Coalition may establish standing and/or special committees as it deems necessary.
- Section 8.8 Number of Committee Members; Vacancies; Voting: Each committee of the Coalition shall have two or more Members who serve at the pleasure of the Board. Filling of vacancies on any committee shall be recommended by the Chair and approved by the Members. Only voting members register official votes on committees.

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Section 8.9 Number of Committee Members Vacancies: Each committee of the Coalition shall have two or more Members who shall be appointed by the Chair and serve at the pleasure of the Board. Filling of vacancies on any committee shall be approved by the Members.

**ARTICLE IX
LIABILITY**

The Coalition shall indemnify any Member or Officer to the full extent permitted by the law.

**ARTICLE X
REVISION/REPEAL OF BYLAWS**

These Bylaws may be amended, repealed or altered in whole or in part by a two-thirds vote of the Members at any regular or special meeting. Any proposal to amend, repeal or alter these Bylaws shall be delivered in writing to Members of the Coalition no fewer than ten days before the meeting in which the proposal is to be considered. These Bylaws are a part of the Coalition's school readiness plan and any amendment, repeal or alteration of these Bylaws constitute an amendment, repeal or alteration of the Coalition's school readiness plan.

**ARTICLE XI
RULES OF ORDER**

Robert's Rules of Order, as amended, shall be the parliamentary authority for all matters or procedures not specifically covered in the Bylaws.

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ARTICLE XII

CODE OF ETHICS

The activities of the Coalition shall be governed by the Code of Ethics for Public Officers and Employees, as defined in Florida Statutes, §§ 112.313, 112.3135, and 112.3143.

DATED: October 22, 2007.

BY:

NAME:

TITLE:

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Subject:

Enrollment Prioritization of School Readiness

- I. Purpose: The purpose of this policy is to establish enrollment priorities for Miami Dade and Monroe counties, in order to provide continuity in enrollment and eligibility across the region.
- II. Review History: This policy replaces any previous written or verbal directives issued in Miami Dade or Monroe counties.
- III. Persons Affected: Eligibility staff of the Coalition’s contracted Central Agency.
- IV. Policy: This policy prioritizes the order in which enrollment will occur for the various eligibility group categories served. This policy does not replace or supersede any priorities established by federal or state laws.
- V. Rationale: Federal and State law require school readiness coalitions to comply with certain identified priorities in the provision of services and to set the priority for families eligible in other than those identified categories.
- VI. Cross References: Cite: 45CFR98, Sec. 98.20; Chapter 411.01, ss. 411.01 (5) (d) 3 d and (6), Florida Statutes; and Rule 60BB-4, Florida Administrative Code.

VII. Definition:

“At Risk” refers to children at risk of abuse, neglect, abandonment and/or exploitation.

“Child Care Purchasing Pool” refers to state, federal, and local funds that provide subsidies to low-income parents who are eligible for subsidized child care with a dollar-for-dollar match from employers, local government, and other matching contributions. The funds used from the child care purchasing pool must be used to supplement or extend the use of existing public or private funds.

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“Handicapped Child” means a preschool child who is developmentally disabled, mentally handicapped, speech impaired, language impaired, deaf or hard of hearing, blind or partially sighted, physically handicapped, health impaired, or emotionally handicapped; a preschool child who has a specific learning disability; or any other child who has been classified under rules of the State Board of Education as eligible for preschool special education services, with the exception of those who are classified solely as gifted. [411.202 (8), F.S.]

“Infant or Toddler” refers to any child from birth to 36 months of age.

“Family” means the assistance group or the individuals whose needs, resources and income are considered when determining eligibility for temporary assistance. The family for purposes of temporary assistance

includes the minor child, custodial parent, or caretaker relative who resides in the same house or living unit. The family may also include individuals whose income and resources are considered in whole or in part in determining eligibility for temporary assistance but whose needs, due to federal or state restrictions, are not considered. These individuals include, but are not limited to, ineligible non-citizens or sanctioned individuals. [Cite: ss 414.0252 (5) F.S.]

“Preschool child” means a child from birth to 5 years of age, including a child who attains 5 years of age before September 1. [ss 411.202 (17) FS]

“Prekindergarten Child with Disabilities” is a child who is below five (5) years of age on or before September 1 and has a sensory, physical, mental or emotional condition that significantly affects the attainment of normal developmental milestones. {Chapter 6A-6.03026 (1) F.A.C.}

“Priority Category” refers to child ages birth to school age. Those are

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children from birth to their eligibility to enter the public school system. Any child who turns 5 years of age after September 1 of the current year would be included in the eligibility priority.

“School age” refers to children who are at least 5 years of age on or before September 1 of the current year and eligible to attend school in the fall. This category incorporates children up to the age of 13 years or older only if qualified as a “special needs” child.

“Special needs” child refers to the following:

Children who are currently applicants or clients of the subsidized child care program, whose family has been determined to meet eligibility in any of the subsidized eligibility categories and have been authorized to be enrolled and who meet one of the following special needs definitions or criteria:

1. Children age 0-2: Children who meet one of the following criteria:
 - a) Children who have been identified by Part H(C) eligible because of developmental delay or established condition. Verification of Part H(C) eligibility must be included in the 4C agency’s subsidized child care eligibility file; or
 - b) Children who are eligible for Children’s Medical Services and have documentation showing 3.5 or greater on the staff involvement portion of the CMS Family Support Indexes. The community child care coordinating agency’s subsidized child care eligibility file must contain a copy of the matrix from the Department of Health, Children’s Medical Services, Part H Program.

2. Children age 3-12: Children who meet one of the following criteria:
 - a) Children who have been identified as needing services and as having a physical, emotional or other special need. The community child care coordinating agency’s eligibility file must contain written documentation from

ATTACHMENT 1.3.1A



- b) The Department of Education (DOE) local school district of the nature and extent of the disability and a score of 253, 254 or 255 on the DOE matrix. A copy of the DOE matrix must be included in the subsidized child care eligibility file; or
- c) The Department of Health, Children’s Medical Services, documentation showing 3.5 or greater on the staff involvement portion of the CMS Family Support Index. A copy of the CMS matrix must be included in the subsidized child care eligibility file; or
- d) the district subsidized child care contract manager via a waiver based on a score of 251 or 252 on the DOE matrix, or a score of less than 3.5 on the CMS index, or a department of Children & Families, Developmental Services case plan, or other medical documentation as determined acceptable by the contract manger. A copy of the waiver must be included in the subsidized child care eligibility file.

“TANF” is an acronym for Temporary Assistance to Needy Families, a category of federal funds which has the following four purposes to:

- (a) Provide assistance to needy families so that children may be cared for in their own homes or in the homes of relatives;
- (b) End the dependence of needy parents on government benefits by promoting job preparation, work, and marriage;
- (c) Prevent and reduce the incidence of out-of-wedlock pregnancies and establish annual numerical goals for preventing and reducing the incidence of these pregnancies; and
- (d) Encourage the formation and maintenance of two-parent families. [Cite: 64 FR 17878 sec. 260.20]

"Temporary cash assistance" means cash assistance provided under the state program certified under Title IV-A of the Social Security Act, as amended. [Cite: ss. 414.0252, (12) F.S.]

VIII. Procedures:

- A. The following identifies the categories of families who may be eligible

ATTACHMENT 1.3.1A



for school readiness services, in the order in which they will be served. Families referred by the Florida Department of Children and Families or their contracted providers (Priority 1 and 2), shall be served first and will not be required to be placed on the waiting list.

- B. Families in other eligibility groups will be served as funds are available. If no funds are available at the time of application, the family will be placed on a waiting list and served in the order of the date they applied.
- C. It should be noted that any subsequent federal or state law changes to eligibility prioritization, will automatically supersede those identified in this policy.
- D. The following outlines the priority categories of families applying for school readiness funding. Applicants will be given priority for services based on their priority status. Applicants in Priority 1 and 2 are treated equally. Priority 3 is enrolled prior to the enrollment of the remaining categories.

Priority 1. TANF (All Categories) Ages 0-12 (A referral is required.)

- TANF Child Only
- TANF Refugee
- TANF At-Risk (Relative Caregiver Program)
- Workforce Development Participants Diversion Program
- Workforce Development Participants

Priority 2. At-Risk (Protective Services) Ages 0-13 (A referral is required.)

- Protective Services (PS)
- Out of Home Placements (Foster Care, emergency shelter, relative/non-relative care)

Priority 3. Transitional Child Care (A referral is required)

- Transitional Child Care (TCC)
- Transitional Child/Care/Transitional Education (TCC/TED)
- Transitional Child Care Diversion (TCCD)

ATTACHMENT 1.3.1A**Priority 4. Children Ages 0-5 years, who meet one or more of the criteria listed in Section 411.01(6), F.S., including the following:**

- Children of working families (ages 0-5 years) as defined by Rule Chapter 60BB-4, FAC, whose household income is below 150% of the Federal Poverty Level.
- Children of Teen Parents
- Children of SSI Parents Working
- Both Parents Working
- Children with an IEP (Without Regard to Income)

Priority 5. Children:

- Special Needs, who are in need of care due to disability and where such care is needed for the parents to accept or continue employment or participate in other work activities.

Priority 6. Children:

- Children Up to Age 9, who meet one of the eligibility priorities of Section 411.01 (6) including, but not limited to categories mentioned in priority 4.
- Other Non-Federally Funded Groups

Special Clause: At the discretion of the Coalition, children in Priority III and Priority IV may be enrolled according to their family's need and other extenuating circumstances that warrant immediate assistance for the family. On a case-by-case review, the Coalition Board may elect to allow the Director of the Central agency or designee to approve such cases. (For example if the Coalition has two income eligible families on the Waiting List, one residing in an emergency shelter for survivors of sexual assault or domestic violence and one not, the child residing in the shelter may be enrolled first, when enrollment is open to income eligible families). The Director of the Central agency or designee signs off on the case.

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EARLY LEARNING COALITION OF: MIAMI-DADE/MONROE

Serving the counties of: MIAMI-DADE and MONROE

PAYMENT-RATE SCHEDULE (Effective January 1, 2008) MIAMI-DADE

Care Level	Full-Time Rates											
	Licensed or Exempt Providers		Gold Seal		Licensed Homes		Registered Homes		Informal Providers		Before or After School	
	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly
Infant: (INF, Birth to < 1 yr)	23.40	117.00	28.08	140.40	20.20	101.00	N/A	N/A	10.00	50.00		
Toddler: (TOD, 1 yr to < 2 yrs)	20.40	102.00	24.48	122.40	18.90	94.50	N/A	N/A	8.40	42.00		
(2YR, 2 yrs to < 3 yrs)	19.80	99.00	23.76	118.80	17.80	89.00	N/A	N/A	8.40	42.00		
Preschool: (PR3, 3 yrs to < 4 yrs)	18.60	93.00	22.32	111.60	16.60	83.00	N/A	N/A	8.20	41.00		
(PR4, 4 yrs to < 5 yrs)	18.60	93.00	22.32	111.60	17.60	88.00	N/A	N/A	8.80	44.00		
(PR5, 5 yrs to SCH entry)	18.60	93.00	22.32	111.60	17.60	88.00	N/A	N/A	8.80	44.00	16.60	83.00
Special Needs (SPCR) up to 20% above Licensed Center Infant Payment							N/A	N/A				
School-Age (SCH)	16.60	83.00	19.92	99.60	15.60	78.00	N/A	N/A	7.80	39.00	16.60	83.00

Care Level	Part-Time Rates											
	Licensed or Exempt Providers		Gold Seal		Licensed Homes		Registered Homes		Informal Providers		Before or After School	
	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly
Infant: (INF, Birth to < 1 yr)	15.00	75.00	18.00	90.00	13.80	69.00	N/A	N/A	7.00	35.00		
Toddler: (TOD, 1 yr to < 2 yrs)	14.40	72.00	17.28	86.40	12.60	63.00	N/A	N/A	6.40	32.00		
(2YR, 2 yrs to < 3 yrs)	13.40	67.00	16.08	80.40	12.60	63.00	N/A	N/A	6.20	31.00		
Preschool: (PR3, 3 yrs to < 4 yrs)	13.20	66.00	15.84	79.20	12.40	62.00	N/A	N/A	6.20	31.00		
(PR4, 4 yrs to < 5 yrs)	12.80	64.00	15.36	76.80	12.40	62.00	N/A	N/A	6.00	30.00		
(PR5, 5 yrs to SCH entry)	12.80	64.00	15.36	76.80	12.40	62.00	N/A	N/A	6.00	30.00	15.00	75.00
Special Needs (SPCR) up to 20% above Licensed Center Infant Payment							N/A	N/A				
School-Age (SCH)	12.60	63.00	15.12	75.60	11.80	59.00	N/A	N/A	6.00	30.00	15.00	75.00

Additional information:

Has your coalition adopted a sibling discount rate?	<input type="checkbox"/> Yes _____% of the payment rate.	<input type="checkbox"/> No
What is the projected number of children to be served within the fiscal year(s) this schedule covers? 25,900		

Form
AWI-SR 55
 (04/25/2006)

ATTACHMENT 1.5.1



EARLY LEARNING COALITION OF Miami-Dade/Monroe
Serving the counties of Miami-Dade and Monroe

PAYMENT-RATE SCHEDULE (Effective February 1, 2008) Monroe County

Care Level	Full-Time Rates											
	Licensed or Exempt Providers		Gold Seal		Licensed Homes		Registered Homes		Informal Providers		Licensed Before or After School	
	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly
Infant(0-12 Mo.)	25.00	125.00	2.50	12.50	25.00	125.00	25.00	125.00	12.20	61.00	-	-
Toddler: (13-23 Mo.)	24.00	120.00	2.50	12.50	24.00	120.00	24.00	120.00	11.10	55.50	-	-
(24-35 Mo.)	23.00	115.00	2.50	12.50	23.00	115.00	23.00	115.00	11.00	55.00	-	-
Preschool:(36-47 Mo.)	20.40	102.00	2.50	12.50	20.40	102.00	20.40	102.00	9.80	49.00	-	-
(48-59 Mo.)	20.40	102.00	2.50	12.50	20.40	102.00	20.40	102.00	9.80	49.00	-	-
(60-72 Mo.)	20.40	102.00	2.50	12.50	20.40	102.00	20.40	102.00	9.80	49.00	-	-
Special Needs	1.50	7.50	-	-	1.50	7.50	1.50	7.50	1.50	7.50	-	-
School-Age	18.00	90.00	2.50	12.50	18.00	90.00	18.00	90.00	8.20	41.00	11.00	55.00
VPK Wrap-Around	14.84	74.20	-	-	14.84	74.20	14.84	74.20	7.12	35.60	-	-

Care Level	Part-Time Rates											
	Licensed or Exempt Providers		Gold Seal		Licensed Homes		Registered Homes		Informal Providers		Licensed Before or After School	
	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly	Daily	Weekly
Infant(0-12 Mo.)	14.20	71.00	1.25	6.25	14.20	71.00	12.00	60.00	6.00	30.00	-	-
Toddler:(13-23 Mo.)	13.60	68.00	1.25	6.25	13.60	68.00	12.00	60.00	6.00	30.00	-	-
(24-35 Mo.)	12.80	64.00	1.25	6.25	12.80	64.00	12.00	60.00	6.00	30.00	-	-
Preschool:(36-47 Mo.)	12.80	64.00	1.25	6.25	12.80	64.00	12.00	60.00	6.00	30.00	-	-
(48-59 Mo.)	12.40	62.00	1.25	6.25	12.40	62.00	12.00	60.00	6.00	30.00	-	-
(60-72 Mo.)	12.40	62.00	1.25	6.25	12.40	62.00	12.00	60.00	6.00	30.00	-	-
Special Needs	.75	3.75	-	-	.75	3.75	.75	3.75	-	-	-	-
School-Age	11.00	55.00	1.25	6.25	11.00	55.00	10.80	54.00	5.40	27.00	11.00	55.00
VPK Wrap-Around	7.44	37.20	-	-	7.44	37.20	7.44	37.20	3.72	18.60	-	-

Additional information:

Has your coalition adopted a sibling discount rate?	<input type="checkbox"/> Yes ___% of the payment rate.	<input checked="" type="checkbox"/> No
Describe any additional parameters your coalition has adopted. Rate for special needs may exceed regular rate by up to 10% with a limited number to be served.		
What is the projected number of children to be served within the fiscal year(s) this schedules covers? 710		

Form

AWI-EL 34
(06/15/2005)

ATTACHMENT 1.9.1A**4.2.4. Monitoring VPK providers****Date approved:**

Purpose: This procedure establishes guidelines for monitoring of VPK providers.

Policy: It is the policy of the ELC to ensure that VPK private providers and public schools are delivering a VPK program in compliance with applicable laws and OEL program instructions.

Procedures:

- a) VPK providers shall be monitored every year by ELC staff. Monitoring priority is given to centers that have been reported with concerns. VPK monitoring is organized by geographic area among the VPK monitors.
- b) Monitoring of VPK providers entails an in-house document review and a site visit. The monitor shall pull out the VPK provider file, review forms AWI-VPK 10 and AWI-VPK 1. Information provided in this forms which needs to be verified is reviewed and recorded in the monitoring tool, including name of director, curriculum used, names of teachers and teacher assistants, VPK program schedule and group size, teachers' credentials and background and affidavit of good moral character. Any information that is identified as outdated or missing will be discussed during on-site visit. A list of children enrolled in the VPK program in a particular provider is also printed from the EFS data system as part of the in-house review.
- c) Class sizes: Monitors visit each site and verify adult-child ratios, hours of operation of VPK program and whether the director, teachers and teacher assistants are the ones on file. The monitor verifies that the

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- d) minimum and maximum class sizes are met and that the staff-child ratio and square footage per child are in compliance.
- e) In addition, the monitor verifies that children listed in the EFS data system are those enrolled in the classroom. The monitor also reviews attendance records for current month and may request any other record to verify information is kept consistently. During the visit, the monitor reviews child files and looks for supporting documentation for absences, signed parental choice forms and copy of certificate of eligibility.
- f) Verification of developmentally appropriate curricula: During the visit, other programmatic and quality elements are looked at such as classroom environment, lesson plans and ongoing activities. The monitor shall verify that the curriculum listed in the provider file is the one being used in the VPK program and shall record any discrepancies. Notes are taken to report on the quality of the program being provided.
- g) Written notification is sent to the provider after the visit highlighting the items observed during the visit and listing non-compliance items. The report includes a Corrective Action Plan for non-compliance items and a timeline for meeting compliance.
- h) If a provider is found to have non-compliance items, it will be revisited within a month to ensure compliance.
- i) All monitoring records shall be securely kept in a file cabinet located in the VPK office. An electronic log shall be kept to track monitoring visits and to report to AWI /OEL.

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**2.1.26 Resolution of Grievances****Date approved:**

Purpose: This procedure establishes guidelines for resolving employee grievances.

Policy: It is the policy of the ELC to make available to its employees proper mechanisms to communicate grievances and to clarify and accelerate a resolution process when conflicts arise in the workplace. The ELC will seek to ensure that conflicts are resolved in an objective, effective, and consistent manner that embodies the principles of equality, respect and accessibility. No one will be retaliated against for filing a good-faith complaint under this policy.

Should a conflict arise in the workplace employees must follow the stated grievance resolution procedure. The ELC reserves the right to impose appropriate disciplinary action for any conduct considered disruptive or inappropriate. However, each situation will be considered in light of a variety of factors, including, but not limited to, the seriousness of the situation; the employee's past conduct and length of service; the nature of previous performance or incidents; and the incident's impact on the ELC.

Open Door Policy: The ELCs open door policy is an informal Communication Procedures Policy and may be substituted for the more formal Resolution of Grievances Policy. Employees have regular mechanisms through which to share their views. Ongoing staff meetings, team meetings, quality teams, and staff development events are organized to offer an opportunity to provide information and receive information from employees regarding operations.

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Employees are encouraged to speak freely with their supervisor or Directors concerning problems, suggestions, ideas for work or product improvement, questions, or issues, so that appropriate action may be taken. This may be done in person, via written communication, or in any other acceptable manner. If the supervisor or Director cannot be of assistance, Human Resources shall be available for consultation and guidance. All suggestions will be read and considered.

In the interest of keeping employees informed, bulletin boards, communication logs, and company newsletters will be used for official notices, company rules, notices of job vacancies, announcements, and other ELC-related information..

Procedure: To resolve formal grievances and conflicts the following steps shall be taken:

- a. Employees should initially direct their concerns to their immediate supervisor (or a more senior manager if the complaint is regarding their immediate supervisor) by scheduling an appointment with the supervisor (or senior manager) to discuss the problem as soon as possible, but no later than five (5) business days after the incident occurs.
- b. If the discussion with the immediate supervisor does not resolve the problem to the mutual satisfaction of the employee and the supervisor or if the supervisor does not respond to the complaint within five (5) business days, the employee may submit a written complaint to the employee's department director and forward a copy to Human Resources. The written complaint must include:
 1. The issue and the date the incident occurred.
 2. A summary of the supervisor's response and the date the scheduled meeting occurred to resolve the issue.

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3. Suggestions on ways to resolve the problem.

- a) Upon receipt of the formal complaint, the department director or Human Resources must schedule a meeting with the employee within five (5) business days. The department director must issue a decision in writing to the employee filing the complaint within five (5) business days after meeting with the employee.
- b) If the employee is dissatisfied with the decision of the department director, the employee may appeal this decision in writing to the Director of Human Resources within five (5) business days.
- c) The Director of Human Resources may call a meeting with the parties directly involved to facilitate a resolution or may refer complaints to a review committee made up of Executive Leadership Team if the Director of Human Resources believes that the issue raises serious questions of fact or interpretation of policy.
- d) If an employee fails to appeal from one level to the next of this procedure, the issue shall be considered settled on the basis of the last decision.