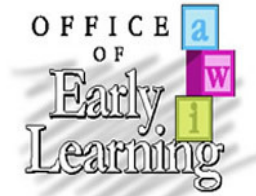




## Early Learning Coalition Plan



This Plan describes the early learning activities developed by the

## **Early Learning Coalition of Orange County**

Effective July 1, 2006

Revised October 2010

**Plan Approval Date: September 12, 2006**

**Approved By: \_\_\_\_\_**

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**THE COMPLETION OF THIS EARLY LEARNING COALITION PLAN MUST BE ACCOMPLISHED IN CONJUNCTION WITH THE EARLY LEARNING COALITION PLAN GUIDANCE AND INSTRUCTION PUBLISHED BY THE AGENCY FOR WORKFORCE INNOVATION'S OFFICE OF EARLY LEARNING.**

**Part 1. Coalition Identification and Information**

Coalition Name: EARLY LEARNING COALITION OF ORANGE COUNTY

FEIN #: 31-1759186

Address: 1940 TRAYLOR BLVD.  
Orlando, FL 32804

Mailing Address (if different): P.O. Box 540387  
Orlando, FL 32854-0387

Phone: (407) 841-6607

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Chairperson' Name:	Richard Morrison
Address	2400 Bedford Road 4 <sup>th</sup> Floor Orlando, Florida 32803 407.303.0167

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Executive Director's Name: Karen Willis

County (ies) represented by Coalition: **ORANGE**

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: \_\_\_\_\_

Executive Director: \_\_\_\_\_

Printed Name: Richard E. Morrison

Printed Name: Karen Willis

Date Signed: \_\_\_\_\_

Date Signed: \_\_\_\_\_

**Abbreviations used throughout this document**

<p><b>411.01:</b> School Readiness Act</p> <p><b>4C:</b> Community Coordinated Care for Children, Inc.</p> <p><b>ASQ:</b> Ages and Stages Questionnaire</p> <p><b>AWI:</b> Agency for Workforce Innovation</p> <p><b>CCC:</b> Citizens Commission for Children (Orange County Govt.)</p> <p><b>CCR&amp;R:</b> Child Care Resource and Referral</p> <p><b>CDA:</b> Child Development Associate</p> <p><b>DAP:</b> Developmentally Appropriate Practices</p> <p><b>DCF:</b> Department of Children and Families</p> <p><b>E-LAP:</b> Early-Learning Accomplishments Profile</p> <p><b>ECERS:</b> Early Childhood Environmental Rating Scale</p> <p><b>EFS:</b> Enhanced Field System</p> <p><b>EL:</b> Early Learning</p> <p><b>ELCOC:</b> Early Learning Coalition of Orange County</p> <p><b>ERS:</b> Environmental Rating Scales (includes ECERS, ITERS, FDCERS)</p> <p><b>FCCH:</b> Family Child Care Home</p> <p><b>FDCERS:</b> Family Day Care Environmental Rating Scale</p> <p><b>FS:</b> First Start; changed to Tiny Tots program in FY 07-08.</p> <p><b>FPL:</b> Federal Poverty Level</p> <p><b>FSMO:</b> Family Services of Metro Orlando (community based agency that serves protective services families in Orange County)</p> <p><b>HS:</b> Head Start <b>ILP:</b> Individual Learning Plan</p> <p><b>ITERS:</b> Infant/Toddler Environmental Rating Scale</p>	<p><b>LAP-D:</b> Learning Accomplishments Profile-Diagnostic</p> <p><b>OCPS:</b> Orange County Public Schools</p> <p><b>OEL:</b> Office of Early Learning</p> <p><b>PARENT:</b> Adult responsible for the child, i.e biological, adoptive or relative</p> <p><b>PERKS:</b> Partners in Education and Research for Kindergarten Success grant.</p> <p><b>Provider:</b> Any provider serving SR eligible children funded by the ELCOC. A provider may be an informal/relative, registered FCCH, licensed FCCH, licensed center, faith based exempt, license exempt, or school based.</p> <p><b>PS:</b> Protective Supervision (for children at risk of abuse and neglect)</p> <p><b>QI:</b> Quality Initiatives</p> <p><b>R&amp;R:</b> Resource and Referral</p> <p><b>SPOE:</b> Simplified Point of Entry</p> <p><b>SR:</b> School Readiness</p> <p><b>SSI:</b> Supplemental Security Income</p> <p><b>TA:</b> Technical Assistance</p> <p><b>TANF:</b> Temporary Assistance for Needy Families</p> <p><b>TCC:</b> Transitional Child Care</p> <p><b>UCP:</b> United Cerebral Palsy; serves children with special needs</p> <p><b>UWL:</b> Unified Wait List</p> <p><b>VPK:</b> Voluntary Pre-Kindergarten education program</p> <p><b>WAGES:</b> aka Workforce Transition Program or Workforce Development Program</p>
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**Part 2. Community Plan**

**Community Plan (s. 411.01(5)(c)1.g., F.S.)**

*Section 1. Vision*

**Response Assessment: Information Only**

All Orange County children will be fully prepared to enter school ready to learn.

*Section 2. Mission*

**Response Assessment: Information Only**

The mission of the Early Learning Coalition of Orange County is to provide unified leadership, support and guidance to ensure that the children of our community have the opportunity to reap the benefits of developmentally appropriate, research-based school readiness and VPK programs, while respecting the role of the parent as their child's first teacher.

*Section 3. Community Needs Assessment*

**Response Assessment: Evaluation**

**Please See Attachment 0.0.1.**

*Section 4. Coalition Priorities*

**Response Assessment: Information Only**

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
	<p>The ELCOC has prioritized and structured its goals and activities to incorporate the following beliefs:</p> <p>1. Families must be ensured <b>fair and affordable access to services</b> which reflect parental choice;</p>	<p>The ELCOC Community Assessment reflects the following community needs:</p> <p>1. Approximately 50%-60% of children living in poverty are not served by any early childhood program in Orange County, which greatly impacts the readiness rates, particularly for</p>	<p>1.2.1 1.2.2 1.3.4 1.7.1 2.5.3 3.2 3.3 3.6</p>

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
	<p>2. The settings families have to choose from, must be <b>quality environments</b> which reflect careful attention to health and safety guidelines, developmentally appropriate practices, as well as curricula rich in early literacy;</p> <p>3. Families must be assured of their child’s developmental progress through research-based, valid <b>assessments</b>.</p> <p>4. As research indicates, teachers must be committed to on-going <b>professional development</b> activities to assure the best outcomes for children in their care;</p>	<p>disadvantaged children in Orange County. A family of four earning \$40,000 annually (200% of the FPL) in Orange County, would pay 34% of their income for the center-based care for an infant and preschooler.</p> <p>2. 15% of licensed child care programs and less than 1% of family child care homes in Orange County have Gold Seal designation.</p> <p>3. 83% of the students screened on the ESI-K were determined ready for school, 12% getting ready and 5% not ready. On the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) instrument, 50% of students tested above average on the letter naming portion, 13% low risk, 15% moderate risk, and 21% high risk. And on initial sound fluency, 37% scored above average, 20% low risk, 22% moderate risk, and 21% high risk.</p> <p>4. 17% of teachers in Orange County working with children have associates degrees or higher, 28% possess a CDA, 54% have a high school diploma or GED,</p>	<p>3.6.1</p> <p>1.8 1.9 4.3.3 5.1 5.2.1</p> <p>4.2 4.2.1 4.2.2 5.1 5.4.1</p> <p>1.9.2 2.4.1 4.3</p>

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
	<p>5. <b>Families</b> must be fully engaged in their child’s early care and education experience if we are to achieve true success in <i>readiness for school</i>.</p> <p>6. The greater <b>community</b> must have a solid understanding of the value of early care and education, with particular attention to how it impacts the most disadvantaged populations in urban areas. A collaborative, communitywide commitment to early care and education is what is necessary to ultimately sustain school readiness successes in Orange County.</p>	<p>and 1% has not graduated from high school. There are 122 active TEACH participants in Orange County, representing slightly more than 5% of those who have no early childhood credentials (CDA or higher). Through TEACH, nine (9) AS degrees have been earned. (70% from Seminole Community College, as Orange County’s Valencia Community College does not offer an early childhood development career track).</p> <p>5. 76.9% of families would be interested in some type of training, workshops, or information to help them. 68.1% of families in Orange County indicated they receive their parenting information from family or friends.</p> <p>6. The following statistics must be echoed to all community business partners:                      *Approximately 50%-60% of children living in poverty are not served by any early childhood program in Orange County, which greatly impacts the readiness rates, particularly for</p>	<p>4.3.3 5.1 5.4.1</p> <p>3.1.1 3.4.1 3.4.2 3.5.1 3.6 3.6.1 5.1</p> <p>2.5.2 2.5.3 3.5.1 5.1.1 5.2.1 5.4.1</p>

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
		<p>disadvantaged children in Orange County;</p> <p>*Approximately 18% of children under the age of five live in poverty in Orange County totaling approximately 14,000 children.</p> <p>65% of parents enrolled in SR programs are thirty years of age or younger.</p> <p>*Slightly more than 73% of parents are single receiving SR for their children.</p> <p>*Slightly more than 49% of families receiving SR services make less than \$20,000 annually.</p> <p>*Home ownership is unattainable for most families in Orange County, posing other risks such as increased rates of crime and safety concerns for children.</p>	
1.	<p><b><u>These beliefs are attained through the following actions:</u></b></p> <p><i>Families must be ensured fair and affordable access to services which reflect parental choice;</i></p> <p><b>Priority Action:</b></p> <ul style="list-style-type: none"> <li>Continue to maintain a fully integrated information network through our existing ‘single point of entry’ system, which ensures all families have easy access to enrollment processes via phone, internet or at physical One Stop sites.</li> <li>Continue to maintain an exceptionally accurate and current ‘unified wait list’ system to ensure eligible families receive</li> </ul>	<p>In addition to the Community Assessment findings, coalition records reflect the April 2006 Orange County Wait List is in excess of 5,000 eligible children awaiting services.</p>	<p>1.7.1 1.2.1 1.2.2 1.3.4 2.5.3 3.2 3.3 3.6</p>

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
	<p>services in a timely manner, once funding permits.</p> <ul style="list-style-type: none"> <li>Continue to pursue the implementation of the <i>equity based funding formula</i> to ensure OC families receive their fair share of the state’s allotment, which could have resulted in an additional \$6 million funding for the ’06 fiscal year if it had been implemented at the state level.</li> </ul>		3.6.1
2.	<p><b><i>The settings from which families choose must be quality environments, which reflect careful attention to health and safety guidelines, developmentally appropriate practices, as well as curricula rich in early literacy;</i></b></p> <p><b>Priority Action:</b></p> <ul style="list-style-type: none"> <li>Continue the practice of assessing and evaluating all licensed centers and family child care homes program quality indicators annually using the nationally recognized, valid and reliable Harms Environmental Rating Scales (ERS). (ECERS, ITERS, FCCERS) which assess the quality of the classroom environment.</li> <li>Continue efforts to increase the number of accredited facilities in Orange County by continuing the practice of providing grants and mentor support to child care providers to assist them in their Gold Seal accreditation process as they are identified “as ready” based on the ERS scores.</li> <li>Continue the practice of offering Approved curriculum and early literacy training classes and materials to all licensed providers;</li> <li>In addition to the current, ‘Let’s Get Licensed Campaign’, develop additional strategies and incentives to increase the number of licensed family child care homes in Orange County.</li> </ul>	<p>In addition to the Community Assessment findings, Coalition records reflect the post ‘06 ECERS/ITERS/FDCERS program evaluations demonstrate significant provider need in all sub-scales.</p>	<p>1.8 1.9 4.3.3 5.1 5.2.1</p>

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
3.	<p><i>Parents must be assured of their child’s developmental progress through research-based, valid assessments.</i></p> <p><b>Priority Action:</b></p> <ul style="list-style-type: none"> <li>• Continue the practice of accomplishing pre-and post assessments using the LAP-D instrument on all 4 year olds and introduce a statistically significant sample of <i>all</i> age groups no later than FY 08-09.</li> <li>• Continue the practice of providing all LAP-D assessment results to parents and providers as well as offering training to parents and providers.</li> <li>• Continue the practice of providing the opportunity for initial screening (ASQ) for all children with appropriate referrals and annual screenings within 45 days of the child’s birthday.</li> <li>• Develop trend data to help inform the coalition of progress towards school readiness goals.</li> <li>• The QI Committee will consider the Community Assessment recommendation to add a language development and literacy focused instruments, such as Project Construct Literacy Assessment, or the Reynell Language Development Scales.</li> </ul>	<p>In addition to the Community Assessment findings, the Coalition has identified that Orange County Public Schools, Arnold Palmer Children’s Hospital, United Cerebral Palsy, Quest and various private practitioners, in our community offer access to screening or assessment services for children ages birth – five. However, timely, non-fee based services are limited in our community.</p> <p>Couple this with the statue requirement to accomplish pre-and post assessments on <i>all</i> children ages birth- five, (7,000+), and the need is firmly established.</p>	<p>4.2 4.2.1 4.2.2 5.1 5.4.1</p>
4.	<p><i>As research indicates, teachers and providers must be committed to on-going professional development activities to assure the best outcomes for children in their care.</i></p> <p><b>Priority Action:</b></p> <ul style="list-style-type: none"> <li>• Build relationship with Valencia Community College. Encourage them to offer an Associate in Arts Pre-Major in early childhood education that is transferable into an upper level university.</li> </ul>	<p>As reflected in the Community Needs Assessment findings, Orange County teachers must travel to Seminole or Lake counties for coursework in early care and</p>	<p>1.9.2 2.4.1 4.3 4.3.3</p>

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
5.	<ul style="list-style-type: none"> <li>• Continue the practice of awarding CDA grants annually, as funding allows.</li> <li>• Continue the practice of providing curriculum training per ELCOC Approved Curriculum Guide.</li> <li>• Continue the practice of providing trainings, conferences and workshops, i.e., Conscious Discipline; Early Adventures in Literacy; LAP-D Training; Caring for the Caregiver; ECERS/ITERS; Inclusion Training and VPK Performance Standards. See web site: <a href="http://www.elcoc.org">www.elcoc.org</a> for complete training listings.</li> <li>• The QI Committee will address the Community Assessment recommendation to initiate a focused workforce study to assess teacher attitudes on curriculum, motivation for employment, turnover rates, reasons for leaving the field, salaries and benefits, and identification of barriers for continued education, based on the premise that retention of well-qualified staff is essential to quality outcomes for children.</li> </ul> <p><i>Parents must be fully engaged in their child’s early care and education experience if we are to achieve true success in readiness for school.</i></p> <p><b>Priority Action:</b></p> <ul style="list-style-type: none"> <li>• Initiate an aggressive and systematic Parent Involvement Campaign with particular focus on the challenges created when English is not the primary language spoken at home.</li> <li>• Identify local community champions of parent involvement; use indigenous leaders, as founding champions to carry our cause. See</li> </ul>	<p>education because Valencia Community College does not offer a career track in early childhood education currently.</p>	<p>5.1 5.4.1</p>

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
6.	<p>Community Resource Plan.</p> <ul style="list-style-type: none"> <li>The QI Committee will review the Community Assessment recommendation to develop alternative strategies for families' engagement, i.e. providing parent education materials in other media forms such as DVDs and CDs.</li> <li>Incorporate strategies to measure the effectiveness and provide feedback on all parent involvement efforts.</li> </ul> <p>Continue the practice of offering Parent Trainings, such as, "Building a School Family", "Parent Empowerment", and "A Parent's Guide to the LAP-D Assessment". Parents are invited to all provider/teacher trainings as well.</p> <p>The greater <b>community</b> must have a solid and supportive understanding of the value of early care and education with particular attention to how it impacts the most disadvantaged populations in urban areas. A collaborative, communitywide commitment to early care and education is what is necessary to ultimately sustain school readiness successes in Orange County.</p> <p><b>Priority Action:</b></p> <ul style="list-style-type: none"> <li>Initiate a strong Community Resources Development Campaign with five (5) primary goals: 1) educate and inform all community partners of the importance and value of early care and education with particular attention to how it impacts the most disadvantaged populations in urban areas; 2) establish strong, non-duplicative, collaborative relationships with all community partners; 3) develop strategies to position the ELCOC as the early care and education leaders in our community including participation on</li> </ul>	<p>A Parent Survey conducted as part of the ELCOC Community Assessment indicated parents feel isolated and even threatened by academic settings. In addition, limited English language proficiency further limits parents' involvement in their child's educational experiences.</p> <p>In addition to the Community Assessment findings, although the Coalition has been very active and well recognized within the provider community, when queried, parents and business leaders remain mostly unaware of the efforts of the Coalition. CCEP participation in Orange County reflects dismal employer support;</p>	<p>3.1.1 3.4.1 3.4.2 3.5.1 3.6 3.6.1 5.1</p> <p>2.5.2 2.5.3 3.5.1 5.1.1 5.2.1 5.4.1</p>

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
	<p>various interagency and community groups to heighten awareness of coalition’s valuable services; and 4) develop community wide funding resources to support coalition quality initiatives, with particular focus on exploring, supporting, and expanding the resources available for those children who are most disadvantaged. The QI Committee will investigate child care financing strategies piloted in several major cities in the United States to determine their success in addressing the dilemma of quality and costs.</p> <p>5) Through the recently established Legislative Education Committee, heighten the Board’s awareness of all legislative actions which could impact Coalition funding and/or operations, i.e. <i>equity based funding formula</i>, previously referenced.</p> <ul style="list-style-type: none"> <li>• In addition, the Board will host focus groups in underserved areas to identify the barriers of why parents are not enrolling in child care programs, VPK in particular, with the results forming future strategies for outreach and/or policy recommendations to the local legislative delegation.</li> </ul>		

**Part 3. Coalition Governance**

*Section 0.1 Board Operation*

**0.1.1.** Does the Board membership (included in **Attachment 0.1.1**) 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 0.2.1**

No

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

**Response Assessment: Demonstration**

Yes (Per the ELCOC Operating Policies and Procedures and Employee Supplement Handbook)

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.)

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:

Service	Provided by Coalition	Provided by other Entity(ies), (NAME)s
Resource and Referral	<input type="checkbox"/>	Community Coordinated Care for Children (4C)
Provider Eligibility Determination	<input checked="" type="checkbox"/>	
Child Eligibility Determination	<input type="checkbox"/>	Community Coordinated Care for Children (4C)
Provider Training	<input checked="" type="checkbox"/>	As well as 4C and other training entities selected through the procurement process.
Parent Support and Involvement	<input checked="" type="checkbox"/>	
Inclusion Warm Line	<input checked="" type="checkbox"/>	
Reimbursement	<input type="checkbox"/>	Community Coordinated Care for Children (4C)
LAP-D Training	<input checked="" type="checkbox"/>	Community Coordinated Care for Children (4C)
Professional Development	<input checked="" type="checkbox"/>	As well as other training entities selected through the procurement process.

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

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 **Attachment 1.3.2.**

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 1.3.4 VPK Eligibility Determination and Enrollment Procedures.**

No, and the following describes why:

**1.3.5** Does the coalition offer School Readiness Transportation services to at-risk children and has the coalition received prior approval of the Agency for these services? (s.411.01014, F.S.)

Yes

No

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 1.5.1**. (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 1.6.1**. (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.) Extended day and extended year services are provided to all eligible families as funding allows. All families who need referrals to these services are directed to our Simplified Point of Entry vendor. All customers are offered current and consistent information, regardless of their income or financial need. Every effort is made to accommodate hearing impaired and access to appropriate bilingual staff. Coordination efforts with community agencies are ongoing and staff is trained to identify and assist families with special situations or experiencing a crisis and make referrals to other organizations as needed. One of the strengths of this county is the variety and abundance of extended day and extended year capacity available. However, due to limited funding, subsidized enrollments may be limited to TANF and Protective Services children. The availability of care is increased by maintaining a great collaboration with DCF to identify new programs in Orange County as they apply for licensing and registration and attend training at one of our vendors training centers.

**Response Assessment: Evaluation**

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

Required Element	Current Situation	Objective	Activities	Outcome
1.7.1. Extended Day and Extended Year Services	Please see description above.	1. Ensure that all eligible children are enrolled in extended day and extended year services honoring parental choices.  2. Sustain the high level of extended day and extended year services available in Orange County.	1. Enroll TANF and PS children in extended day and year services. All others will be served as funding permits.  2. Ensure all families seeking R&R services receive at least 5 community referrals, if available per their choice.	1. Monthly enrollment reports reflect that 100% of TANF and PS eligible children are enrolled in extended day and extended year, as funding allows as documented through submission of monthly reports by core service provider and review of wait list.  2. ELCOC audits R&R services to ensure that all families receive a minimum of 5 referrals, if available, to match their needs.

**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 process is described in **Attachment 1.8.1- Procedures for VPK Provider Eligibility and Provider Files.**
- 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 1.9.1** Procedures for VPK Program Verification.

- 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.)  
 A priority of the ELCOC is to ensure that funded providers achieve the relevant core quality indicators which are identified as follows:

**For Licensed and License-Exempt Sites:**

**Program Assessment** is completed using the nationally recognized Harnes Environmental Rating Scales (ECERS, ITERS, and FCCERS). The assessment is conducted annually and a Program Improvement Plan (PIP) and/or Program Enhancement Plan (PEP) is developed for each licensed and license-exempt funded provider and reviewed with the Provider Services Specialist. Providers have to attend a mandatory meeting where they are made aware of the use of the ERS and associated expectations. This requirement is also included in the SR agreement (section E. 16) they sign with the Coalition.

**Curriculum and Character Development Compliance** is assessed annually to ensure age-appropriate implementation based on the ELCOC Approved Curriculum Guide. Training and technical assistance is offered to achieve plan compliance. The minimally acceptable score is 80% out of 100%.

**For non-licensed, licensed exempt, registered and informal funded providers:**

Health and Safety Inspections. Training and technical assistance is offered by the Coalition to assist providers to come into and maintain full compliance.

Curriculum and Character Development Compliance: the Coalition will explore the development of strategies which will support the inclusion of developmentally appropriate implementation based on the ELCOC Approved Curriculum Guide.

To further support the core quality initiatives, and to encourage obtaining Gold Seal accreditation, the ELCOC provides financial incentives, training, and technical assistance to child care providers identified “as ready” based on ERS scores and Curriculum and Character Development Compliance scores.

The ELCOC has established a computerized tracking system to include: provider demographics, teacher and staff training, status of core quality indicators and child assessment results. The ELCOC tracking system will eventually interface with the ELIS.

Assessors must have documented evidence of having been trained and certified “Reliable” in accordance with the standards indicated by the authors of the tool and are required to maintain their reliability while performing assessments for the Coalition.

For Program Year 2009-10, providers who have been previously assessed on the ERS at least two times, must achieve an average score of 3.0 in order to enter into a standard School Readiness Agreement with the Coalition. Providers achieving less than a 4.0 average rating will have Technical Assistance provided by the agency conducting the assessments. Average ratings of 4.0 or better will be given Technical Assistance by the Coalition. Providers will be offered at least one (1) Technical Assistance Visit by the agency conducting the Assessment, and other Technical Assistance by the Coalition as time permits. It is the Provider’s responsibility to request and schedule Technical Assistance visits. Providers who cannot be scheduled for Technical Assistance by the Assessing Agency will not be assessed until adequate Technical Assistance has been provided.

Prior to the start of each new program year, the Coalition will conduct informational meetings with the Providers to explain the processes and procedures used by the Coalition to achieve the Quality Standards established by the Board of Directors. These meetings shall be mandatory for anyone offered a Provisional Agreement.

**Provisional Agreements:** For Program Year 2009-10, providers achieving less than a 3.0 average score will be offered a Provisional Agreement. The provisional agreement will be for a period of up to 90 days. Technical assistance will be available at the request of the provider.

During the provisional period, the site will be reassessed with no less than 50% of the birth to five classrooms evaluated based on numbers of children present on the day of the ERS reassessment.

Provisional Providers achieving a 3.0 average rating or better on the reassessment will be offered an Agreement which extends to the end of the current program year. They will be placed on the regular assessment schedule thereafter.

Provisional providers who do not achieve a 3.0 average score on the reassessment will be notified by the Coalition of the Coalition’s intent to end the agreement. Providers will not be eligible to enter into a new agreement for a period of one calendar year from the termination of the Provisional Agreement.

- a. Provisional providers will be notified by U.S. Mail, return receipt requested, along with notice of the Coalition’s Grievance procedures.
- b. Provisional providers will be given 10 business days after receipt of notice in which to file a written appeal of the Coalition’s decision (in accordance with the Formal Section of the Coalition’s Grievance Policy).
- c. The Coalition will notify the Provisional provider of the decision within 21 business days after an appeal has been received by the Coalition.

If the appeal is not granted, families that are affected will be notified by the Coalition or its designee in accordance with current CCR&R policies, once the process has been finalized, and will be given a minimum of ten days notice that their use of that facility will no longer be paid for by the Coalition.

- a. Assistance will be given to parents in locating another facility in the same geographical area which can accept School Readiness children.
- b. Parents will be given the standard number of choices provided by all parents who are eligible for School Readiness assistance.

**Response Assessment: Evaluation**

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

Required Element	Current Situation	Objective	Activities	Outcome
1.9.2. Evaluation Plan	Please see description above.	1. All funded programs in Orange county will provide effective school readiness programs	1. The ELCOC will administer the appropriate ERS tool and conduct Curriculum and Character Development Reviews annually at all licensed S/R funded providers.	1a. 2007/2008 Goal 50% of funded providers meet core quality compliance indicators.

Required Element	Current Situation	Objective	Activities	Outcome
		and services.  2. Ensure that SR funded providers maintain licensing standards to include staff-child ratios and health and safety issues	2. The ELCOC will administer the Health and Safety Inspection annually in each SR funded licensed-exempt, registered and informal provider.	1.b. 2008/2009 Goal 75 % of funded providers meet core quality compliance indicators.  2. By the end of FY 2008-09, Class I violations will be reduced by 95%.

1.10 Grievance 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 1.10.1 Grievance Policies and Procedures**.(Section XII).
- No, and the following describes how the collations 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 CFR98.20(a)(1))

**Response Assessment: Demonstration**

Yes, and the following describes the coalition’s partner agencies and the services provided:

The coalition partners with the following agencies, which provide school age care:

1. Extended Day at OCPS
2. Boys and Girls Club
3. Orange County Parks and Recreation
4. YMCA

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 (Note: OCPS has been an exceptional partner in this effort. Please see **Attachment 2.2.1-Coordination with Public Schools.**)

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 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: **Attachment 2.3.1**- Sample of Memorandum of Understanding with DCF.

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.). Through the ELCOC Professional Development Master Plan, the Coalition provides six (6) comprehensive staff development and training quality initiatives campaigns which directly impact the children, teachers, families and quality of programs in Orange County:

- 1) **LAP-D/E-LAP Assessment Campaign:** The ELCOC continues to train teachers on the LAP-D/E-LAP child assessment tools. Participant training is documented.
- 2) **CDA Credential Campaign:** . To assist funded providers, the ELCOC provides CDA grants to eligible teachers annually.
- 3) **Core Quality Campaign:** .The Coalition continues to provide comprehensive training to support the core quality initiatives. Trainings are offered in an array of formats: workshops; conferences; one-on-one, on-site technical assistance and mentoring. Trainings are conducted by Coalition staff; guest presenters; and vendors.
- 4) Trainings, conferences and workshops are offered in specific content areas: i.e. Conscious Discipline; Early Adventures in Literacy; Caring for the Caregiver and VPK Performance Standards training. Refer to ELCOC web site: [www.elcoc.org](http://www.elcoc.org) for training schedule. In addition, the coalition contracts with the local Community Coordinated Care for Children (4C) for an array of quality training initiatives (primarily they offer director’s credential, 40 hour training, CDA, and ASQ workshops)  
**Accreditation Campaign:** The ELCOC has implemented an accreditation campaign to providers who meet established criteria.

5) **Curriculum and Training Campaign:** Highly qualified Coalition staff and contracted instructors provide coalition **mandated**, curriculum training on most of the 13 Approved Curriculums (1. Creative Curriculum, 2. High Reach, 3. High Scope, 4. Wee Learn, 5. BCCT, 6. DLM Express, 7. Houghton-Mifflin, 8. Active Learning Series (ECERS based), 9. Activity Based Instruction (Brickers), 10. Bank Street-Developmental Interactionist, 11. Montessori, 12. A Planning Guide (LAP-D based) and 13. Project Approach.

6) **VPK: Periodic training and conferences are provided as the need is identified.**

For SR, refer to **Attachment 2.4.1A:**

**ELCOC Scheduled Training & Events**

For VPK, refer to **Attachment 2.4.1B:**

**VPK Coordinated Staff Development and Training Protocol.**

For 4C, refer to **Attachment 2.4.1C:**

**4C Child Care Institute Training Schedule. Response Assessment:**

**Demonstration** 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	See detailed description above.	1. The coalition will ensure all funded providers are offered comprehensive training to support the core quality initiative.	1a. ELCOC staff provide a series of LAP-D assessment trainings twice per year and ASQ training is offered by the ELCOC core service provider on an on-going basis. 1b. Core service provider conducts quarterly ERS trainings; 1.c ELCOC and contracted staff conduct Approved Curriculum trainings. 1d. ELCOC awards CDA/AA/AS grants and support to eligible funded providers. 1e. ELCOC provides financial incentives, training, and technical assistance for providers seeking Gold Seal accreditation.	1. Provider participation in training, CDA, AA, AS and Accreditation initiatives will be linked to the core quality indicator scores to determine the effectiveness of training as it relates to increased scores.

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

<b>Does the coalition’s coordinated staff development and training plan include:</b>	<b>Yes</b>	<b>No</b>	<b>Responsible Entity</b> *	<b>Which Groups Participate</b>
A link to Early Learning Guidelines (0-3 and 3-5 Standards)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SR-QI Committee VPK-DOE/QI	Teachers, Providers
Continuum of training and education to form a career path	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QI Committee VPK-DOE/QI	Teachers, Providers
Articulation from one type of training to the next	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SR-4C VPK-DOE	Teachers, Providers
Quality assurance through approval of trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QI Committee VPK-QI/DOE	Teachers, Providers
Quality assurance through approval of training content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QI Committee VPK-QI/DOE	Teachers, Providers
A system to track practitioners’ training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QI Committee VPK-QI/DOE	Teachers, Providers
Assessment or evaluation of training effectiveness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	QI Committee VPK-QI/DOE	Teachers, Providers
Administrators’ Credential	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4C & DOE(VPK)	Teachers, Providers
Specialized strategies to reach informal providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SR-QI Committee	Informal Providers
Other (explain):”Let’s get Licensed” for Registered Providers TAS/AS-Contracted Trainer for AWI/OEL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SR-QI Committee VPK-Children’s Forum	Regtd. and SR Providers VPK Providers

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

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 ELCOC consults and the collaboration and coordination that result:

**DCF:** Work closely with DCF on all licensing non-compliances (i.e. the Coalition conducted on-site visits of all registered providers and informed DCF of all health and safety concerns). This resulted in an increased awareness of the conditions in registered homes and prompted the closures of some of them not meeting minimum standards.

**Orange County Government:** Citizens Commission for Children: Strong partner in CCEP program resulting in local child care dollars for working families. Head Start is collaborating with the Parent Involvement Campaign.

**OCPS (First Start):** A Home visit and parent involvement program that is funded by the coalition.

**OCPS (Migrant):** A home visit and parent involvement program that supports literacy for eligible migrant families, partially funded by the Coalition.

**OCPS (Reading is the Key):** School District Project to encourage the parents to read to their pre-school children.

**City of Orlando (Mayor’s Paramour Initiative):** Focus on providing child care for children who meet SR eligibility, increase parent involvement and the number of providers in the area as well as encourage family self-sufficiency. The City is a strong supporter of the CCEP program. Early Head Start is collaborating in the Paramour Project.

**Child Welfare:** Quarterly meetings with FSMO, 4C and DCF to improve the referral process and provision of timely, effective services for At Risk children.

**O-Tech:** Strong training partner for CDA certification; provides conference presenters; the Coalition uses their facility for coalition trainings.

**Health Dept:** Assists in our Immunization Awareness Project and acts as consultant for all projects related to children's health and safety.

**Winter Park Health Foundation:** The Coalition received a grant to conduct a Needs Assessment in the Cheney Elementary School target area. This effort will focus on children ages one to five and will assess the level to which their health and school readiness needs are met. After completion of the assessment, a plan will be developed to implement the needs assessment.

The Coalition's **Inclusion Specialist** collaborates with **UCP**, private counselors, and the **Health Department**.

**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))

Strategic employers will receive a resource kit, which contains information for families to secure child care. Literature will be posted in employees break rooms and HR areas on the importance of choosing quality child care, availability of VPK, and information on Child Care Resource and Referral.

Selected employers will be identified to assist in targeted system implementation/capacity building with priority going to improving technology and supporting the coalition's Quality Rating Improvement System. To support community advocacy for early childhood education, friend-raisers are sponsored with business leaders and government agencies in an effort to educate and make them aware of critical early childhood education issues.

A Speaker's Bureau will be utilized to establish partnerships and support the mission of the ELCOC with community organizations.

**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	Please see description above.	1. Encourage private partnerships that promote private-sector involvement in meeting early care and education needs.	1a. Identify, solicit and develop a business partnership and awareness campaign to expand the CCEP program and maximizes the opportunities for businesses to contribute to the quality of child care.  1b. Develop a partnership with the United Way to encourage private organizations to contribute.  1c. Implement a public awareness campaign that heightens awareness of the mission and services provided by the ELCOC.	1. Increase the utilization of the CCEP funds.  1.b. Increase contributions from community partners and the private sector to support the mission of the ELCOC.

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

In the past years the coalition has successfully met the 6% requirement set forth by the state as dictated by proviso language. Due to changes in the FY 05-06 proviso language, the coalition and the central agency aggressively worked to pursue local match contributions to meet the new requirements. These efforts yielded positive results by the third quarter of FY 05-06, when the Coalition met its goal.

The Coalition, along with its contracted central agency (4C), completed the following:

1. Secured contributions from the following: United Way- \$249,000, City of Orlando - \$326,000, Orange County Government - \$230,000, Orlando Sentinel -\$30,000, Orlando Magic- \$30,000, City of Winter Garden- \$8,686.
2. Contacted all other local municipalities that have low income eligible children in our program. This effort resulted in an additional \$83,000 from the City of Orlando for FY 05-06 and 61, 000 for FY 06-07.
3. Met with the Orange County Government-Citizens Commission for Children and an agreement was made to move \$176,336 from CCEP into low income match.

4. Solicited, received and processed in-kind contributions as approved by the State.
5. Received \$7,000 from 4C’s fundraiser event.
6. Contacted other local foundations; however, since we receive over 60% of our funding from the federal government, the coalition does not meet the criteria of the foundations contacted.

Currently, the ELCOC continues to collaborate with the core service providers developing strategies to secure the state mandated 6% match requirement. The Coalition is engaged in special initiatives that will allow for some cost sharing and potential matching funds. This initiative is demonstrated in partnerships with The Winter Park Health Foundation, Cheney Elementary School, the Parramore Early Learning Project, the Hungerford Project, Gift for Teaching and other local entities and organizations preoccupied with improving early learning programs.

Additionally, the ELCOC is meeting with local government entities to educate them on the impact of budget restraints, tax reform, and the challenges of meeting the state mandated match requirements.

**Response Assessment: Information Only**

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

Required Element	Current Situation	Objective	Activities	Outcome
2.5.3. Coordination of Services – match	Please see description above.	1. Increase match contributions.	1a. Meet with prior year’s contributors to encourage them to contribute at higher levels. 1.b. Establish relationships with all government entities to develop the awareness of ELCOC and secure financial support. 1c. Establish ongoing relationships with private organizations to provide either financial or in-kind contributions. 1d. Develop and implement a community outreach program to	1. The ELCOC and the core service provider will successfully secure the state mandated match.

Required Element	Current Situation	Objective	Activities	Outcome
			commit community stakeholders to the mission and initiatives of the ELCOOC. 1e. Explore opportunities and initiatives with local organizations for collaborations on grants.	

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. (It is in the local *Parent Rights and Responsibilities* form, which the parent reviews and signs upon enrollment.)
- 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. Please see **Attachment 3.2.2-** Parent Choice of VPK settings.

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 is dedicated to empowering parents as their child’s first teacher as well as empowering early care and education professionals. Therefore, we have joined together with various community partners to offer parent empowerment trainings to help parents understand how they impact children’s lives.

**The following opportunities are available to parents:**

**FIRST START:** In collaboration with OCPS, the First Start (FS) program provides services to children from birth to four years of age and their families. Emphasis is placed on enabling families to enhance their children’s intellectual, physical, language, and social development by involving parents in their child’s education during these critical first years. Through early parent education and support services, the program lays the foundation for later learning and future school success, while fostering effective parent/school relationships.

**MIGRANT:** This program is targeted to migrant families who meet the federal criteria of intermittent employment. Families are served and assisted through home visits, play groups, educational materials, referrals to community resources and developmental screenings for their children.

**CUDDLE UP AND READ**– This quality initiative was designed to provide early literacy enrichment activities for funded providers and families to assist in developing early literacy programs. Resource kits are available through the coalition sponsored Support and Supply Depot (S&S Depot) to support literacy trainings and activities.

**INCLUSION & BEHAVIOR TRAINING** – The ELCOC inclusion specialist offers monthly behavioral and inclusion trainings for teachers and families which incorporate many of the Performance Standards domains (which include social, emotional and physical health). The inclusion specialist also conducts individual consultations with families and teachers. Information and referral services are provided to parents for children requiring additional evaluations and/or assessments. The IS monitors the Warm Line and responds within 48 hours.

**CHARACTER DEVELOPMENT PROJECT** – In collaboration with OCPS, *Caring Connections* and Dr. Becky Bailey, the Coalition launched a comprehensive character development program using the Conscious Discipline program, which supports the social and emotional development as outlined in the AWI Performance Standards. This project includes training for teachers and families. Providers and families received supporting materials for the Conscious Discipline approach.

**KINDERGARTEN READINESS LITERATURE AND TRAINING** – In collaboration with OCPS, the Coalition disseminates Kindergarten Readiness Checklists and Choosing Quality Child Care pamphlets to school readiness funded and VPK parents in conjunction with various teacher and parent trainings.

**Response Assessment: Evaluation**

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	Please refer to description above.	1. Coalition will increase parent involvement through the implementation of a <i>Family awareness Campaign</i> in collaboration with	1a. Distribute parent surveys to solicit recommendations for future parent training needs. 1b. Offer family enrichment, trainings to assist families in preparing children for school success. 1c. Conduct, through funded	80% of adult participating in the Migrant and/or First Start Programs receiving training for positive parenting skills will demonstrate an increased knowledge of commonly accepted child development practices on an ELCOC approved pre-post survey.

Required Element	Current Situation	Objective	Activities	Outcome
		other community partners (i.e. OCPS, Library System, Migrant, and First Start).	programs, home visits and recruit new families via flyers, presentations and neighborhood visits.	

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

The ELCOC offers family trainings through the First Start (FS) and the Migrant programs. During the 05-06 fiscal year, the Migrant program conducted more than 80 family workshops, over 2,000 home visits, 100 playgroups and 79 Developmental Assessments. During the same period, the First Start Program accomplished 211 playgroups, 387 home visits, 71 family meetings and 165 developmental assessments at 6 OCPS sites. The OCPS parent resource literacy centers are available for parents to increase family literacy and provide access to educational materials (i.e. toys, manipulatives), children’s books, and to interact with other families. ELCOC shall interface and coordinate with Head Start, Even Start, Adult Literacy, and Rotary Clubs and other community partners to offer ongoing literacy activities for families with a culmination activity during Literacy Awareness Month in September 2006.

**Response Assessment: Evaluation**

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

Required Element	Current Situation	Objective	Activities	Outcome
3.4.2. Family Literacy	Please see description above.	1. Increase the opportunities to enhance the literacy skills of the families.	1a. Facilitate family-focused initiatives.	End of the year reports from the Migrant and First Start Programs will collectively reflect that: 1.a. A total of not less than (8) Families-focused events/activities/projects have been conducted.

Required Element	Current Situation	Objective	Activities	Outcome
			1b. Continue family & early childhood literacy activities during home visits, parent/child playgroups, and reading activities in the parent resource centers.	1b. Assessments of children enrolled in the program for 6 months of more demonstrate an improvement in their developmental score.

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.)

The Coalition, in partnership with the core service provider works with families to achieve economic independence from public assistance. This is achieved through the following:

1. CCR&R staff conduct interviews, generate referrals, determine eligibility for subsidized child care services and provide information on choosing quality child care.
2. The coalition website provides multiple layers of information for families to include training opportunities and links to community resources, Warm Line, etc.
3. A warm line, maintained by the Coalition Inclusion Specialist, is in place for parents and providers with concerns about special needs children. Details outlined in the Inclusion area.
4. DCF protective services families receive transportation services as approved by their FSMO counselor.
5. A resource and referral intake counselor housed at the One Stop Center to provide on-site assistance to those families receiving public assistance.

**Response Assessment: Evaluation**

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

<b>Required Element</b>	<b>Current Situation</b>	<b>Objective</b>	<b>Activities</b>	<b>Outcome</b>
3.5.1. <b>Family Support Services</b>	Please refer to description above.	1. Ensure the provision of family support services to help achieve economic self-sufficiency.	1a. Contractor intake staff will assist families to identify self-sufficiency barriers.	1. 90% of families requesting assistance to remediate their barriers will receive at least 3 appropriate community resource referrals (when such exists).

### 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 ELCOC will ensure that support services are provided to children by maintaining and enhancing the partnership with the community agencies (the school district, Special Needs resources, Child Welfare) which result in children being prepared for future school success. ELCOC problem solves with representatives from DCF, community based agencies, and the core service provider to develop and implement strategies to support the families of children at risk of abuse and neglect. The population groups supported are:

**Migrant Population:**

Program is offered by the School District's Migrant Program and partially funded by the ELCOC. Staff conduct home visits, offer training, and provide families with resources to establish home libraries and encourage emergent literacy skills. The contractor uses the MotherRead® curriculum as an intergenerational approach to increase literacy skills. Children who remain in the program for at least six months are screened twice a year to determine progress.

**Special Needs:**

The ELCOC Inclusion Specialist works with families and providers to access resources to support inclusion for children with disabilities in child care environments.. Services include a toll-free Inclusion Services Warm Line that provides information for child care providers regarding children with disabilities. To assist this population financially, the core service provider is responsible for negotiating the caregiver rate for children with Special Needs using the ELCOC's prevailing reimbursement rate as a guideline. Special Needs rates shall be negotiated up to ten (10) percent above the licensed center infant payment rate; however, the rates may not exceed the private pay rate for licensed provider infant care.

**Children at risk of abuse and neglect:**

The coalition meets with child welfare representatives and the core service provider to exchange ideas, improve the referral and placement process, and ensure prioritization and accountability for services.

**Response Assessment: Evaluation**

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

Required Element	Current Situation	Objective	Activities	Outcome
<p><b>3.6. Unique Population Groups</b></p>	<p>Please see detailed description above.</p>	<p>Ensure that support services are provided to families from unique population groups, as identified below:</p> <p><b>Migrant Population:</b> Sustain the community network established through the Migrant program including strategies to enhance services for targeted families. Increase the family involvement of unique populations in their child’s development.</p> <p><b>Special Needs population:</b> The ELCOC Inclusion Program will ensure all providers are knowledgeable of the support services available for children with special</p>	<p><b>Migrant Population:</b></p> <ol style="list-style-type: none"> <li>1. Provide countywide outreach to inform the community about support services for unique population groups served by the ELCOC.</li> <li>2. Provide intensive outreach services to eligible families with children at risk of future school failure.</li> <li>3. Enroll families from identified unique populations in Coalition funded programs.</li> </ol> <p><b>Special Needs Population:</b></p> <ol style="list-style-type: none"> <li>1. Continue early identification and appropriate referrals.</li> <li>2. Complete observations based on provider referrals in a timely manner.</li> <li>3. Refer families to appropriate</li> </ol>	<p><b>Migrant Population:</b> Test results reflect that children of families enrolled in the program for 6 months or more demonstrate an improvement in their scores.</p> <p><b>Special Needs:</b> 1. The ELCOC Inclusion Specialist will contact child’s family and provider to offer individualized resources and offer teaching</p>

Required Element	Current Situation	Objective	Activities	Outcome
<p>3.6.1. Unique Population Groups (cont.)</p>		<p>needs and their families.</p> <p><b>At Risk of Abuse and Neglect population:</b>                      1. Ensure the safety of eligible Protective Services (PS) children by placing them in licensed child care facilities as their first option for subsidized child care (per the Rilya Wilson Act).</p>	<p>resources for appropriate screening/evaluation as necessary and follow-up on those referrals.</p> <p><b>At Risk:</b>                      1. Prioritize the enrollment of PS children.                      2. Meet with child welfare partners quarterly, or as needed.                      3. Ensure that transportation services are offered to PS children as determined by their counselor, as funds are available.</p>	<p>strategies for referrals to support inclusion. .</p> <p><b>At Risk:</b>                      1. Eligibility Files reviewed will show that at least 90% of PS children will be placed in licensed facilities as their first option.</p>

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:

Entity(ies)	Immunization Requirements	Type(s) of Screening Administered (For Demonstration Purposes Only)	Referral Method (For Demonstration Purposes Only)
Core Service Provider	<input checked="" type="checkbox"/>	Record of Immunization and Hearing, Vision, and Speech	The core service provider obtains immunization records for children ages 0-5 prior to a child’s enrollment. The ASQ is administered and if hearing, vision, or speech concerns are indicated the family is contacted and a specific hearing and vision screening is completed resulting in referral to appropriate community resources

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):  
Upon enrollment, the Coalition requires a copy of immunization records and special needs information on all SR funded children, exclusive of those who meet approved exemptions (i.e. religious) Immunization records are maintained by the provider and available for ELCOC inspection.

- **Building and physical premises safety:**  
A core service provider conducts onsite inspections annually at all licensed exempt, registered, and informal providers utilizing the Coalition developed tool, based on DCF licensing requirements. The tool incorporates health, sanitation, and communicable disease control standards.
- **Health and safety training:**  
The coalition provides training on health, safety, and developmentally-appropriate practices to prepare providers for semi-annual reviews.

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

#### 4.2 Age-appropriate Screening 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.

Recognizing the critical need for early intervention, all parents of funded children under 5 years of age are provided with the age-appropriate ASQ and instructions for completion within 45 days of enrollment. With parental consent, the child care provider also administers the age-appropriate ASQ within 30 days of the child's birth date to ensure the on-going process of identifying potential developmental delays. The core service provider offers ASQ trainings to providers and parents. The core service provider, receives the completed questionnaire, reviews and scores it, and provides technical assistance. Screenings indicating potential developmental delays initiate the development of Individual Learning Plans (**ILP**),.

The coalition will ensure that the following process is followed:

- a) Level I – No action needed if child scores within norm.
- b) Level II – Validates the Level I score and determine the type of ILP to be developed. Conduct a hearing and vision screening on all identified children followed by appropriate referrals to a certified professional. If there is no indication of a hearing and vision concern, an age-appropriate developmental assessment (E-LAP/LAP-D) may be administered.
- c) Level III – Results of the developmental assessment if administered are used to refer families to community resources to address specific developmental delays. In addition, families are referred to ELCOC Inclusion Specialist for technical assistance and support.

**Response Assessment: Evaluation**

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

Required Element	Current Situation	Objective	Activities	Outcome
4.2.1. Age-appropriate screening	Please see description above.	<p>1. Ensure that all children birth to five years old in SR programs receive an age-appropriate developmental screening.</p> <p>2. Children with screening results demonstrating a developmental concern, receive further evaluation and services.</p>	<p>1.a. Core service provider distributes the age--appropriate ASQ at time of enrollment to be completed by parent and returned to service provider.</p> <p>1.b Providers complete age-appropriate ASQ for all SR children within 30 days of birth date.</p> <p>1c. Core service provider reviews and scores the ASQ.</p> <p>2. Identify and refer children with potential developmental delays to appropriate professional services and communicate results and actions to the Inclusion Specialist.</p>	<p>1. All parents of enrolled children will receive an age- appropriate ASQ screenings within 45 days of enrollment and providers will complete, with parental consent, an age-appropriate ASQ within 30 days of the child’s birth date.</p> <p>2. Families of children identified with potential developmental delay will have a referral to appropriate community resources. Inclusion Specialist will provide technical assistance and support to the child’s teacher and family to ensure the child remains in an inclusive child care environment.</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.)

Sampling is the foundation of all research and helps organizations make business decisions with confidence. There are two main components in determining whom you will select to prove programmatic efficacy. The first is deciding **who you are going to review**. Researchers often call this group the target population. The ELCOC target population definition is “children ages 0-5 given the mandatory LAP evaluation”. These figures do not include school age children. The LAP assessment is not valid for children over the age five.

The second step is to decide **how many children files need to be reviewed**. Statisticians know that a small, representative sample will reflect skill levels and behaviors of the group from which it was drawn. The OEL has offered guidance to local coalitions using a web based sample size calculator that derives sample size using a confidence level of 90%, a confidence interval of 5%. By introducing the monthly average of children receiving ELCOC services that had mandatory LAP-D pre- and post evaluation. Of the monthly average of 7,465 children (ages 0-5) served during FY 05-06, the web based calculator provides the sample size for the statistical significant sample of 264. The sample size is then broken down in relationship to the distribution of children by age (see chart below).

Age Group	Coalition %	Coalition # out of 7465	Sample # (out of 264)
Infants	9%	662	24
Toddlers	18%	1309	46
2 Year Olds	20%	1524	53
3 Year Olds	22%	1661	59
4 Year Olds	22%	1613	58
5 Year Olds	9%	696	24
Sample Total			<b>264</b>

The ELCOC has selected the Learning Accomplishment Profile- (LAP) as its tool for the state mandated pre and post assessments to measure school readiness. The LAP is a developmental tool which serves the following primary functions:

- Evaluation of a child’s entry level skills upon entering a program;
- Evaluation of a child’s exit skills upon leaving a program;
- Determination of a child’s progress over the course of time; and

- Implementation tool for planning goals and activities

Response Assessment: Evaluation

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

Required Element	Current Situation	Objective	Activities	Outcome
4.2.2 Pretest and Posttest	Please refer to description above.	1. To ensure strategies are in place to prepare children for future school success.	1a. With parental consent, conduct pre and post assessments (E-LAP/LAP-D)_ on all children identified in the sample.  1.b. Providers whose children score low on the LAP assessment will have access to technical assistance to increase post-assessment scores.	1. Not later than fiscal year 2008-09, the Coalition shall use a statistically significant sample to complete a pre-assessment on children selected (with parental consent) and complete a post assessment on all children remaining in the SR program six months later.

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 ELCOC formed the Curriculum Committee under the guidance of University of Central Florida’s Early Education Division and community partners to:

- Research guiding principles;
- Develop an approved curriculum list; and
- Assist and guided providers through a curriculum review process.

The ELCOC Curriculum Committee made a commitment to ensure that the approved curriculum list and curriculum review process also meet state and national criteria of curricula based on research and best practices in early education.

The committee used the guiding principles for curriculum in select NAEYC publications, the National Research Council report and the Florida Performance Standards for 0-3 and 3-5 publications to develop an Approved Curriculum Guide which consists of the approved curriculum list and curriculum review process. The guide is focused upon the principles of what children learn, the learning process, the facilitation of learning and the environment in which children learn. The ELCOC Board of Directors reviewed and approved the Curriculum Guide.

Please see **Attachment 4.3.1** Approved Curriculum Guide.

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.

Recent studies show that the conscious discipline method provides positive child transformations through decreased aggression, increased academic performance, and enhanced social and emotional relationships which lead to success in school and life experiences. ELCOC staff offer training in character development curriculum; provides materials and support, and on-site technical assistance. Providers must demonstrate use of an appropriate Character Development Program which is monitored by the core quality indicator titled “Curriculum and Character Development Compliance” review.

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.

The ELCOC staff offers training in approved, research based, curricula. To ensure provider compliance, the Curriculum and Character Development Review (core quality indicator) is administered annually.

All licensed exempt, registered, and informal providers, upon compliance of Health and Safety Inspection (core quality indicator) receive a curriculum, training and technical assistance to ensure all SR children have developmentally appropriate learning experiences.

Please see **Attachment 4.3.1. Approved ELCOC Curriculum Guide**

**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	Please see description above.	1 Ensure all funded licensed utilize and implement a developmentally appropriate curriculum including	1.a ELCOC staff provide training in a variety of approved developmentally appropriate curricula and offer technical assistance.	1a. 2007/2008 Goal 50% of funded licensed providers will score 80% out 100% on the curriculum review.

Required Element	Current Situation	Objective	Activities	Outcome
		key character development components.	<p>1.b ELCOC staff administer the approved monitoring tool annually.</p> <p>2. For non-licensed sites, the Coalition will explore the development of strategies which will support implementation of developmentally appropriate curriculum based on the ELCOC Approved Curriculum Guide.</p>	<p>1.b. 2008/2009 Goal 75 % of funded licensed providers will score 80% out 100% on the curriculum review.</p> <p>2. By FY 08-09, the Coalition has adopted a plan that outlines the process to be used to ensure non-licensed sites offer developmentally appropriate curriculum.</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 and Services*

**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
a. Comprehensive consumer education	<p>1. The ELCOC provides funding for the Child Care Resource and Referral Network to ensure families have easy access to early care and education consumer education resources. Families receive free information, pamphlets and literature identifying the elements of quality school readiness and VPK programs.</p> <p>2. ELCOC, along with various community partners, offers trainings for families to prepare their child for future school success. The trainings cover a variety of topics such as, Behavior Management, learning principles, and accessing appropriate services.. Trainings are promoted through multimedia approaches.</p> <p>3.The ELCOC provides information and education to families on selecting a quality child care environments. VPK is promoted through a variety of multi-media approaches.</p> <p>4. ELCOC publishes a quarterly newsletter as a resource. Newsletters are posted on the ELCOC website for families and providers. In addition the ELCOC contributes and funds the core service provider’s quarterly magazine, <i>The Source</i>”.</p>
b. Gold Seal Differential	The ELCOC has an aggressive accreditation campaign for eligible providers meeting defined established core quality indicators.

Category	Description
<p>c. Grants or loans to providers to assist in meeting State and local standards</p>	<p>1.Providers who meet the established guidelines in core quality indicators are recommended for participation in the ELCOC Gold Seal Accreditation Grant Program as funding allows.</p> <p>2.The <i>Let's Get Licensed</i> initiative provides grants to eligible registered homes interested in working through the licensing process. Grants are available as funding allows to purchase required equipment for licensure.</p> <p>3.ELCOC, in partnership with educational institutions, has established scholarships for qualified CDA and AA/AS candidates to encourage professional development in early childhood education.</p> <p>4. Individual scholarships are awarded for approved conference attendance.</p>
<p>d. Professional development, including training, education, and technical assistance</p>	<p>1. ELCOC staff offer comprehensive training in early childhood education to support an increase of quality providers with the outcome of preparing children for success in school.</p> <p>Refer to Attachment 2.4.1a-b for extensive list of professional development trainings offered by the ELCOC and vendors</p> <p>Owners and Directors Forum: to build and share credential and management capacities.</p>
<p>e. Improving salaries and other compensation for early learning providers</p>	<p>The ELCOC invested \$100,000 in the WAGES program in fiscal '03, however due to requirements imposed by the WAGES organization, which did not support our goals, we elected not to continue this initiative. We have no teacher salary initiatives in progress at this time, other than the indirect benefit of assisting teachers to receive their CDA, which has the potential of increasing their earning power. The coalition may elect to reinstate this initiative in the future.</p>
<p>f. Activities in support of early language, literacy, pre-reading, and early math concepts development</p>	<p>In partnership with OCPS, the ELCOC funds the Migrant and Infant/Toddler programs to support emergent literacy skills through home visits, access to neighborhood literacy center, and family-child activities.</p>

Category	Description
g. Activities to promote inclusive early learning	The Inclusion Specialist provides training, support and technical assistance to providers and families for children with special needs to ensure inclusion in child care environments. In addition, the Inclusion Specialist is a liaison for providers and families to access community resources and early intervention. Also refer to Section .4.1.
h. Health activities including those designed to promote the social and emotional development of children	<p>ELCOC staff provides training and materials to support and integrate the elements of character development in daily instruction.</p> <p>The Curriculum and Character Development Review includes key components of character development as defined in the core quality indicators.</p> <p>Please refer to 4.3.2-Character Development Program implementation.</p>
i. Quality activities that increase parental choice and improve the quality and availability of early learning. (§98.51(a)(1) and (2))	ELCOC, Workforce Central Florida, DCF, and Family Services of Metro Orlando, meet to develop and implement a time-efficient approach for referral and placement services. This initiative results in children being served effectively and efficiently
j. Emergency Preparedness Conference	Held once a year to offer the opportunity to providers to listen from expert speakers in the areas of environmental health and safety, business emergency planning, fire safety, police assistance, weather disasters and other topics pertaining to assisting them to cope with disasters.
k. S&S Depot	The coalition has materials, videos, cd's, and books available on a loan to the providers to facilitate a learning environment. They can borrow them for a short time to enhance their programs.

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	a. Comprehensive Consumer Education. Please see description above.	a.1 .Ensure families have easy access to early care and education consumer education resources.  a.2 Assist families and providers in preparing their child for future school success.	a.1 . Families receive free information, pamphlets and literature identifying the elements of quality school readiness and VPK programs.	a.1 ELCOC monitors CCR&R funded services to ensure compliance per contract stipulations.  a.2. Enrollment reports will reflect an increase in families who have selected accredited and/or licensed providers for their children.

Required Element	Current Situation	Objective	Activities	Outcome
5.1.1. Quality and Availability Enhancement Activities (cont.)	b. Gold Seal differential  c. Grants or Loans to providers to assist in meeting State and local	b.1 Increase the number of quality provider  c.1 Increase the number of licensed providers.	b.1 Eligible providers, if interested, are awarded grants to initiate the Gold Seal Accreditation process. ELCOC staff provides technical support throughout the accreditation process.  c.1 ELCOC provides financial support, training and technical assistance to prepare providers for	b.1 Increase the number of eligible providers to initiate the accreditation process.  c.1 Increase the number of licensed providers in Orange County.

Required Element	Current Situation	Objective	Activities	Outcome
<p>5.1.1. Quality and Availability Enhancement Activities (cont.)</p>	<p>standards. Please see description above.</p> <p>d. Professional Development, including training, education, and technical assistance. Please see description above.</p> <p>e. Improving salaries and other compensation for early learning Providers.</p> <p>f. Activities in support of early language, literacy, pre-reading and early math concepts development. Please see description above.</p>	<p>d.1 Increase early childhood skilled workforce.</p> <p>e. NONE AT THIS TIME</p> <p>f. Emergent literacy skills will be enhanced in child care settings.</p>	<p>licensing.</p> <p>d.1 Provide scholarships to funded providers to obtain Florida Child Care Professional Certificate (FCCPC) and AA/AS degree in Early Childhood Education.</p> <p>e. NONE AT THIS TIME</p> <p>f.1 Migrant and Infant/Toddler encourage literacy skill acquisition through home visits and formalized activities.</p> <p>f.2 Cuddle Up and Read initiative encourages literacy in the home through a provider-based lending library. ELCOC will implement competency-based training</p>	<p>d.1 Increase the FCCPC and degreed workforce for early childhood education.</p> <p>e. NONE AT THIS TIME</p> <p>f. By the end of FY 08-09 VPK performance will show lower percentages of children at high to moderate risk on DIBELS sound and letter naming.</p>

Required Element	Current Situation	Objective	Activities	Outcome
<p>5.1.1. Quality and Availability Enhancement Activities (cont.)</p>	<p>g. Activities to promote inclusive Early Learning. (addressed in Section 5.4.1)</p> <p>h. Health Activities including those designed to promote the social and emotional development of children.</p> <p>i. Quality activities that increase parental choice and improve the quality and availability of early learning.</p>	<p>g. Addressed in Section 5.4.1.</p> <p>h. Offer trainings and educational materials to providers and parents that will promote social and emotional development of children.</p> <p>i. Increase parental choices of quality care by improving the quality of childcare facilities.</p>	<p>in Emergent Literacy for VPK and Adventures in Early Literacy.</p> <p>h. Schedule trainings on Character Development Curriculum that enhance character development, as well as distribute materials to providers and parents that support the emotional and social development of the child. (Please see <b>section 3.4</b> Inclusion and behavior training and Character development project and <b>section 4.1</b>- Health screenings and referrals.)</p> <p>i. Please refer to Part 2, Section 4 – Coalition Priorities and Section 2.5 – Collaboration and Coordination of Services with other Entities.</p>	<p>h.1 2007/2008 Goal 50% of funded licensed providers will score 80% out 100% on the curriculum review.</p> <p>h.2 2008/2009 Goal 75 % of funded licensed providers will score 80% out 100% on the curriculum review.</p> <p>i. Identify and expand community partners to actively and financially support the coalition’s efforts in increasing the availability of quality child care facilities in Orange County.</p>

## 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)

As the designated CCR&R in Orange County funded by the Coalition, 4C contracts with a number of local municipalities, county governments, foundations, and other for-profit and not for profit corporate entities to fund child care financial assistance and enhancements to its delivery system. The CCR&R system provides child care referrals, a simplified point of entry and a unified waitlist. In order to assist parents in making an informed choice, the staff provides guidance to parents on selecting quality child care (parents receive a checklist with quality care indicators), available child care options with rules and regulations that govern each, and at least 5 child care referrals based on availability and parent request with a detailed profile of provider information including training levels, as available. Additional referrals for community services are given to the families as the need arises.

The ELCOC conducts in excess of 100 in-house trainings per year for funded providers of birth to school age children incorporating, but not limited to, developmentally appropriate practices, character development and other appropriate activities. To support the school age population, 4C has begun to meet with local community agencies that serve this age group, such as the YMCA to establish collaboration efforts. This may be through partnering in grants, resource development activities and formalizing these arrangements through inter-agency school-age program agreements. 4C will continue to collect information on local camps, elementary and middle school summer programs, child care school age programs as well as specialty activities such as theatre groups and space camp.

The I&R team conducts quarterly follow-up customer satisfaction surveys to a random sample of customers. All CCR&R specialists are FCF Level II certified which is above the minimum standard required. ELCOC shall interface and coordinate with Rotary Clubs, Chambers of Commerce, Orange County Recreation Department, YMCA, School District, Boys & Girls Club and other local community resources serving school age children to offer ongoing enhanced activities for parents with children of all ages.

**Response Assessment: Evaluation**

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	The Coalition provides CCR&R services through the Central Agency per the guidelines of the Standards Levels of Services Matrix published by AWI.	1. Provide an enhanced R&R system to all families in Orange County.	1a. Design a local Quality Rating Improvement System (QRIS) pilot modeled after the one drafted by the coalition collaborative.  1. b. Recruit up to 25 providers for participation in the pilot.	1.a. 50% of the Providers selected for the local pilot program agree to participate further in the QRIS implementation project.

*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)

The research based, reliable and valid assessment tool (Infant-Toddler Environmental Rating Scale-ITERS) was selected to support one of our core quality indicators. Bi-annual assessments are completed with Program Improvement Plans (PIP) or Program Enhancement Plans (PEP) developed to increase quality learning environments. Trainings are offered to providers to prepare for their upcoming assessment.

Quality support specialists are certified in “Ten Components of Quality Child Care for Infants and Toddlers” which was developed by the Florida State University Center for Prevention and Early Intervention Policy. Support materials to include “The Best We can Be”, a booklet designed to educate families about the stages of development in early childhood years, was distributed to over 1,500 families with young children and 500 providers attending the FACCM conference. It is used as a resource for all providers as a training tool to assist the families they serve who have young children. “Children Do Come With Directions” is a pamphlet developed in collaboration with Healthy Start for distribution to families with young children and was distributed to all the families served by the Coalition and those who attended the School District “5 Keys to Reading”.

**Response Assessment: Evaluation**

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

Required Element	Current Situation	Objectives	Activities	Outcome
5.3.1. Infant and Toddler Quality Improvement Activities	Please refer to description above.	<p>1a. To ensure quality learning environments for Infants and Toddlers.</p> <p>1b. Coalition Quality Specialists offer technical assistance to infant and toddler providers who score below a 4.5 on the ITERS assessment tool.</p>	<p>1a. The ELCOC administers the ITERS in at least one infant classroom at each funded licensed provider and the FCCRS for each FCCH annually .</p> <p>1b. Coalition Staff provides technical assistance to funded providers on character development programs to develop basic values.</p>	<p>1a. 2007/2008 Goal: 50% of funded licensed providers will score 80% out 100% on the curriculum review.</p> <p>1.b. 2008/2009 Goal: 75 % of funded licensed providers will score 80% out 100% on the curriculum review.</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)

The Inclusion Specialist facilitates individualized technical assistance through on-site visits for teachers and families who support children with special needs. Other services include a local toll free Warm Line, training opportunities for families and providers and ELCOC and core service provider’s quarterly newsletters.

In addition, the IS has acted as a liaison for providers and families in accessing community resources and early intervention. The Coalition will enhance the training opportunities and TA by providing bi-monthly training on inclusion awareness and support. Health professionals will be invited as facilitators for the trainings. The IS will continue to enhance the lists of available community resources which are: audiology, autism, behavior, dental, developmental, medical concerns, speech and language, and vision. Each list contains comprehensive information on resources, providers, address, telephone number, services provided by age group and method of payment accepted. Referrals are individualized based on needs.

**Response Assessment: Evaluation**

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

Required Element	Current Situation	Objectives	Activities	Outcome
5.4.1. Inclusive Early Learning Quality Improvement Opportunities	Please see description above.	1. For children with special needs to remain in an inclusive quality environment.	1a. The IS provides training to support inclusive learning environments.  1b. The IS provides technical assistance to providers and families to ensure children remain in a quality inclusive learning environment.  1c. The Inclusion Specialist administers the Warm Line as a family/provider service and calls are answered within 48 hours of receipt.	1.80% of the children observed by the inclusion specialist identified with a special need are still receiving services at the same location six months later.

**List of Attachments:**

<b>Attachment 0.0.1</b>	Community Assessment
<b>Attachment 0.1.1</b>	Board membership
<b>Attachment 0.2.1</b>	Bylaws and Board Related Documents (As amended)
<b>Attachment 1.3.4</b>	VPK Eligibility Determination and Enrollment Procedures
<b>Attachment 1.5.1</b>	Orange County Maximum Payment Rate
<b>Attachment 1.6.1</b>	Sliding Fee Scale
<b>Attachment 1.8.1</b>	Procedures for VPK Provider Eligibility and Provider Files
<b>Attachment 1.9.1</b>	Procedures for VPK Program Verification
<b>Attachment 1.9.2</b>	ELCOC Provider Profile Details for Child Care
<b>Attachment 1.10.1</b>	Grievance Policies and Procedures
<b>Attachment 2.2.1</b>	Coordination with Public Schools
<b>Attachment 2.3.1</b>	Memorandum of Understanding with DCF
<b>Attachment 2.4.1A</b>	ELCOC Scheduled Training & Events
<b>Attachment 2.4.1B</b>	ELCOC VPK Staff Development and Training Protocol
<b>Attachment 2.4.1C</b>	Sample of 4C Child Care Training Institute
<b>Attachment 3.2.2</b>	Parent Choice of VPK settings
<b>Attachment 4.3.1</b>	Approved Curriculum Guide