



Early Learning Coalition Plan

This Plan describes the early learning activities developed by the
Early Learning Coalition of Flagler and Volusia Counties for July 2006-June 2009.

Submitted to AWI for Approval 1/4/10

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Approved by AWI 2/24/10

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Part 1. Coalition Identification and Information

Coalition Name: Early Learning Coalition of Flagler and Volusia Counties (ELCFV) FEIN #: 59-3646549
Address: 230 N. Beach Street Mailing Address N/A
Daytona Beach, Florida 32114 (if different)
Phone: (386) 323-2400 Fax: (386) 323-2425
E-mail Address: lglaser@elcfv.org

Chairperson's Name Deborah Denys
Address (if different than above): Post Office Box 714
New Smyrna Beach, FL 32170

Executive Director's Name: Lara Glaser

Counties represented by Coalition: Flagler and Volusia

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: Deborah Denys

Printed Name: Lara Glaser

Date Signed: 12/17/09

Date Signed: 12/17/09

Part 2. Community Plan

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

Section 1. Vision:

Response Assessment: Information Only

Meeting the early learning needs of all children in our community

Section 2. Mission

Response Assessment: Information Only

Assure a safe, early learning environment for children birth to five by:

- Facilitating and enhancing quality early learning;
- Providing and coordinating early learning support services; and
- Championing the enormous positive impact of early learning.

Section 3. Community Needs Assessment

Response Assessment: Evaluation

According to Community Agenda Snapshot, Flagler County had 74, 527 residents as of May, 2006. 16% of the residents are under 18 years of age. Flagler has been deemed the fastest growing county in Florida. The median household income is \$40,435 and the employment rate is 95.8%. An increase in the total number of children in grades Kindergarten through 12 is expected to rise to 10,000. Cities in Flagler County include Palm Coast, Bunnell, Flagler Beach, Town of Beverly Beach and Town of Marineland. The top five industries in Flagler County are Flagler County Schools, Palm Coast Data, Sea Ray Boats, Inc., Wal-Mart, and Florida Hospital-Flagler. These five industries employ 4,211 of the 27,700 residents in the workforce. 87.3% of Flagler County residents are Caucasian, 8.8% African-American, 0.3% American Indian and Alaska Native, 1.2% Asian, and 5.1% Hispanic.

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According to Community Agenda Snapshot, Volusia County has 495,249 residents with 19% being under the age of 18 as of May, 2006. The median household income was \$34,650. The employment rate for Volusia is 95.7%. Volusia County had 65,407 children enrolled in grades Pre-kindergarten through 12. Cities in Volusia are Daytona Beach, Daytona Beach Shores, DeBary, DeLand, Deltona, Edgewater, Holly Hill, Lake Helen, New Smyrna Beach, Oak Hill, Orange City, Ormond Beach, Pierson, Ponce Inlet, Port Orange, and South Daytona. According to School Readiness data, a significant portion of the Pierson community as well as West Volusia has residents who speak only Spanish or have limited English proficiency. The top five businesses in Volusia are Volusia County Schools, Halifax Staffing, Publix Supermarkets, Wal-Mart, and Vision HR, Inc. These five businesses employ 21,999 residents. 86.1% of Volusia County residents are Caucasian, 9.3% African-American, 0.3% American Indian and Alaska Native, 1.0% Asian and 6.6% Hispanic. According to Mid Florida Community Assessment which serves Head Start in Volusia County, the households headed by a female with no male present is higher than the number of married couples. The 2006 Head Start assessment identifies the need for more bilingual services in order to accommodate the growing Hispanic population.

A significant part of the Head Start assessment is the data collected on children with disabilities. The Florida Diagnostic & Learning Resources System (FDLRS) is available to all children and the purpose is to provide “support to school districts and families in assessment, referral and treatment of children with disabilities”. FDLRS is also called Child Find and works with community agencies (Head Start, Easter Seals, VPK providers, pediatricians, etc.) Easter Seals serves adults and children with autism, developmental disabilities, physical and mental disabilities, and other special needs. They provide therapists, teachers and other health professionals that can work one on one with adults and children to help reach independence and each individual’s goals. Easter Seals is also a childcare provider as well as providing parenting and support services.

The University of Florida and the University of Central Florida are working together to create a better system of delivery so that services are not duplicated and reach all children with disabilities. These two universities are coordinating with local agencies to create memorandums of understanding with the goal of identifying and referring all children with disabilities through a streamlined process. In Volusia County, the school board gives the number of 11,569 students who have an Individual Education Plan (IEP), which total 18%. The Head Start assessment used this percentage to gauge the number of children under the age of five at 3,920. The type of disability that is at the highest number is speech and language. (Priority 5)

In Volusia County, as recorded by the Head Start assessment, adult dental care services, home-ownership programs and adult health care insurance were the highest listed needs of parents. When asked about public transportation, literacy programs, parent training or legal services, parents stated they don’t feel they need these services. This indicates a strong need for basic, human, immediate needs to be addressed so that the other programs, such as a parenting class, can be later embraced by parents. In regards to child care in Volusia County, parents stated what is most important to them is for the schools to be open 12 months a year including

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holidays as parents in retail or service related job must also work on holidays. From this survey, parents did not state a need for weekend or overnight care for school and work purposes.

The United Way of Volusia/Flagler implemented 2-1-1 in February of 2005. This is a phone number designated for free community human service information. FIRST CALL FOR HELP has been operated by United Way of Volusia/Flagler for over 30 years and became the 2-1-1 provider. One of the service goals of 2-1-1 include having nationally certified specialists who can offer compassion and guidance to callers while identifying their needs and locate available services in the community. 2-1-1 is available 24 hours a day and 7 days a week. They provide information in any language and also to the hearing impaired. According to the data from the United Way, the following chart shows the break down of needs expressed by callers:

	Information	Financial Assistance	Basic Immediate Needs (including food)	Donations	Mental Health	Other (including housing, medical, home health, transportation, and CHILD CARE)
Flagler	676	92	73	36	28	22
Volusia	10,351	1,772	1,839	377	282	596

The Early Learning Coalition of Flagler & Volusia (ELCFV) has a Memorandum of Understanding with FIRST CALL FOR HELP. ELCFV provides resource and referral services to all parents who are looking for child care regardless of their income.

In Volusia County the average hourly rate of pay needed to rent an apartment is \$13.50 (\$2,340/month). However, in Volusia the average hourly rate of pay is only \$9.42 (\$1,633/month). In Flagler County the average hourly rate of pay needed to rent an apartment is \$14.21 (\$2,464/month), but the actual average hourly rate of pay is \$10.32 (\$1,788/moth). In the two counties, 42,300 are underemployed and looking for a better paying job. According to the 2005 Census data, poverty has increased due to stagnated wages and loss of health insurance. A direct effect of these idle wages and health insurance loss is increasing levels of debt and people being unable to put money into savings. According to the 2005 Kids Count Data book State Profile, Florida children living in households with income below 50% of the poverty line is at 8% which is equal to the national percentage. Florida children living in households with income below 200% or poverty level is 42% compared to the national percentage of 39%. (Priority 6) According to the Flagler/Volusia County Regional Workforce Board, jobs that earn \$10.00 per hour or less cannot be assisted by their agency because they do not meet the living wage. Child care workers; however, have an average pay rate of \$7.15 per hour according to a study done by Daytona Beach Community College. (Priority 3)

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One of the workgroups of the Community Agenda Snapshot was the **Creating a Brighter Future for Our Children and Youth**. This workgroup was the largest workgroup and created the following vision: “Our community has children and youth who are safe and secure with a family and support network that provides for their physical, emotional and educational needs in a nurturing and stable environment. All children and youth have opportunities to thrive, reach their potential and become contributing, responsible, productive citizens.” The workgroup also developed the following outcomes:

- Children and youth are emotionally and physically healthy.
- Children and youth are not involved in criminal activities.
- Children and youth avoid use of illegal and unhealthy substances.
- Children are prepared to enter school ready to learn.
- Youth are provided with opportunities for positive youth development.
- Children and youth are assisted in times of crisis.
- Youth are provided with skills for gainful employment through effective education.
- Children and youth have families and/or a support network involved in all aspects of their lives.
- Children and youth are not exposed to criminal activities within their families or their neighborhoods.

The workgroup gathered data on six different indicators to include: School Absenteeism – which is increasing in Flagler and remaining generally level in Volusia, Teenage Mothers – remaining generally constant in both counties, Delinquency – dropped 19% in Flagler and 10% in Volusia since 2000-2001, Youth Alcohol Use – remaining generally constant in both counties, Reading Achievement – showing a slight increase in both counties, and Teen Drivers Involved in Crashes – Flagler has remained generally the same and Volusia County has declined. Except for the indicator of Reading Achievement, the goal is to show a downward trend. Other workgroups that gathered data significant to child welfare include the rate of child abuse investigations that ended in “some indication” or “verified” which equaled 238 cases in Flagler and 2602 cases in Volusia in 2004-2005.

It should be noted that Community Agenda Snapshot was collaborated on by “hundreds of volunteers committed to making Volusia and Flagler counties a better place to live, work and play.” The goal is to improve local health and human services and is planned to be updated annually.

According to the Department of Education’s Firm website, the School Readiness Uniform Screening System (SRUSS) began in the 2002-2003 school year. The purpose of the SRUSS is to measure the school readiness of all kindergarten students in Florida. The program also required that all Florida school districts:

- Assess kindergarten students using approved, uniform program instruments
- Assess all first time kindergarten students within the first 30 school days

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- Provide district-level training to kindergarten teachers
- Use the results and data generated from the kindergarten screenings to improve policy and plan instruction

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School Readiness Uniform Screening System (SRUSS) results for 2005 were as follows:

Flagler County: Ready Now: 85%, Getting Ready: 13%, Not Ready Yet: 3%. The number of children school ready equaled 618.

Volusia County: Ready Now: 80%, Getting Ready: 15%, Not Ready Yet: 5%. The number of children school ready equaled: 3,430.

The total average for the state of Florida: Ready Now: 82%, Getting Ready: 13%, Not Ready Yet: 5%.

As evidenced by the above figures, Volusia County falls below the state average in children being ready for Kindergarten. The Coalition pursued many avenues toward the goal of all children being ready to learn when they enter school. (Priority 1) The percentage of children “Ready Now” for school needs to be increased, with one avenue being curricula guidance for childcare providers. The Coalition has approved curricula criteria and reviewed several existing curricula that meet the criteria. Providers are offered an exception process along with technical assistance. With this guidance, providers can learn how developmentally appropriate curricula can provide long term benefits to children. (Priority 4)

The wait list for the Early Learning Coalition of Flagler and Volusia Counties school readiness services as of June 30, 2006, reflected 74 children in Flagler County and 1,090 children in Volusia County. The Coalition continues to evaluate required elements at time of recertification to ensure eligible children receive care. The amount of local match dollars raised is \$295,000, through local government application processes, from the County of Volusia, the United Way of Volusia/Flagler Counties, the City of Ormond Beach, and the City of Port Orange. By increasing the local match, the wait list can be reduced therefore providing more care for children in school readiness settings. (Priority 2)

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Section 4. Coalition Priorities
Response Assessment: Information Only

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
1.	Increase the number of children “ready to learn” through quality initiatives.	Children unprepared for school	Section 5
2.	Reduce number of children on waiting list through increased amount of local match dollars.	Underemployment Rate	1.2, 1.3, 2.5.3
3.	Promote economic self-sufficiency for child care workers.	Child care workers in Volusia and Flagler Counties, on average, earn below the living wage.	2.4
4.	Encourage children to become productive members of society through curricula guidance to ensure long term effects.	Ending the poverty cycle.	1.9.2, 4.3
5.	Identify and refer children with disabilities in order to better prepare children to be “ready to learn”.	Children with disabilities	2.5.3
6.	Encourage and educate parents to reach economic self-sufficiency.	Meeting basic immediate needs of families and address secondary needs such as literacy, parenting, etc.	1.7.1, 3.4, 3.4.2, 3.5.1, 3.6.1

Part 3. Coalition Governance

Section 0.1 Board Operation

0.1.1. Does the Board membership (included in **Attachment 0.1**) 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 and a copy of the Grievance Policy is included in **Attachment 0.3.1**.

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

Part 4. Program Elements

Section 1. Program Administration

1.1 Support Services

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

Response Assessment: Evaluation

Yes, the coalition maintains overall control of systems support services provided by the coalition or other entity(ies).). In order to accommodate the influx of families needing services, the ELCFV will hire additional Early Intervention Specialists, Eligibility Specialists and CCR&R Specialists. Please see the job descriptions attached. Existing staff will adequately handle the Inclusion Warm Line, Provider Training, Slot Management and CCEP.

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 checked="" type="checkbox"/>	
Eligibility Determination	<input checked="" type="checkbox"/>	
Provider Training	<input checked="" type="checkbox"/>	
Parent Support and Involvement	<input checked="" type="checkbox"/>	
Inclusion Warm Line	<input checked="" type="checkbox"/>	
Reimbursement	<input checked="" type="checkbox"/>	
Slot Management	<input checked="" type="checkbox"/>	
Child Care Executive Partnership	<input checked="" type="checkbox"/>	
Assessment & Screening Services for Children Birth - 5	<input checked="" type="checkbox"/>	
Compliance and Monitoring of School Readiness Providers	<input checked="" type="checkbox"/>	
Quality Initiatives	<input checked="" type="checkbox"/>	
VPK Provider Eligibility and Monitoring	<input checked="" type="checkbox"/>	

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, refer to **Attachment 1.3.4**

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

1.3 Eligibility and Enrollment Processes

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

Response Assessment: Evaluation

Yes and the priorities are included in **Attachment 1.3.1.**

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

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1.3.2. Has the coalition established additional eligibility priorities?

Response Assessment: Demonstration

Yes and the priorities are included in **Attachment 1.3.1.**

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, and procedures are included in **Attachment 1.3.4.**

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.**

No, and the following describes why:

1.4 VPK Verification of Attendance Procedures

1.4.1. Does the coalition adhere to statutes and policy regarding verification of attendance for VPK? (s.1002.71 (6) (b), F.S.) (60bb – 8.305)

Response Assessment: Evaluation

Yes. See **Attachment 1.4.1.**

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.)

Response Assessment: Evaluation

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

Required Element	Current Situation	Objective	Activities	Outcome
<p>1.7.1. Extended Day and Extended Year Services</p>	<p>Approximately 33% (1,600 monthly) of the SR children served by ELCFV are receiving extended day and extended year services. Currently, ELCFV serves these children through age 8. Correspondingly, for FY 05-06 the ELCFV wait list for children ages birth through 5 averaged 1,374 monthly (1,283 for Volusia and 91 for Flagler).</p> <p>Currently, CCR&R data suggests there are a sufficient number of providers offering extended day and/or extended year services (providers report available openings). As of 6/30/06, there were 282 providers in Volusia County and 31 in Flagler County offering school age care. Based on available CCR&R data as of 3/31/06, when school was still in session 438 vacancies were reported for Flagler and 1,365 in Volusia.</p>	<p>Provide accessibility of extended day and extended year services for all parents in Flagler and Volusia Counties.</p>	<p>1. a. All parents receive at least 5 unbiased, computer generated referrals within the parameters of the parent’s request to providers offering these services.</p> <p>1. b. Conduct semi-annual analysis of existing providers who offer extended year and extended day care to assess community need.</p> <p>1. c. New partnerships attempted with agencies that offer extended day and extended year services to expand availability.</p>	<p>At least 85% of parents completing a CCR&R survey will report they were able to find the type of care requested including overnight care, evening care, weekend care, summer care, and non-school days.</p>

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.**

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.** (VPK Compliance Checklist)
- 100% of VPK Providers will be monitored between the months of October and June annually for fall programs and July to September for summer programs.
 - Providers are required to allow the monitor(s) reasonable access to records as outlined in the statewide VPK Provider Agreement.
 - Results from the monitoring visit are left with the providers and requires the provider's signature.
 - VPK staff will develop a corrective action plan if needed.
 - Board Members are presented a monthly VPK Quality Assurance Report including the on-going monitoring results and improvements achieved in order to provide oversight of the monitoring process and make changes as necessary.
 - Providers are monitored on if the curriculum indicated on their AWI-VPK 11 form meets each of the VPK performance standards as evidenced by the VPK Compliance Form, #4 & #5.
- 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.) **See Attachment 1.9.2.**

Response Assessment: Evaluation

The Early Learning Coalition of Flagler & Volusia (ELCFV) and its Board are dedicated to ensuring that all children are provided with safe, healthy and developmentally appropriate environments. ELCFV uses assessment tools to determine whether early learning environments are well equipped with appropriate materials, provide nurturing interactions, and promote healthy physical and social growth in children. Our community's local match funding sources are also concerned that the ELCFV has systems in place to measure the quality of child care services to adequately prepare our children for Kindergarten. Our Provider Contract clearly states that the ELCFV Board approved an expected minimum level of quality. Potential and existing providers are given an Environmental Rating Scale (ERS) assessment in order to be eligible to receive School Readiness (SR) funding. They must achieve a minimum score prior to acceptance by the ELCFV of their provider contract.

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

Required Element	Current Situation	Objective	Activities	Outcome
<p>1.9.2 Evaluation Plan</p>	<p>In January 2008, The Early Learning Coalition of Flagler and Volusia Counties (ELCFV) began assessing all providers using the Environment Rating Scale (ERS).</p> <p>Current providers were transitioned from a provider agreement to a board approved provider contract as they met the minimal scoring requirements in order to attain the contract.</p> <p>A tier based system was then put into place to determine the frequency of each contracted provider’s subsequent reassessment (see attachment). Eligible providers are offered mentoring and assessed the following year. Higher scoring providers can continue to receive technical assistance and will not be assessed for 2-3 years depending on their tier placement.</p> <p>Potential new providers must attain the minimal score in order to enter into the SR contract.</p> <p>All providers whose score fell below the Provider Contract’s designated minimum level of quality on their environment rating assessment will no longer be eligible to receive school readiness funding. Parents of children enrolled in programs with these providers will receive appropriate notification and assistance in exercising their parental choice rights.</p>	<p>1.To assure quality childcare through the use of programmatic assessment(s).</p> <p>2.To utilize programmatic assessment results as improvement plans along with professional development to increase quality.</p>	<p>Providers are offered training on the ERS prior to and after their assessment. Providers are also offered training on other topics as related to quality early learning. Providers are offered technical assistance prior to and after their assessment.</p> <p>All providers are offered an opportunity to participate in an in depth meeting with an ELCFV Quality Assurance staff member to review the results of their ERS assessment. Providers will have the score sheet and summary report as a guidance tool for implementing quality improvements and will be encouraged to attend professional development workshops.</p>	<p>At least 85% of Tier 1 providers completing the Mentorship Program will demonstrate improvement in program quality as evidenced by post-mentoring evaluations</p>

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<p>1.9.2 Evaluation Plan cont.</p>	<p>Board Members are presented a monthly Quality Assurance Report including the monitoring results and improvements achieved in order to provide oversight into the quality improvement process and make changes as necessary</p> <p>During subsequent years, the ELCFV Board will determine the minimum level of quality achievement for each contract year.</p>			
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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, refer to **Attachment 0.3.1.**

No, and the following describes how the coalitions will develop a procedure(s):

Section 2. Community Coordination

2.1 School-age Care

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

Response Assessment: Demonstration

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

See Attachment 2.1 School Age Provider Contract

The mission of the Early Learning Coalition of Flagler & Volusia Counties (ELVFV) is to provide school readiness programs and funding assistance for birth-to-kindergarten age children with the goal of increasing their chances for

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education success. Despite this legislative mandate to serve children birth to kindergarten age, the ELCFV has also traditionally subsidized school-age children in non-school hour care and summer programs.

Prior to making this policy decision, the ELCFV contracted with One Voice for Volusia to convene a group of community stakeholders—funders and providers of care for school-age children. This stakeholder group met twice to collect information and data, discuss collaborative options and determine strategies to serve school-age children after the ELCFV funding shift. These stakeholder meetings helped shape ELCFV’s policy decisions.

Below is the ELCFV’s current approved policy for School Age Care:
Contingent on availability of funding and/or legislative changes:

- Continue funding school age children currently being funded through June 30, 2008.
 - Allows time for parents to be notified and seek alternate care/funding
 - Our Resource and Referral Department can assist these families in locating alternate care sources
- As of January 1, 2008: no new children ages 9 years and older placed on wait list or in school readiness funding, and children ages 9 years and older are removed from wait list
- As of September 1, 2008: ELCFV will serve children ages birth to 8
- As of September 1, 2009: ELCFV will serve children ages birth to 6
- As of September 1, 2010: ELCFV will serve children ages birth to 5 (pre-kindergarten age)

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 and the following describes coordination efforts.

There are two School Districts—Flagler and Volusia. Flagler does not have a school year program with the exception of the Flagler County School District Adult Education program which provides childcare for staff and the community.

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They have worked with ELCFV coordinating both eligibility and provider applications. Volusia did not have a school year program, but they are planning to start two classes blending Exceptional Student Education (ESE) and VPK at one school. They will also coordinate with ELCFV.

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 describes coordination efforts:

ELCFV did a comparative study in which we cross referenced the Environmental Rating Scale Assessment with the DCF Child Care Licensing Inspection Report to identify possible areas of duplication in services. Meetings are held between ELCFV and outside agencies in order to identify any duplication of services. A memorandum of understanding is being created between ELCFV and Community Partnership for Children of Flagler and Volusia, a contracted agency for DCF with an expected completion date of March 31, 2007. A memorandum of understanding is also being formed between DCF licensing and the ELCFV with an expected completion date of March 31, 2007. See **Attachment 2.3.1.**

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.)

Response Assessment: Demonstration

The coalition has created a Professional Development and Education Department (hereafter the Department). This Department brought together and established relationships with and a variety of community non-profit organizations, social service agencies, Head Start, school districts and higher education institutions to establish a

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Quality Improvement System (QIS) . Part of the QIS is a Trainer’s Consortium offering quality training opportunities for the early childhood community.

The Department includes a Manager, Professional Development Coordinator as well as other staff. The Professional Development Coordinator will provide VPK Standards training and work with VPK Regional Facilitator to enhance VPK services within our jurisdiction. The Manager and Coordinator attend scheduled trainings and meetings with providers: Meet and Greet, Provider Forum, Open House and Regional Director Collaborative to introduce training opportunities and hear their providers’ suggestions.

The Department has also sent a Provider Training Survey to all School Readiness (SR) and VPK providers. Data has been analyzed and disseminated in the Newsletter. Information gleaned from the survey will be used to guide training and workshop scheduling.

The coalition has an Interagency Agreement with the Adult and Community Education Department of Flagler County Schools to provide Continuing Education Units (CEUs) for ELCFV sponsored trainings. Sponsored training is identified on a “Training Checklist” data base for the CEU approval process. CEUs and in-service credits provide child care staff required credits to meet DCF mandated requirements.

ELCFV collaborates with Head Start, VPK Regional Facilitator, Daytona Beach College, and community partners to provide a variety training opportunities each month in a variety of locations. An annual early childhood conference brings together 20+ professional for a full day professional development event. Workshops include, but are not limited to, developmentally appropriate curriculum, character development, environmental rating scales, health and safety.

The coalition arranges for and advertises professional conferences, training opportunities and information for classes and programs offered at Daytona Beach College (DBC) and Flagler Adult and Community Education as well as workshops arranged by ELCFV. In addition, items are included each month related to DCF Child Care Training Information Center and mandated training classes at Institute for Child Care Training Programs at DBC and online.

A Quality Improvement System has been initiated and two large meetings provided an overview of the system and commitments from the community. A Steering Committee has formed and meets regularly to develop new strategies for improving quality in child care facilities.

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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	Continue to offer regular scheduled trainings in collaboration with community partners.	Provide training opportunities to assure early educators have access to a comprehensive system of professional development in collaboration with community partners.	1.a. Provide specialized trainings to address curriculum and/or character development. 1.b. Conduct scheduled steering committee meetings with community members participating in the Quality Incentive System (QIS) 1.c. Advertise, register and create CEU certificates for literacy training sessions sponsored by the Literacy and Learning committee 1.d. Establish data tracking system to monitor child care and ELCFV staff participating in training 1.e. Collect demographic information on child care staff for inclusion in the National Registry 1.f. Pre/ Post assessments are collected for each training sponsored by ELCFV 1.g. Distribute training and education information in monthly Newsletter, by mail, on web site and hand delivered by mentors 1. h. “Money Smart” trainings offered in collaboration with community partners. 1. i. Offer DOE approved VPK training as required 1. j. Schedule presenters for the Discovering the Joy conference, register participants, distribute CEU certificates 1.k. Collaborate with Head Start and Volusia School District for transition to Kindergarten spring event 1. l. Distribute information regarding scholarship opportunities. 1. m. Offer the National Administrator’s Credential (NAC). 1.n. Provide FREE online learning opportunities 1.o. Create, distribute and analyze data from Provider Training Survey	At least 85% of providers will indicate an increase in knowledge by attending training offered through the Coalition as evidenced by pre and post tests.

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

Does the coalition’s coordinated staff development and training plan include:	Yes	No	Responsible Entity *	Which Groups Participate
A link to Early Learning Guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCFV	DBCC, Flagler AD ED
Continuum of training and education to form a career path	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCFV	DBCC, Flagler AD ED
Articulation from one type of training to the next	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCFV	DBCC, Flagler AD ED
Quality assurance through approval of trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCFV	DBCC, Flagler AD ED
Quality assurance through approval of training content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCFV	DBCC, Flagler AD ED
A system to track practitioners’ training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCFV	DBCC, Flagler AD ED
Assessment or evaluation of training effectiveness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCFV	DBCC, Flagler AD ED
Administrators’ Credential	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCFV	DBCC, Flagler AD ED
Specialized strategies to reach informal providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCFV	

* 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 items demonstrate collaboration and coordination of fundraising events, publications and printed materials, advertising and media coverage as follows:

- Collaborate with Head Start to provide trainings and comprehensive early education delivery.
- Collaborated with United Way on Community Agenda.
- Supported the United Way of Volusia-Flagler Counties including: campaign presentations, the campaign “Kick-off”, update and victory celebrations, Positive Picketing and Week of Thanks activities.
- Represented and/or coordinated participation in local Children’s Week celebration activities. Represented ELCFV during Children’s Week in Tallahassee.
- Attended local agency meetings serving children and families including the One Voice for Volusia Health and Human Service Summit and the Children’s Constituency.
- Coordinated the Child Care Executive Partnership (CCEP) event to recruit employer participation in the CCEP Program.
- Monitored all Child Action Alerts, reviewed all School Readiness News Clips and distributed Consumer Product Safety Council Recalls and Warnings to providers.
- Attended the Workforce Development Board Business Express Event.
- Participated in the Job Fair Expo hosted by Daytona Beach Community College.
- Attended the Child Abuse and Neglect Awareness Luncheon. Presented Child Abuse and Neglect “Resources for Parents” at various child care facilities and the Spring Shower Adopt-A-Family.
- Supported the Domestic Violence Coalition Activities.
- Customized and distributed the daily parent newsletter.
- Attended the NASCAR Day Children’s Charities Program.
- Distribution of “Grow Up With Me” promotional items.
- Represented ELCFV at Home Show in Flagler.
- Represented ELCFV at the annual Abilities Expo.

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

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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))

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
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<p>2.5.2. Coordination of Services – Public-private partnerships</p>	<p>ELCFV coordinates free vision screenings for children 6 months 5 years of age through the South Daytona Lions Club.</p> <p>For the past 3 plus years, ELCFV has coordinated an “adoption project” between the Daytona Beach Rotary. Volunteers from the Rotary provided financial support to assist a provider with facility improvements and to achieve NAEYC accreditation. ELCFV provided intensive technical assistance and administrative support throughout this entire 3 year process.</p>	<p>Children will receive vision and hearing screening to correct/prevent barriers to school readiness and future school and life success.</p> <p>The ELCFV will strive to identify children who are in need of a vision and/or hearing screening through our screening process as well as other means. Children who indicate a need</p>	<p>1. a. Through screening of all children, vision needs are identified by Child Development Services (CDS) staff. CDS staff collaborates with the Lions Club to coordinate vision screening for identified children.</p> <p>1. c. The Lions Club or ELCFV administers vision screenings.</p> <p>1. d. The Lions Club provides screening results to ELCFV and providers to share with the families.</p> <p>1. e. CDS Administrative Assistant enters all screening results into the Child Tracking Database and mails results to providers with results indicating a concern.</p> <p>1.f ELCFV refers families of children with results indicating a concern.</p> <p>2. a. Through screening of all children, hearing needs are identified by Child Development Services (CDS) staff. ELCFV conducts hearing screening for identified children. ELCFV collaborates with Easter Seals as necessary.</p> <p>2. c. CDS Administrative Assistant enters all screening results into the Child Tracking Database.</p>	<p>1. 25% of children indicating a need for vision screening receive vision screening.</p> <p>2. 25% of children indicating a need for hearing screening accept and receive hearing screening.</p>
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2.5.3. Describe coalition efforts and activities to meet Match requirements.

Response Assessment: Information Only

ELCFV successfully applied for required local match for the Child Care Executive Partnership Program (CCEP) in the amount of **\$65,653** from the United Way of Volusia/Flagler and local businesses.

ELCFV successfully applied for required School Readiness Services local match in the amount of **\$295,000**, through local government application processes, from the County of Volusia, the United Way of Volusia/Flagler Counties, the City of Ormond Beach, and the City of Port Orange.

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	ELCFV currently receives match funding from 4-6 sources for children of working poor families: County of Volusia, United Way of Flagler/Volusia Counties, and City of Ormond Beach and City of Port Orange, City of DeLand, and County of Flagler	1. Increase this funding by 3% to cover increase in enrollments in this category.	1. a. Increase funding requests to existing funders. 1. b. Secure private donations.	1. Existing funding increased by 3% annually. At least 2 new funders secured.

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 and the following describes the process:

All parents who contact ELCFV's Resource and Referral Department are provided consumer education on all types of legally operating providers meeting the needs of the family along with education on choosing quality child care.

In addition, parents receive a parent packet which consists of: child care referral listings, information on the DCF licensing website, Dear Parent Letter which includes Gold Seal and accredited provider information, Quality Indicator Checklist, Family Guide to Early Education and Child Care Options Brochure, informational brochures based on family need, ELCFV Screening Services Flyer, VPK information (if applicable), ELCFV resource calendar, Registered Family Child Care Safety Checklist (if applicable), Family Day Care Home Ratio Information, daily parent newsletter and a Know Your Child Care Center brochure.

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, parent is given directions on how to access the state website for provider profiles. This website provides parents choices from every school year/summer Prekindergarten private provider and public school VPK program. If parent is unable to access internet, they are given a list of VPK providers and is provided the tools necessary to make an informed decision as to which VPK provider will best suit their needs. The parent is advised that VPK providers cannot charge fees for the VPK program and that providers cannot be a condition for VPK enrollment. Parents will be advised that the VPK providers will provide:

- a. Written procedures allowing parent access at any time to the program
- b. The provider's attendance policy
- c. The provider's discipline policy

The website is updated as new Provider's are approved by ELCFV Eligibility Staff as listed in their job description.

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, ELCFV provides parents with a list of approved providers. This information can also be accessed on ELCFV's website and is updated by the VPK Coordinator. ELCFV will be making additional outreach efforts to reach parents about VPK.
- 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 and the following describes the process:
At the time of enrollment the parent signs and receives a copy of the Non-Transferable Child Care Certificate which states "I understand that I have access to my children at any time and that I may visit the provider's setting at any time during care hours". This certificate is also given to the provider for signature and must be returned to ELCFV before reimbursement will be made for the child. Unlimited Access is also stated in the Provider Agreement and signed by the provider.
- 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.)

Response Assessment: Evaluation

ELCFV has certified parent educators who provide in home visitation services to school readiness families. The main focus is on children birth to five. Participating families will receive personal visits, have the opportunity to participate in parent group meetings and trainings, have access to developmental screenings for their children, and are linked to

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community resources that meet their individual needs. 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	Assist parents by educating them on developmentally appropriate behavior, activities, and developmental milestones through training opportunities, literacy activities, parent involvement in their child’s school readiness program, and collaborate with community partners for resource availability and support.	To increase parental (family) involvement, enhance the parent-child interaction and increase their knowledge of child development.	<p>1. a. Family Involvement Specialists work directly with families through home visitation to provide information, materials, and hands on guidance through the use of Parents As Teachers® Curriculum (PAT) components.</p> <p>1. b. Collaborate with community partners in order to provide current information as to resource availability.</p> <p>1. c. Provide/coordinate training opportunities and workshops on topics of interest to parents such as, literacy, car seat safety, infant massage, brain development, budgeting and language and reading.</p> <p>1. d. Develop male involvement initiatives by offering support, providing training opportunities and encouraging participation in family, community and early childhood programs.</p> <p>1. e. Disperse parent surveys periodically to evaluate program’s overall effectiveness.</p> <p>1. f. Develop a plan of action to address the areas of concern as indicated on the surveys.</p> <p>1.g. Family Involvement Specialists focus on parent-child interactions in regard to critical early brain development.</p> <p>1.h. Family Involvement Specialists located in the lobby to actively engage parents in completion of ASQs, Family Needs Assessments, and share information on child development/milestones, as well as model developmentally appropriate parenting skills with children at play in the lobby. Parents needing immediate assistance are connected with community resources.</p> <p>1.i. Specialized training on brain development and research conducted for parents (Bright Beginnings) made available throughout the counties.</p>	At least 85% of parents involved in the Home Visitation Program will increase their involvement and skill building as evidenced by the Born to Learn Parent Knowledge Assessment.

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

Response Assessment: Evaluation

The Family Involvement Program in the Child Development Services Department promotes family literacy by conducting story time, implementing literacy activities through use of the PAT curriculum, modeling appropriate literacy skills through use of books, song, flannel board and other mediums. The Family Involvement Specialists work in conjunction with the Literacy Specialist to conduct the Reading Makes Me Smile Program for participating families and child care providers, Story Time held in the ELCFV lobby, at the STAR Center (transitional housing), and in community libraries. Distributes Born to Read Resource Bags to new parents in the home visitation program.

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

Required Element	Current Situation	Objective	Activities	Outcome
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<p>3.4.2. Family Literacy</p>	<p>Implement PAT curriculum language and literacy component.</p> <p>Provider Mentors evaluate providers on the Language and Literacy component of the Environmental Rating Scale (ERS)</p>	<p>Encourage family literacy by building a family and community literacy infrastructure.</p>	<p>1.a Family Involvement Specialist encourages the parent to provide a literacy activity for their child during each home visit.</p> <p>1.b. Literacy presentations for families are given at local libraries and during story time sessions in the ELCFV lobby.</p> <p>1.c Through outreach with community libraries, ELCFV staff are invited to conduct literacy presentations for families at the local libraries and during ELCFV story times sessions in the ELCFV lobby.</p> <p>1.d. Quality Committee builds community infrastructure for early literacy to include partners such as Flagler/Volusia County Schools/Libraries, Head Start and other community partners. This committee oversees the “Reading Makes Me Smile” program which involves both provider and parents. This committee will also work to educate parents on the importance of skill building in the developmental standards with a focus on early literacy.</p> <p>1. e. Providers participating in Reading Makes Me Smile will have access to advisement and technical assistance upon request in order to increase family literacy as an extension of their programs.</p> <p>1.f The Family Involvement Department distributes literacy bags or books and partners with Born to Read to provide families with appropriate literacy awareness resource bags.</p> <p>1.g Conduct bi-monthly story time at ELCFV and local libraries.</p> <p>1.i Implements Reading Makes Me Smile Program.</p>	<p>At least 70% of families will show gains in family literacy as evidenced by pre and post tests of parents involved in the Reading Makes Me Smile Initiative.</p>
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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.)

Response Assessment: Evaluation

ELCFV hours of operation are 8:00am to 5:00pm. ELCFV also collaborates with Community Partnership for Children by confirming attendance daily on over 400 children in accordance with the Rilya Wilson Act. ELCFV also collaborates with Neighbors to Families and Kinship Care to provide child care services for referred clients. ELCFV also has a staff member on site 3 days a week at the various One-Stop Career Centers to assist all eligible clients. The following describes the One-Stop services:

- Job search and placement assistance to help locate a job that meets needs and interests.
- Complimentary use of computers with internet access, printers, fax machines, phones and copiers.
- Resume assistance.
- Access to electronic job-match service and recruiting events.
- Basic skills and aptitude testing to identify your skills and career interests.
- Career planning services to help design career future.
- Internet access for self-filing of unemployment claims and labor market research.
- Workshops that provide tips on interviewing, job search and resume writing and more.
- Training opportunities and financial aid information.
- Information and referrals to childcare and transportation assistance.
- The wages, training and skill requirements of local occupations.
- Services for professionals.
- Veterans' assistance.
- Specialized service assistance for ages 16-24.

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

Required Element	Current Situation	Objective	Activities	Outcome
3.5.1. Family Support Services	<p>Collaboration with Community Partnership for Children Care by confirming daily attendance on over 400 children in accordance with the Rilya Wilson Act. Creating an MOU to be discussed with Community Partnership for Children (CPC) to be paid for confirming attendance on their behalf.</p> <p>Family Needs Assessments revised to better meet family needs and provide follow-up.</p>	Families given resources to assist them in becoming self-sufficient.	1. a. Family Involvement Specialists located in the lobby to actively engage parents in completion of ASQs, Family Needs Assessments, and share information on child development/milestones, as well as model developmentally appropriate parenting skills with children at play in the lobby. Parents needing immediate assistance are connected with community resources.	At least 1% of parents are able to become economically self-sufficient as evidenced through the redetermination process.

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))

Response Assessment: Evaluation

A needs assessment of unique populations was conducted showing that in the counties of Flagler and Volusia, there is a significant migrant population, Spanish-speaking population, teen parenting training needs, and needs of families who are homeless. ELCFV staff has developed a significant partnership with the Migrant Office housed in Volusia County School Administrative Offices to identify migrant families who are eligible for funding under this category. ELCFV staff works with child care providers to assist families in their programs to seek migrant certification if they qualify in order to receive funding from this category. Child Development Services staff conduct specialized training for teen parent programs, at-risk families, child care providers, and the Star Center (transitional housing).

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

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Required Element	Current Situation	Objective	Activities	Outcome
<p>3.6.1. Unique Population Groups</p>	<p>ELCFV currently has bilingual staff members in the Eligibility and CCR&R Department to assist the Hispanic population.</p> <p>Forms, flyers, and notices are translated into Spanish when needed. Voice mail options available in English and in Spanish</p> <p>A Family Needs Assessment is completed by parents with the assistance of our Family Involvement Specialists prior to beginning their eligibility appointment.</p> <p>ELCFV currently collaborates with the Volusia County School Board to provide eligibility services for parents participating in the Teen Age Parent Program (TAPP).</p>	<p>Ensure families of unique populations have access to information and resources to support them in meeting their needs.</p>	<p>1. a. Information is given to families of unique populations about support services available in the community.</p> <p>1. b. Bilingual staff assists parents who speak Spanish.</p> <p>1.c. Forms, flyers, and notices are translated into Spanish when needed. Voice mail options available in English and in Spanish</p> <p>1. d. A Family Needs Assessment is completed by parents with the assistance of our Family Involvement Specialists prior to beginning their eligibility appointment.</p> <p>1. e. Collaborate with Volusia and Flagler County School Boards to provide eligibility services for parent participating in TAPP.</p> <p>Migrant families are assisted in obtaining funding through migrant certification.</p> <p>1.g. CDS staff conduct specialized training for identified unique populations.</p>	<p>At least 50% of parents the Coalition identifies as being from a unique population participating in training and mentoring demonstrate increase in knowledge as evidenced by pre/post assessments.</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)
ELCFV	<input checked="" type="checkbox"/>	Ages & Stages, Vision, and Hearing Screening	Early Steps, Child Find/FDLRS, Private Physician and other agencies as needed.
Lions Club	<input type="checkbox"/>	Vision screening	Private Physician
Easter Seals	<input type="checkbox"/>	Hearing screening	Primary Care Physician

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 describes the requirements established by the coalition within the following health and safety categories: See **Attachment 4.1.2.**

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

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

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.

Response Assessment: Evaluation

Upon enrollment for School Readiness services, parents/guardians complete an Ages & Stages Questionnaire (ASQ) on children, 4 to 60 months. Child Development Services Staff (CDS Staff) and providers administer ASQs as needed. ASQ’s indicating a concern is followed up by providers/CDS Staff. CDS Staff develop Individual Learning Plans (ILP) for parents and providers of children with screening results outside the developmental norm. In-depth evaluation services are coordinated with Child Find/FDLRS, Early Steps, and or other community agencies.

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

Required Element	Current Situation	Objective	Activities	Outcome
4.2.1. Age-appropriate screening	<p>All families are asked to complete the Ages & Stages Questionnaire (ASQ) on their children.</p> <p>On-going training & technical assistance for the Ages & Stages Questionnaire is offered.</p> <p>ELCFV administers an additional screening to validate an ASQ that indicates a concern.</p> <p>Children in need of in-depth evaluations are referred to Early Steps (birth-33months) and Child Find FDLRS (3-5 years).</p>	<p>1. Children birth to five years old will receive a developmental screening annually.</p> <p>2. Children with a screening indicating a concern will receive follow-up services.</p> <p>3. Help ensure screening accuracy.</p>	<p>1. a. Parents/guardians complete an Ages & Stages Questionnaire (ASQ) during the enrollment process.</p> <p>1. b. CDS Staff /providers administer ASQs as needed.</p> <p>1. c. Screenings of SR children is tracked by the Child Screening Database.</p> <p>2. a. ASQs indicating a concern is followed up CDS Staff/Provider.</p> <p>2. b. In-depth evaluation services are coordinated with Child Find/ FDLRS, Early Steps, and or other community agencies.</p> <p>2. c. On-going monitoring of children is provided as needed.</p> <p>3. a. Provide on-site training and technical assistance to providers/ELCFV staff on screening.</p>	<p>100% of eligible SR children 4 months to 5 years old whose parents give permission for child to be screened have an age-appropriate screen annually.</p> <p>At least 85% of children able to be tracked and remaining in the system with scores outside the developmental norm and/or an indicated need will be re-screened.</p>

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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.)

Response Assessment: Evaluation

The LAP-3 will be implemented for conducting pre and post assessments on three and four year old school readiness children. The initial training was held on September 18, 2007 and October 6, 2007 with 26 Early Childhood Providers attending. The I-PAS will be implemented for conducting pre and post assessments on SR children birth to three. Other Coalitions will be surveyed to determine other tool options. In years 2007-2008 and 2008-2009, a sample of SR children from birth to five will be selected to receive a pre and post child assessment. (See timeline below).

Assessment Timeline

September – October	Training of ELCFV staff and providers on selected tool.
September -December	Pre-assessments conducted.
September-June	Technical assistance provided as needed
April - June	Post-assessments conducted

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

Required Element	Current Situation	Objective	Activities	Outcome
4.2.2 Pretest and Posttest	<p>1. LAP-3 was used in FY 07-08.</p> <p>2. A sample of school readiness children will receive a pre and post assessment. (Sample size is currently 292 children).</p> <p>3. The IPAS has been chosen for implementation of pre and post assessments for FY 08-09.</p>	<p>1. Identify children’s individual developmental needs to increase school readiness.</p> <p>2. Enhance classroom practices and curricula in order to increase children’s school readiness.</p> <p>3. Help ensure assessment accuracy.</p>	<p>1. a. 100% of SR children birth to five years old school in the sample will receive a pre assessment to be completed by December 31, 2007.</p> <p>1. b. 100% of SR children birth to five years old remaining in the sample and able to be tracked will receive a post assessment to be completed by June 30, 2008.</p> <p>1. e. c. Screening and Assessment Team and providers will administer pre and post assessments on SR children in the sample group.</p> <p>1. d. Assessments of SR children are tracked by the Child Screening Database.</p> <p>1. e . In-depth evaluation services are coordinated with Child Find/ FDLRS, Early Steps, and or other community agencies.</p> <p>2. a. S&A Team provides technical assistance (TA) and present assessment outcomes, Individual Education Plan (IEP)’s and activities to providers.</p> <p>2.b. S&A Team provide assessment results to the ELCFV mentoring team as applicable.</p> <p>3.a. Training and TA is provided to ELCFV staff/providers involved in child assessments on the selected tool. (FY 07-08, 08-09)</p>	<p>At least 85% of children in sample group will show growth as evidenced by pre and post assessments.</p>

4.3 Developmentally Appropriate Curriculum

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

Yes, and the following describes the process for identifying, monitoring, and providing support to providers on developmentally appropriate curricula, as well as a process in place for a provider to submit a developmentally appropriate curriculum to the coalition for evaluation and/or recommendation. **Attachment: 1.9.2 (Attachment C).**

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. See **Attachment: 4.3.2**

Character development must be a part of the curriculum used and evidence will be seen in lesson plans and through observation. Character development is the encouragement and promotion of basic moral values into daily activities (ex. Saying “please” and “thank you”, sharing, taking turns, being kind to others, learning the meaning of words such as integrity and honesty). Since the character development is part of the provider’s curriculum, providers will use the curriculum exception process.

Second Step training has been offered during the last four years as well as the Kindness Curriculum/Peaceful Classroom for family child care providers. Participants attending the training receive the Second Step kit. Through the Quality Screening Tool it is verified that children are learning social and emotional skills.

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

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

Response Assessment: Demonstration

See **Attachment: 4.3.1.**

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

Required Element	Current Situation	Objective	Activities	Outcome
4.3.3. Developmentally appropriate curricula	ELCFV conducts School Readiness Services Survey's (SRSS) to identify use of developmentally appropriate curricula.	All providers receiving school readiness or VPK funds will use developmentally appropriate curricula.	1.a. Train providers on DAP and performance standards with the incorporation of a distribution of coalition purchased resources (i.e. Creative Curriculum, Active Learning Series, Beyond Centers and Circle Time, Beyond Cribs and Rattles) 1. b. Evaluate school readiness programs annually using the ERS assessments. 1. c. Providers participating in the Provider Mentoring sample group will be providing intense technical assistance and correlated trainings to ensure use of developmentally appropriate curricula and to provide attestation to the Coalition regarding implementation.	At least 85% of providers who fall between the ELCFV minimum ERS standard to contract and the maximum ELCFV ERS standard to qualify for mentorship will demonstrate use of an ELCFV approved developmentally appropriate curriculum upon completion of the mentorship program.

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

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Yes and the following describes the process:

All child and provider records are kept in strict confidence as per ELCFV’s Personnel Policies. Child eligibility records are located in a "vault" are with no access given except to appropriate ELCFV staff and/or authorized auditors. Provider records are kept locked at all times with access given to only appropriate ELCFV staff and authorized auditors. Information in a child's eligibility file is only given to the appropriate person after identification has been verified (i.e. DCF, CBC, Workforce Development, etc).

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

Section 5: Quality Activities and Services

5.1 Quality Activities

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

Response Assessment: Evaluation

Category	Description
Comprehensive consumer education	Parent packets are distributed and include information on consumer education, quality issues and how to select a child care provider.
Gold Seal Differential	Providers who reach Gold Seal Accreditation receive higher compensation for School Readiness children.
Grants or loans to providers to assist in meeting State and local standards	n/a
Professional development, including training, education, and technical assistance	Technical assistance offered to providers requesting assistance. Programs for intensive training/technical assistance. Coordinated training efforts provided by ELCFV Professional Development for providers and parents.
Improving salaries and other compensation for	TEACH program is encouraged for providers to increase teacher salaries for advanced

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early learning providers	education.
Activities in support of early language, literacy, pre-reading, and early math concepts development	Trainings to Providers and parents which encompass early language, literacy, pre-reading and early math concepts development.
Activities to promote inclusive early learning	Promote resource lending library and inclusion services through ELCFV Kite Tales Newsletter, elcfv.org, and flyers. Promote recruitment of inclusion services through resource kits. Attend community resource meetings for collaboration of services. Collaborate with community agencies to provide the annual Abilities Expo.
Health activities including those designed to promote social/emotional development of children	Attend “Promoting Social Emotional Competence Training” in order to train providers on social emotional health.
Quality activities that increase parental choice and improve the quality and availability of early learning. (§98.51(a)(1) and (2))	Recruitment efforts made to existing quality providers to expand the services as well as recruitment of potential providers in needed areas.

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

Required Element	Current Situation	Objective	Activities	Outcome
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<p>5.1.1. Quality and Availability Enhancement Activities</p>	<p><i>Professional development, including training education and technical assistance:</i> Technical assistance offered to providers requesting assistance. Programs for intensive training/technical assistance. Coordinated training efforts provided by ELCFV for providers and parents.</p>	<p>To assist providers in achieving gains in overall program quality.</p>	<p>1. a. Coordinate and implement training opportunities. 1. b. Coordinate and implement technical assistance for the provider community. 1. c. Track staff turnover regarding overall quality. 1. d. Track providers' knowledge base by use of pre and post tests at trainings. 1.e. Provide career coaching to providers to increase professional development. 1.f. Provide mentoring to providers to assist them in achieving gains in overall program quality.</p>	<p>At least 85% of providers will indicate an increase in knowledge by attending training offered through the Coalition as evidenced by pre and post tests.</p>
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5.2 Discretionary Funds Related to Early Learning Resource and Referral and School-age Care

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

Response Assessment: Evaluation

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

Required Element	Current Situation	Objective	Activities	Outcome
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<p>5.2.1. CCR&R and School-age Quality Improvement Activities</p>	<p>ELCFV Compliance Department is assessing the CCR&R Department in order to develop a comprehensive strategy to better serve families, providers and the community through implementation of exceptional customer service.</p> <p>**See Element 2.1.1 regarding School Age Phase Out.</p>	<p>To assist families, providers, and the community with resource and referral needs through the implementation of exceptional customer service.</p>	<p>1. a. CCR&R Standard Levels of Service implemented. 1.b. Customer Satisfaction Surveys distributed to families and providers in order to determine areas of weakness and strengths. 2.1.c. Training and technical assistance provided to staff.</p>	<p>At least 85% of parents completing a CCR&R survey will report they were able to find the type of care requested including overnight care, evening care, weekend care, summer care, and non-school days.</p>
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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)

Response Assessment: Evaluation

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

Required Element	Current Situation	Action	Activities	Outcome
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5.3.1. Infant and Toddler Quality Improvement Activities	Providers receive technical assistance, training opportunities and mentoring.	Enhance early childhood educators knowledge of DAP for overall quality services for children under 3 in school readiness programs as well as parent education.	<p>1. a. Train providers on specific DAP issues.</p> <p>1. b. Provide specialized trainings to address brain stimulation incorporating Birth to Three Developmental Standards and Beyond Cribs and Rattles.</p> <p>1. c. Provide technical assistance to programs on infant/toddler issues.</p> <p>1. d. Maintain Lending Library for provider availability.</p> <p>1. f. Coordinate and implement Literacy activities.</p> <p>1. h. Collaborate with community partners for SIDS, Back to Sleep, Fetal Alcohol Awareness, and other community agency committees and events.</p>	At least 85% of providers who complete the mentoring program offering infant and toddler care will indicate an increase in their overall infant and toddler program-quality as evidenced by Post Mentoring Evaluations.
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5.4 Discretionary Funds Related to Inclusive Early Learning

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

Response Assessment: Evaluation

The Resource Lending Library and the Warm Line are promoted through ELCFV Kite Tales Newsletter, elcfv.org, and flyers. Resource materials are used for recruitment of inclusion services and the Inclusion Specialist attends resource meetings for collaboration of services.

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

Required Element	Current Situation	Objective	Activities	Outcome
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<p>5.4.1. Inclusive Early Learning Quality Improvement Opportunities</p>	<p>The Warm Line is currently advertised by flyer, postcard, and website, as a source of consultation for centers, family child care homes, and parents.</p> <p>Technical Assistance is provided through telephone calls, on-site visits and/or e-mail. Team meetings with parents, teachers, and the Inclusion Specialist are held.</p>	<p>1. Promote services, including Warm-Line and Lending Library, to further increase provider awareness of support services available.</p> <p>2. Address the specific needs/concerns of providers/families in a classroom or home environment improving the quality of care to all children.</p>	<p>1. a. Advertise Inclusion Services through introductory visits to Early Childhood Educators; distribution of flyer, ELCFV Kite Tales Newsletter, resource materials, presentations and elcfv.org.</p> <p>1. b provide training and workshops to increase inclusive early learning awareness.</p> <p>2. a. Conduct on-site visits, inclusive of observations, to assist providers with identifying concerns and developing strategies to better accommodate children with disabilities/special needs in the classroom.</p> <p>2. b. Technical assistance provided to include creating classroom materials for hands-on classroom instruction, (e.g. transition/communication boards, appropriate pictures for talk communication devices, creating forms to record information and behaviors), curriculum modification, and instruction on how to use adaptive devices /equipment.</p> <p>2. c. Referrals to appropriate outside agencies when needed including follow-up.</p>	<p>1. At least 75% of providers receiving technical assistance from the ELCFV Behavior and Inclusion Analyst, will indicate they acquired new knowledge and skills to improve their ability to develop successful inclusive early learning environments as evidenced by pre/post tests.</p> <p>2. At least 70% of providers receiving technical assistance for behavior related concerns from the ELCFV Behavior and Inclusion Analyst, will indicate a decrease in challenging behaviors as evidenced by pre/post tests.</p>
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