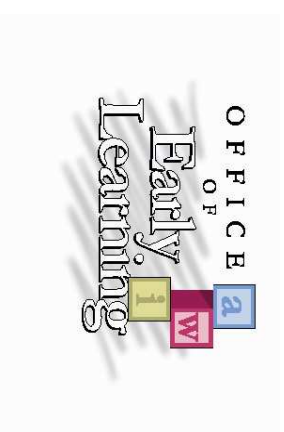




Early Learning Coalition Plan

This Plan describes the early learning activities developed by the

Early Learning Coalition of Hillsborough County for July 2006-June 2009.



Plan Approval Date: _____

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 Hillsborough County	FEIN #:	59-3626765
Address:	1002 East Palm Avenue Tampa, FL 33605	Mailing Address (if different)	
Phone:	813-229-2884	Fax:	813-204-1711
E-mail	dmcgerald@childrensboard.org		
Address:			

Chairperson's Name **Melody Jurado**
(if different than above:

Executive Director's Name: **David McGerald**

Counties represented by Coalition: **Hillsborough County**

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:	<u>Dr. Melody Jurado</u>	Printed Name:	<u>Dave McGerald</u>
Date Signed:	<u>4/29/06</u>	Date Signed:	<u>4/29/06</u>

Part 2. Community Plan

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

Section 1. Vision

Response Assessment: Information Only

All Hillsborough County children will grow up in a safe, supportive, and nurturing environment where:

- *Their physical, social, emotional and intellectual health is a primary focus of attention at home and in the community*
- *Their families are supported in ways that promote good parenting*
- *Their families and caregivers are supported in promoting each individual child's well-being and readiness to succeed in school and life*

Section 2. Mission

Response Assessment: Information Only

To promote school and life success for all young children and their families through quality school readiness services and supports.

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

Demographics: Hillsborough County's Children and Families

- Hillsborough County, with an estimated population of 1,131,546 (2005)¹, is the thirty-fourth largest county in the country and the fourth largest in the state. The County added 62,098 residents since 2002, growing at annual rate of 3%.
- Children under the age of 18 account for 25.3% of the total county population. There are approximately 82,313 children under the age of six and 88,341 between the ages of 6 and 11.
- In 2004 there were 16,041 live births in Hillsborough County. Of these infants over 23.9% (3,841) were born to mothers with less than a high school education.
- Hillsborough County is home to approximately 170,434 children birth through age 11. Thirty-eight percent (38%) of these children live below 200% of the Federal Poverty level (FPL).
- Sixty-three percent (63%) of parents with children under 6 are in the workforce.

Chart 1 Hillsborough County's Child Population

Age Group	Number of Children
0-2	39,891
3-5	42,422
6-9	58,661
10-12	43,560
Total	184,534

Source:

US Census Bureau, Census 2000

Chart 1a Child Population by Census County Division *

	Citrus			Palm River-		Plant		Wimauma-	
	Brandon	Park-Fern Lake	Gibson	East Tampa	City Ruskin	Tampa	Thonotosassa	Lithia	
Under 1 year	2,153	1,350	130	268	951	255	6,980	316	453
1 year	2,106	1,355	171	349	1,081	244	7,419	309	431
2 years	1,946	1,378	306	398	1,054	281	6,998	451	492
3 years	2,008	1,362	186	388	1,204	288	7,443	317	517
4 years	2,376	1,644	123	519	1,190	249	7,502	276	455
5 years	2,577	1,400	216	324	1,156	319	7,373	350	660
6 years	2,381	1,506	134	526	1,351	283	7,513	482	528
7 years	2,498	1,388	125	478	1,206	283	7,946	402	542
8 years	2,056	1,427	176	583	1,257	310	6,926	362	450
9 years	2,608	1,631	219	483	1,339	252	8,024	389	597
10 years	2,603	1,522	136	518	1,183	378	8,068	385	527
11 years	2,245	1,706	156	375	1,116	245	7,647	372	544
12 years	2,570	1,453	159	320	1,001	270	7,179	340	542
	31,251	19,122	2,237	5,529	15,089	3,657	97,018	4,751	6,738

Census county divisions (CCDs) are geographic statistical subdivisions of counties established cooperatively by the Census Bureau and officials of state and local governments. The primary goal of delineating CCDs is to establish and maintain a set of subcounty units that have stable boundaries and recognizable names. A CCD usually represents one or more communities, trading centers or, in some instances, major land uses. It usually consists of a single geographic piece that is relatively compact in shape. The geographic "building blocks" of CCDs are census tracts, and many CCDs are groupings of several contiguous census tracts.

Source:

US Census Bureau, 2000 Census

Chart 2 Percentage of Births to Mothers with Less than High School Education

Percentage of white births	23.9%
Percentage of black births	28.0%
Percentage of births to other races	10.9%
Percentage of Hispanic births	41.8%

Source: Florida Department of Health

Chart 3 Children Birth to 12 Under 200% of Federal Poverty Level (FPL

	Below 50% of FPL	50% to 99% of FPL	100% to 149% of FPL	150% to 200% of FPL
Children under 5	6160	6604	7579	7778
5 Years :	1164	1351	1736	1605
6 to 11 Years	4348	8839	9321	9475
Total	11672	16794	18636	18858

Source:

US Census Bureau, Census 2000

Enrollment in Publicly Support Early Education and Out-of-School Time Programs

- The following funds are available to support early care and education and out of school time services: School Readiness Funds, Voluntary Prekindergarten Funds, Head Start, Early Head Start, Refugee Program Funds, Teen Parent Program, IDEA Part B and IDEA Part C.
- There are over 21,000 children under six served in part-day and full-day publicly supported child care/early education programs in Hillsborough County.
- Early Learning Coalition Funding supports over 63% of these children. It is the major source of funding for early education services for children birth to five years of age.
- As of February 2006, the Early Learning Coalition of Hillsborough County (ELCHC) subsidized child care for over 13,500 children.
- ELCHC purchases child care services through contracts and vouchers to parents to purchase child care services. Over 66% of the services purchased by ELCHC are through vouchers to parents.
- Percentage of children receiving subsidies by age* :
 - 26% of the care subsidized by ELCHC was for children under 3.
 - 26% percent of the care subsidized by ELCHC was for preschool children (3-5 years old).
 - 41% of the care is subsidized by ELCHC was for school age children.

* Based on February 2006 SRS enrollment data.

Eligibility for Early Education Programs and Child Care Subsidies

- There are different eligibility standards for each of the publicly funded child care and early education programs. The programs funded by IDEA Part B and C are free and not means tested. Head Start programs and child care are means tested. Head Start does not charge parents any fees associated for the program. Parent co-payments for child care subsidies are based on a sliding fee scale. The Voluntary Prekindergarten Program is free to all four years olds residing in Florida.
- Program providing child care subsidies have different eligibility standards. Many government agencies use multipliers of the federal poverty level to determine if a family is eligible for a publicly subsidized program. Note that, because of limited resources, many eligible children and families are not able to access services.
- Federal legislation allows families with income up to 85% (\$49,813 for a family of 4 in 2004) of the state median income to be eligible for child care subsidies. This is roughly equivalent to 265% of the federal poverty level. However, the income established by the state of Florida eligibility for subsidies is 200% of the federal poverty level (FPL).
- Head Start serves 2,956 children 3 to 5. To be eligible for Head Start, a family must earn less than 100% of the federal poverty level (in 2004, \$18,850 for a family of four). Additionally Head Start may serve children with special needs from families with income above the income threshold. However, children above the income threshold can not exceed 10% of the number of children served by the program.
- To be eligible for child care subsidies offered the School Readiness Program, families must earn less than 150% of FPL (in 2004, \$20,025 for a family of four) at program entrance. Although families may receive services until they reach 200% of FPL (in 2004, \$38,700 for a family of 4), 53% of the children in working poor families paid for by ELCHC are in families have total incomes under 100% of FPL.

- Families receiving Temporary Assistance for Needy Families (TANF) subject to federal work requirements are guaranteed child care subsidies. The Coalition provides funding for children birth to 13 years of age whose parents receive TANF cash assistance.
- All children that are four years of age on or before September 1 are eligible for the Voluntary Prekindergarten Program. During FY 2205-2006, 5324 children were enrolled in the school year program.

Public Funding for Child Care and Early Education

Child Care Fees in Hillsborough County

2004 Hillsborough County Private Market Rates			
Full-Time			
Center-Based Care			
Full-Time Costs	Average	Minimum	Maximum
Infant < 1	150	85	200
Toddler 1+	127	90	205
2 year old	118	50	205
3 year old	112	41	199
4 year old	112	41	233
School Age	93	60	200

Licensed Center Capacity by ZIP Code

ZIP Code	# of Centers	Total Capacity	Infant slots		Toddler slots	Toddler Vacancies	2's Slots	2's Vacancies	3's Slots	3's Vacancies	4's Slots	4's Vacancies	School Age Slots	School Age Vacancies
			Infant	Infant Vacancies										
33503		90	1				15	7	15	5	30	22	30	6
33510	17	1793	22	0	76	8	197	10	359	49	663	98	450	41
33511	21	2108	44	0	174	17	274	38	501	49	521	44	542	28
33527	2	135	4	0	16	0	17	6	21	9	25	7	32	11
33534	3	201			18	0	33	1	41	0	48	9	60	6
33547	4	547	16	0	46	15	73	3	74	14	176	19	124	12
33549	7	547	10	0	33	1	78	11	100	12	195	36	193	20
33556	2	286	8	1	30	18	25	8	40	12	100	18	75	4
33558	6	937	16	0	44	7	139	21	245	43	313	62	146	36
33559	1	39			0	0			30	0	25	0	10	0
33563	8	755	55	7	66	6	106	0	138	14	184	41	114	12
33565	2	139	2	0	6	0	11	0	26	2	39	12	51	0
33566	14	1458	45	5	98	1	170	16	221	15	385	69	472	41
33567	5	403	27	16	45	20	40	7	51	10	97	80	84	12
33569	17	1566	20	0	73	9	206	23	301	24	568	465	487	35
33570	7	434	24	5	37	10	76	11	90	13	161	112	58	9
33572	2	267	8	0	36	4	36	4	52	4	92	0	55	20
33573	1	61	4	0	6	2	11	2	15	9	20	2	0	0
33584	9	989	13	5	32	11	94	34	138	32	298	188	322	31
33592	2	118			12	5	22	5	18	5	27	14	47	9
33594	13	1347	73	6	92	12	167	8	245	40	457	44	384	70
33598	3	246	24	0	24	4	32	0	27	5	60	10	49	0
33602	9	764			64	30	58	20	79	42	224	69	119	36
33603	9	764	25	1	36	1	63	3	92	12	252	38	258	26
33604	24	1760	105	36	172	54	268	72	262	90	405	191	470	118
33605	9	783	27	8	84	22	128	33	142	38	230	84	136	40
33606	9	832	43	4	62	4	165	13	189	20	227	35	131	7
33607	12	940	57	7	86	9	132	23	174	32	232	57	180	23

33609	12	1069	70	10	94	14	131	8	195	167	214	28	248	31
33610	30	2653	145	14	226	37	332	71	392	64	670	213	420	98
33611	10	1186	32	3	66	12	100	16	157	34	259	47	365	31
33612	25	2368	146	32	196	29	317	64	303	80	521	164	725	125
33613	9	793	35	4	56	15	94	34	137	38	205	73	179	41
33614	27	2108	81	3	157	13	250	25	356	41	530	94	704	24
33615	18	1932	23	10	89	21	246	28	389	37	705	69	473	40
33616	2	195	12	2	12	1	22	4	33	9	44	14	94	32
33617	23	2012	70	14	136	17	294	58	360	81	538	161	562	105
33618	6	763			31	5	103	5	289	14	383	39	28	10
33619	19	1968	88	15	163	40	263	62	259	65	494	132	499	105
33620	1	105					12	0	18	0	40	0	31	0
33621	2	337	32	0	50	0	66	0	47	0	68	0	0	0
33624	15	1695	69	9	107	11	183	34	230	23	477	75	433	42
33625	11	1225	28	8	65	10	193	11	277	28	370	44	149	24
33626	5	879	49	6	87	8	152	12	137	14	194	16	209	11
33629	13	1185	36	2	78	5	249	11	360	10	297	13	185	7
33634	10	985	33	1	64	12	95	15	148	34	267	47	337	32
33635	1	120			10	0	33	9	19	0	48	13	10	4
33637	3	525	12	0	18	2	23	3	46	10	93	24	145	19
33647	16	1846	92	10	134	15	304	18	435	40	617	42	274	47
33677	1	63	6	3	6	2	7	4	5	2	4	1		
TOTAL	477	46321	1732	247	3313	539	6105	871	8278	1391	13092	3135	11149	1481

CCR&R Data 12/10/05

Profile of the Children of Hillsborough County

Hillsborough is a complex and diverse community reflecting the new face of America. Its 1,051 square miles encompass areas of exceptional affluence as well as communities and neighborhoods with intractable poverty. The county's residents constitute a community of growing ethnic, social, economic, and cultural diversity.

As of July 1, 2004, the Census Bureau estimated that Hillsborough County has a population of 1,101,261 and is the fourth most populous county in the state. Of this number, children birth to five years of age are estimated at 82,300. There are approximately, 15,300 births each year. Projections through 2010 suggest an overall growth of 9 percent.

In terms of race among children 0 to 5: 70% of children were white, 22% of children were African American, 1% were Asian, 4% were two or more races and 3% reported "some other race". Twenty-three percent (23%) of children birth to 5 are Hispanic or Latino.

The Federal Poverty Level (FPL) is the standard marker for poverty, and is the most frequently selected financial eligibility level for public programs. The current FPL is \$19,439 for a family of four. Currently, 23% of Hillsborough County children under 5 live in poverty.

Single women supporting their children are at a substantial disadvantage. Not only do they bring fewer economic resources into the family, but they frequently do not have another adult on whom they can rely for child care. Over 8% of the children in Hillsborough County live in female-headed households. Of children in poverty, 52% live in female-headed households. Nineteen percent of the households in Hillsborough County

received means-tested public assistance or noncash benefits. Approximately 54% of the children enrolled in the School District of Hillsborough County elementary schools qualify for free or reduced lunch.

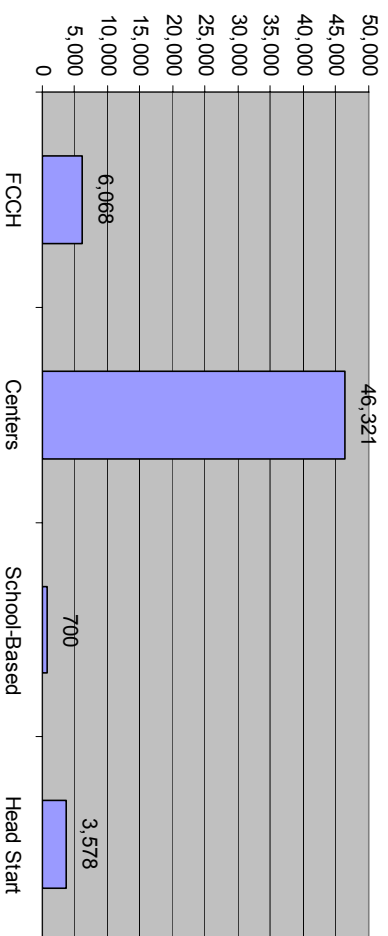
Although Hillsborough County levies a ½ cent sales tax to provide funds for indigent health care, Florida KidCare data, indicates that approximately 8% of children in Hillsborough County under the age of 19 are without health insurance. Families' inability to access health care coverage results in reduced well child visits, reduced immunizations, reduced treatment for illness and injuries, reduced dental care and lack of a medical home.

Based on data from the Florida Center for Public Policy and Leadership, the rate of children entering kindergarten fully immunized has increased since 2000 to 2003 from 92.8% to 95.0%. However, the percentage of fully immunized two year old children has declined from 89.6% in 2000 to 64.5% in 2003.

According to a report compiled by the County Public Health Department, the areas of the county most in need or outreach services are Sulphur Springs, the University Area, Belmont Heights, Plant City, West Tampa, Ybor City, Temple Terrace and Ruskin.

According to data from the 2000 Census 60.5% of all parents in a household are in the workforce. Population data indicates that there were 212,554 children below the age of 15 residing in Hillsborough County at the time of the Census. Based on the percentage of parents in the workforce, as many as 128,595 children in the county need some type of care or supervision while their parents are working. Of this number approximately 83,000 are under the age of 5 and 85,595 are school-age children. Hillsborough County children are served in approximately 43 school-based sites, 469 centers, 700 family child care homes, 65 Head Start sites and by informal providers. The chart below indicates the types of formal arrangements available and their capacity.

The school-based school readiness program will be discontinued as of the 2005-2006 school year.



Strengths

Since the future success of children rests on the foundation of strong families, Hillsborough is fortunate to have many community groups and agencies that realize the need for a strong network of social services, with numerous local organizations actively devoted to helping specific population groups succeed in daily life. The commitment of individuals and the public and private sectors to address issues that affect children and families provides a real benefit to any effort to improve the lives of young children and their families.

In 1988 Hillsborough County residents approved the referendum establishing the Children's Board of Hillsborough County (CBHC), which is a special taxing district which funds service and supports to children and families. During the past year CBHC began the development of a ten year strategic plan which will guide investment in supports and services which emphasize the importance of children's early developmental years from prenatal to age eight. The Children's Board will implement its core strategy through three interdependent

initiatives that work toward shared community outcomes. The following strategic initiatives have been identified:

- Comprehensive Health aims at promoting the physical, social, emotional, and behavioral health of young children.
- Family Support & Education aims to provide easy access to information, education, services, and both informal and formal supports, to families with young children or needing pre-natal care.
- Early Childhood Education & Care aims at increasing the quality and developmental appropriateness of care and instruction in all settings providing educational opportunities to young children such as center-based child care, family child care homes and informal care arrangements.

A number of family support and resource centers are located at centralized locations throughout Hillsborough County. The Family Support and Resource Centers offer programs and services that assist families in becoming stronger and happier, promote school readiness/success and family literacy, promote healthy/safe homes, facilitate neighborhood development, and provide programs that promote economic independence.

+ SPIN is a non-traditional, community-based program, funded by CBHC and the Department of Children and Families (DCF) that focuses on residents in the immediate University area. The program works directly with families to assist with housing, childcare, family counseling, school advocacy, tutoring and other identified needs.

Additionally, Hillsborough is fortunate to have a number of home visiting programs such as Healthy Start, Healthy Families, HIPPY and Parents As Teachers, which provide family support services to parents of young children. These programs are based on national models that have proven to be effective strategies for engaging parents and young children.

Challenges

Affordability of early childhood and out-of-school time programs continues to be a challenge for many families in Hillsborough County. Quality early learning opportunities and out-of-school time programs are essential to maximize all children's future educational success as well as assisting many families in achieving economic self-sufficiency. For many parents, finding and paying for early education or before and after school care is a significant challenge and enormous financial burden. Funding currently allows the Coalition to provide financial assistance to approximately 13,000 children. However, the centralized eligibility list contains the names of 3,000 more children whose families are income-eligible for services but are unable to access financial assistance due to funding constraints.

It is critical to note that the capacity of early childhood and out-of-school time programs to meet families' needs must be partnered with components of high-quality learning. To this end, the Coalition began evaluating the quality of contracted facilities serving children birth to 5 during 2004 to establish baseline data. Process quality is being assessed through the utilization of the Infant/Toddler Environment Rating Scale (ITERS) and the Early Childhood Environment Rating Scales (ECERS) developed by Harms, Clifford and Cryer.

Observations of the global quality of the classroom environment were completed in approximately one-half of the classrooms (per facility) by assessors with intensive training from Dr. Thelma Harms using the environment rating scale appropriate to the age of the children served. Possible scores range from 1 to 7 with 1 representing inadequate care, 3 minimally adequate, 5 good, and 7 excellent quality. Based on completed assessments of centers:

- 3% of the programs assessed provide inadequate care
- 14% of the programs assessed provide minimally adequate care
- 51% of the programs assessed provide good care
- 32% of the programs assessed provide excellent care

It appears that many of our community's most vulnerable children are being served in centers of such low quality that learning and development are not enhanced and may even be jeopardized.

An additional challenge is determining how to compensate providers fairly for the provision of high quality of early care and education services. Although the Coalition adjusted the market rate in 2001, providers are currently being reimbursed for services based on the market rates for 2000. Market rate data indicates that early education and school age child care costs continue to increase. Anecdotal information indicates that staff turnover significantly impacts service providers. Wages for program staff remain low and few programs are able to offer fringe benefits.

While there is an effort to coordinate training activities, a comprehensive staff development system does not exist. The availability of training opportunities, however, does not necessarily mean that local providers are being well-trained and educated to serve young children.

Based on data from the Office of Early Learning, the Early Learning Coalition anticipated serving approximately 10,767 children in the Voluntary Prekindergarten Program. Currently enrollment data indicates that only

**Section 4. Coalition Priorities
Response Assessment: Information Only**

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
1	Increase supports and educational opportunities for early education providers	Coordinated Staff Development	2.4.1
	Increase the reimbursement rate for quality services	Access to high quality early care & education	*
2	Increase participation in the VPK program	Access to high quality care affordable early education programs	*

* Add more fields as needed.

*** Please note that the none of program elements in the plan template addressed issues relating to accessibility or affordability of high quality early education services. Therefore, these community plan will be address on the local level in the Coalition's strategic plan.**

Part 3. Coalition Governance

Section 0.1 Board Operation

0.1.1. Does the Board membership (included in **Attachment 1.1.1**) 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 1.2.1.**

☐ No

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

☒ Yes

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

Part 4. Program Elements

Section 1. Program Administration

1.1 Support Services

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

Response Assessment: Evaluation

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

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

Service	Provided by Coalition	Provided by other Entity(ies), (NAME)s
Resource and Referral	<input type="checkbox"/>	School Readiness Programs Hillsborough County Public Schools
Eligibility Determination	<input type="checkbox"/>	School Readiness Programs Hillsborough County Public Schools
Provider Training	<input type="checkbox"/>	School Readiness Programs Hillsborough County Public Schools
Parent Support and Involvement	<input type="checkbox"/>	School Readiness Programs Hillsborough County Public Schools

Inclusion Warm Line	<input type="checkbox"/>	School Readiness Programs Hillsborough County Public Schools subcontract with Care Options (Northside Mental Health
Reimbursement	<input type="checkbox"/>	School Readiness Programs Hillsborough County Public Schools
5 STAR ERS Assessments	<input checked="" type="checkbox"/>	
5 STAR ITERS, ECERS, SACERS & FCCERS Training	<input checked="" type="checkbox"/>	
VPK 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 However, the online application process has created a great deal of confusion since parents are required to apply in person for the VPK program

☐ 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.**

☐ No, and the following describes why:

1.4 VPK Verification of Attendance Procedures

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

Response Assessment: Evaluation

☒ Yes

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

1.5 Payment Rates

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

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	The Coalition currently provides out of school time services and extended-day/extended-year services based on identified family need at the time of eligibility determination. Currently 92% (n=8,637) of the children birth to five are served on a full-time basis. During the school year, school age children are primarily served on a part-time basis. However, full-time extended year is	Maintain current level of extended day / extended-year services.	1. Monitor supply and demand data regarding extended day/extended-year services 2. Recruit providers based on community need. 3. Collaborate with community partners to ensure parent access to services.	Maintain current levels of extended-day/extended-year services providers. Increase number of providers based on community need.

	<p>authorized for children during public school holidays and inter-sessions. Care is authorized based on parental work schedules.</p> <p>There are currently</p>			
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1.8 Provider Eligibility and Provider Files

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

Response Assessment: Demonstration

☒ Yes, and the following describes the process:

The Early Learning Coalition of Hillsborough County contracts with the central agency (Hillsborough County Public Schools) to verify provider eligibility. Central agency staff verifies provider eligibility by reviewing the provider applications and documentation regarding licensure, accreditation, staff credentials, background screening, curriculum, program requirements in OEL %20.02 and 520.02etc. Upon receipt of the application, central agency staff conducts follow-up and technical assistance for missing/inaccurate information. Information required on AWI-VPK 10 and AWI-VPK 11 is entered into EFS. Hard copies of the application and supporting documentation are maintained by the central agency. The Coalition executes a provider agreement as required in OEL # 508.04.

☐ 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.**

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

1.9.2. Describe how the coalition evaluates the effectiveness of school readiness programs and services.
 (s. 411.01(5)(g), F.S.)

Response Assessment: Evaluation

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

Required Element	Current Situation	Objective	Activities	Outcome
1.9.2. Evaluation Plan	<p>The Coalition currently reviews the following data:</p> <p>Monthly: Utilization of SR to ensure maximum utilization of funds</p> <p>Quarterly: Quarterly contractor activity report which includes the following data:</p> <p>Contract Management</p> <p># of contracted providers - centers</p> <p># of contracted providers - homes</p> <p># of voucher providers - centers</p> <p># of voucher providers - homes</p>	<p>Ensure continuous quality improvement of service delivery system.</p>	<p>1. Establish benchmarks in the following areas:</p> <ul style="list-style-type: none"> Screening & assessment Curriculum Implementation Family Support services Professional development Quality 	<p>Year 1: Benchmarks established by October 1, 2006.</p> <p>Year 2: Coalition will meet at a minimum 80%</p>

	<p># of possible fraud follow-up</p> <p>Developmental Screening</p> <p># of children receiving initial screening</p> <p># of children scheduled for semi-annual screening</p> <p># of children receiving semi-annual screening</p> <p># of children who scored below the cut-off in any domain</p> <p># of children receiving an LLP</p> <p># of children receiving a Level II screening</p> <p># of Speech/Language screenings completed</p> <p># of children who failed Articulation</p> <p># of children who failed Language</p> <p># of children who failed both</p> <p># of DECA's completed</p> <p># of ESI's that are in the refer range</p> <p># of LAP-D's with 4 or more subtests > 1.5 SD's below mean</p> <p># of Diagnostic Observations/Evaluations</p> <p># of phone and face to face parent conferences</p> <p># of children receiving Level III Case Management</p> <p># of children who require progress monitoring only</p> <p># of children requiring a referral to Early Steps</p> <p># of children requiring a Speech referral only</p> <p># of children referred to Child Find</p> <p># of children referred to CST</p> <p># of children taken to a Staffing</p> <p># of on-site screening training</p> <p>Health Related Services</p> <p># of children receiving hearing screenings</p> <p># of children passed hearing screening</p> <p># of children referred for further hearing evaluation</p> <p># of children screened for vision</p> <p># of children referred for further vision evaluation</p> <p># of provider technical support</p>		<p>Enhancement</p> <ul style="list-style-type: none"> ▪ Service priorities <ol style="list-style-type: none"> 2. Track data 3. Review data 4. Revise strategies as needed to meet benchmarks 5. Amend priorities and plan if indicated by community assessment needs. 	<p>of established benchmarks.</p> <p>3. Year 3: Coalition will meet at a minimum 85% of established benchmarks.</p>
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	Community Liaison/Family Resource Services # of families receiving referrals # of face to face family contacts # of crisis intervention contacts # of families with on-going service coordination # of referrals to other SDHC services # of family literacy education contacts (Book Buddies)			
	Provider Services # of quality improvement plans developed/revised (ERS) # of training hours # of providers trained # of technical assistance visits/contract compliance # of training hours attended by staff # of planning sessions with partners # of trainings developed # of community outreach/meetings			
	Infant/Toddlers Services # of providers trained # of trainings developed # of planning sessions with partners # of training hours provided # of technical assistance visits, calls or faxes/mailings # of training hours attended by staff # of community outreach/meetings			
	Child Care Resource and Referral/Resource Van # of provider visits by Mobile Resource Van # of calls/walk-ins resulting in child care referrals # of provider updates # of provider technical assistance # of community outreach/meetings # of recruitment contacts			

	Enrollment/Eligibility # of children enrolled at the end of the quarter # of families recertified by mail # of family terminations due to over income # of children transferred provider # of waiting list entered # of waiting list updated # of walk-ins served # of opening wait list letters sent # of SPE referred # of SPE verified for waiting list # of files maintained # of provider attendance sheets mailed Semi-Annually: achievement of Coalition plan outcomes Annually: SRUSS data, ERS data, contract monitoring reports			
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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, and attached is a sample of the grievance policies or procedures included as Attachment 1.10.1.
- ☐ 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 CFR 98.20(a)(1))

Response Assessment: Demonstration

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

The Coalition supports out-of school time programs to ensure children's safety, improve child outcomes, and meet the needs of working parents. Approximately 42% of the children served with school readiness funds are school age children. Care is authorized for before- and after-school, teacher planning days, holidays and school intercessions during the school year. Additionally, care is authorized during the summer. While the Coalition will continue to provide financial assistance to school age children, the priority for service will change at the end of the 2005-2006 school year to children that are kindergarten age through age 10.

The Coalition is an active participant in the School Age Task Force established by The Children's Board of Hillsborough County. Members of the task force include representatives from the following agencies: Hillsborough County Health and Social Services Department, United Way, the Boys and Girls Club, the YMCA, Children's Board, County Parks and Recreation and the Hillsborough County Public Schools.

☐ No, and the following describes why:

2.2 Coordination with Public Schools

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

Response Assessment: Demonstration

☒ Yes

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

2.3 Coordination with the Department of Children and Families

2.3.1. Does the coalition coordinate monitoring activities with the Department of Children and Families 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: Hillsborough County Child Care Licensing Program (CCL) licenses and inspects all school readiness programs as required by statute. In many instances local licensing regulations exceed the standards mandated by state statute. The agency conducts a minimum of two unannounced monitoring visits of all programs annually. Follow up visits are conducted as necessary to ensure the correction of violations. In addition the agency provides technical assistance and consultation to ensure programs meet or exceed health and safety requirements. The Child Care Licensing Program provides CCR&R with information regarding program closure and openings. Additionally, Child Care Licensing provides information to the Coalition and its contractor regarding administrative actions filed against providers. Coalition and contractor staff participate in the quarterly Child Care Licensing Board advisory meetings.

☐ 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

Hillsborough County has a well established early childhood training collaborative that meets on a quarterly basis to coordinate training for early childhood staff. Agency representation is as follows:

- ✚ Hillsborough County Schools (HCPS) – School Readiness Programs (central agency)
- ✚ Hillsborough County Schools – Early Childhood Training Office (DCF Training Grantee)
- ✚ Nova Southeastern University
- ✚ Head Start
- ✚ HCPS Prekindergarten Exceptional Education
- ✚ University of South Florida
- ✚ Hillsborough County Community College
- ✚ Early Learning Coalition
- ✚ Children's Board of Hillsborough County
- ✚ Hillsborough County Child Care Licensing Program

Although a wealth of training opportunities currently exist in the community for VPK and early care and education staff, no comprehensive professional development system has been developed for the community. While there is an effort to coordinate training activities, a comprehensive staff development system does not exist. The availability of training opportunities, however, does not necessarily mean that local providers are being well-trained and educated to serve young children.

As part of the community's approach to the development of an early childhood system of care, the Training Task Force will begin the development of a comprehensive professional development system for providers. At a minimum the plan will address the following:

- Access and supports for unit-bearing continued education and training for early education staff
- Establishment of incentive/compensation programs linked to higher education levels
- Quality assurance through approval of training content
- Assessment or evaluation of training effectiveness

The Coalition anticipates the completion of the plan by the June 30 2007. Phased in implementation will begin July 1, 2007.

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	The Coalition contracts with HCPS (central agency) for the following trainings: Developmentally Appropriate Practices for Preschool Children. <i>Number trained 80</i> Developmentally Appropriate Practices for	Increase knowledge of child care workforce	1. HCPS will continue to provide the following trainings: Developmentally Appropriate Practices for Preschool Children Developmentally Appropriate Practices for Infant/Toddlers Curriculum Trainings	80% of training attendees will indicate knowledge of subject area training based on post training survey. Surveys will be distributed after each training.

	<p>Infant/Toddlers. <i>Number trained 42</i></p> <p>Curriculum Trainings. <i>Number trained 44</i></p> <p>Character Development Curricula Training. <i>Number trained 16</i></p> <p>Screening & Assessment. <i>Number trained 46</i></p> <p>State Performance Standards 122</p> <p>English as a Second Language Students. <i>Number trained 57</i></p> <p><i>Positive Behavioral Support 337</i></p>		<p>Character Development Curricula Training</p> <p>Screening & Assessment</p> <p>State Performance Standards</p> <p>Invest in the TEACH Scholarship Program to help staff meet professional development goals based on funding availability.</p> <p>Develop coordinated staff development and training plan.</p>	
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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"/>	SR/VPK	HCPB – Early Learning Programs DOE Regional Facilitator
Continuum of training and education to form a career path	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Articulation from one type of training to the next	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Quality assurance through approval of trainers	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Quality assurance through approval of training content	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
A system to track practitioners' training	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Assessment or evaluation of training effectiveness	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Administrators' Credential	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SR/VPK	HCC, Nova Southeastern, HCPS
Specialized strategies to reach informal providers	<input type="checkbox"/>	<input checked="" type="checkbox"/>		
Other (explain):	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SR & VPK	Coalition Staff

Does the coalition's coordinated staff development and training plan include:	Yes	No	Responsible Entity *	Which Groups Participate
ECERS/ITERS/SACERS/FDCERS training			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 describes with which agencies the coalitions consults and the collaboration and coordination that results: The Coalition has established a Service Delivery Committee that meets monthly to address the development and implementation of its programs. Agencies represented are as follows: Head Start, Hillsborough County Licensing, Nova Southeastern University, Infants and Young Children (special needs), Department of Children and Families, private providers, and Hillsborough County Public Schools (HCPS). Additionally, the Coalition coordinates services with the Children's Board of Hillsborough County, one of the community's social service funders.

Early Steps providers from the University of South Florida's Division of Child Development and Infants & Young Children provide early intervention supports and developmental therapies to individual children, 0 - 36 months who are in need of specific services and who are enrolled in IDEA, Part C, Florida's Early Steps program. The Early Steps providers integrate the individual services into the children's daily routines by working with the staff at the centers.

Examples of collaborative projects are as follows:

- ✚ Week of the Young Child Activities: (Coalition, Child Care Licensing, Head Start)
- ✚ Subsidized Child Care Attrition Study: (Coalition & Children's Board)
- ✚ Hurricane Preparedness Training for Child Care Providers: (Coalition, Children's Board, Child Care Licensing, and Hillsborough County Department of Emergency Management)
- ✚ Coordination of funding to increase the number of children served in Head Start (Coalition and Head Start)

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

2.5.2. Describe coalition activities to encourage private partnerships that promote private-sector involvement in meeting early care and education needs. (45 CFR 98.16(d)) The Coalition Board has established a fund development committee and a communications committee to encourage private sector involvement. The communications committee has developed a draft communications plan to increase private sector involvement. The fund development committee is working on establishing a plan to generate private funds

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	Other than the private sector involvement on the Coalition board, there is little private sector involvement	Increase revenue obtained from the private sector	1. Development of a comprehensive communications plan to increase private and public sector knowledge	1. Private donors will contribute at least \$10,000 each fiscal year (FY 2006-2007, 2007-2008, and 2008-2009)

	in early care and education.		and involvement in early childhood education and out of school time issues. 2. Articulate fund development outcomes. 3. Cultivate donors 4. Host event	
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2.5.3. Describe coalition efforts and activities to meet Match requirements? The Coalition has met with local funders to try and resolve the need for additional match. The Children's Board of Hillsborough County has identified expenditures that can be certified to meet match requirements. Additionally, Hillsborough County Board of County Commissioners are reviewing their investment in the Hillsborough County Licensing Program to determine the extent of funding that could be certified as local match.

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	The coalition has secured approximately \$686,000 dollars of cash match . Additionally, staff has worked with the Children's Board of Hillsborough County and Hillsborough County Social	Ensure sufficient funds to meet the match requirement for working poor families.	1. Continue to work with the identified public agencies to solicit match.	100% of funds necessary to meet the match requirement will be obtained.

	Services Department to identify public funds invested in early childhood initiatives that could be certified as match.			
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Section 3. Processes with Parents

3.1 Consumer Education

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

Response Assessment: Evaluation

☒ Yes

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

3.2 Choice of Settings

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

Response Assessment: Evaluation

☒ Yes

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

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

☒ Yes

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

3.3 Parent Access

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

☒ Yes

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

3.4 Parent Involvement and Skill-building

3.4.1. Describe how the coalition ensures the provision of parent involvement and skill-building/education opportunities. (s. 411.01(4)(o), F.S.) **Parent involvement and skill-building/education opportunities are provided by a number of community-based agencies in Hillsborough County such as:**

Parent Services Project (PSP) funded by the Children's Board of Hillsborough County is a parent involvement program based on family-centered principles that support the philosophy that parents are the most important persons in a child's life. Childcare programs that participate in PSP create an environment that supports and encourages parents and families and results in more positive outcomes for children. Research has shown that PSP enhances providers, parents and children's self-esteem; improves quality childcare; and builds strong relationships between the providers, parents and the

community. In Hillsborough County this strategy educates and supports parents as they advocate for their children especially through the transition to kindergarten.

Baby Bungalow is an “any baby/any family” program that offers infant massage, children’s play groups, breastfeeding classes and support, nutrition classes, prenatal and parenting programs, baby sign language, caregiver and baby exercise classes, as well as links to specialized agencies and resources in the community. The program serves parents and caregivers of children, birth to five.

Father’s Resource and Networking Center (FRANC) is an “any dad” resource center offering the Nurturing Dads Program, a nationally recognized fathering series, Boot Camp for New Dads, and infant fathering workshop for expectant and new dads, legal workshops and information, counseling family activities and recreational outing. The program is available to any father (biological, step, foster, surrogate, mentor) with children birth to five.

The Family Resource Specialists of the Early Steps program, Infants & Young Children provide parent support groups and “New Star” training for families of children, birth to five, who have developmental conditions. Stipends are provided for parents to attend many of the trainings. Some trainings are offered in collaboration with the trainings offered by the Parent Liaisons of the Hillsborough County Public Schools regarding procedural safeguards and transition processes from the Part C to the Part B. Family Resource Specialists also provide individual support services by referral from the centers for infants and young children with special needs.

The Coalition’s contractor provides Parent Skill building as described in the chart below:

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	HCPS has developed a series of brochures entitled	Provide parents with opportunities to be involved in their	1. Continue to distribute HCPS Expectations	100% of parents involved in the school readiness or

	<p>“Expectations”, which covers a child’s development from birth to 5. These brochures are provided during intake an eligibility determination to all school readiness parents. During FY 2004-2005, 16,000 brochures were distributed. Additionally, each SR parent receives a children’s book for their child’s home library at the time of eligibility determination as well as a booklet entitle <i>Helping Your Child Become a Reader</i>.</p>	child’s development and education.	<p>brochure. Children’s books will be offered to SR parents at eligibility determination based on funding availability.</p> <p>2. Develop parent/community guide to support child development based on the Florida Performance Standards for distribution.</p>	<p>VPK program will be offered information regarding child development and Florida Performance Standards.</p>
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3.4.2. Describe how the coalition provides family literacy opportunities. (s. 411.01(4)(o), F.S.) **Response**
Assessment: Evaluation

Family literacy opportunities are provided through several different sources. The Early Learning Literacy Model (ELLM) funded by the Children’s Board of Hillsborough County provides a research-based early literacy

program to help teachers better provide literacy and classroom instruction to children. The program currently serves 34 school readiness program classrooms and reaches 500 children in a high-need area of Tampa.

Explosion of Literacy and Learning (ELL) is an Early Reading First project funded by the U. S. Department of Education and awarded to the Maiman Segal Institute/Tampa of Nova Southeastern University. ELL provides intensive on-site assistance coupled with research-based training on early literacy and school readiness while incorporating best practices in other areas of early childhood development. Centers participating in ELL serve low income children aged birth through five. ELL also contains a strong evaluation component. The ultimate goal of Early Reading First programs such as ELL is to prepare children to enter kindergarten with the necessary cognitive, early language and literacy skills for success in school.

Each year the Hillsborough County Public School Readiness staff provides over 1000 School Readiness parents with a workshop on reading to their children called, "Book Buddies." In addition to the training each family is given a book bag to take home filled with children's books on various developmental levels.

Although there are over one hundred community-based agencies offering various parent education programs, the community lacks a clear-cut strategy to engage all parents as their child's first teacher, especially in the area of literacy development. The Coalition is in the process of developing a media strategy to engage parents as their child's first teacher. The Coalition has purchased public service announcements (PSA's) developed by First Five California, which have been customized for the local market. Additional types of media are in the developmental stages. While the timeline for campaign implementation has not been finalized, the Coalition anticipates launching the campaign during FY 2007-2008.

Additionally, the Coalition has used unrestricted general revenue received from OEL to support approximately 350 of the county's most vulnerable children in the Head Start Program. Parents receive referrals to various programs such as Hippy, Head Start, etc.

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

Required Element	Current Situation	Objective	Activities	Outcome
3.4.2. Family Literacy	During 2005-2006 Contractor staff (HCPS) provided family literacy training to 1750 parents of school readiness children to attend a workshop on family literacy and are provided with age appropriate books for their child (i.e., Book Buddies)	Increase the number of SR parents involved in family literacy activities	<p>1. Explore additional funding sources to allow program expansion.</p> <p>2. Provide Book Buddy trainings at sites throughout the county.</p> <p>Year 2: 2. Develop “literacy tips” which correspond to state performance standards. “Literacy tips will be made available at SR/VPK intake and posted on the Coalition’s website. Partner with community agencies and child care providers to broaden distribution.</p> <p>Year Three: Develop a quarterly newsletter for distribution to parents through the child care provider</p>	<p>1. Participation of SR parents in the Book Buddies program will increase annually by 5%.</p> <p>Year 1: 5% increase N= 1837:</p> <p>Year 2: 5% increase N = 1928</p> <p>Year 3: 5% increase N = 2024</p> <p>Year 2: Literacy tips will be available to 100% of parents birth to 5.</p>

			network to parents of children birth to five. Each provider will receive a “master” so copies can be made for enrolled families. Newsletter will be posted on the Coalition website.	
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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.) The Hillsborough County Public School (HCPS) currently outposts eligibility counselors in offices adjacent to AWI Career Centers to expedite services to families trying to achieve independence from Public Assistance. Additionally, all TANF referrals are processed upon receipt to ensure families have immediate access to child care. Families receiving CCR&R services and/or those who recertify for continued financial assistance for school readiness services between January 1- April 15, receive information published in English and in Spanish on Earned Income Tax Credit. HCPS School Readiness social workers direct families to appropriate agencies for referral and information to help families with specific needs, such as Food Stamps, TANF, Housing Assistance, Unemployment, Career Diagnostics, Passport, Training and Employment, Job Searches and Training, and GED Program.

Response Assessment: Evaluation

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

Required Element	Current Situation	Objective	Activities	Outcome
3.5.1. Family Support Services	HCPS social workers contacted by child care providers offer families with identified	Identify SR families with potential family support service needs during eligibility/redetermination	Develop and implement an assessment for determining family's current self-sufficiency	100% of income eligible families were screened for additional needs at

	needs, information and referrals to various community agencies.	Consultation.	status and needs, to be utilized during intake. Train intake staff in use of family needs assessment.	intake/redetermination. Monitoring of the Coalition's contract will indicate that 95% of the families with needs identified at the time of intake will receive information or referral to services and supports.
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Unique Population Groups

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

The Coalition's contractor employs bilingual staff to meet the needs of the families whose primary language is Spanish. Additionally outreach materials and forms are made available in both English and Spanish. Due to the diversity of the community, a large number of agencies provide family support services to migrant and immigrant populations. These services and supports are provided by agencies such as Redlands Christian Migrant Association (RCMA), Lutheran Ministries, and Catholic Charities. Additionally, HCPS social workers provide family support services based on needs identified by parents. Care Options provides Inclusion Specialists who assist both caregivers and families in creating appropriate environments for children birth to 12 with special needs. HCPS has a Teen Parent program to help pregnant and parenting teens complete their education.

In addition, the Coalition provides Emergency Child Care Assistance to Foster Care families through funding from the Children's Board of Hillsborough County. The Coalition continues to work closely with Hillsborough Kids, Inc. (community-based care agency) to ensure implementation of the Rilya Wilson Act.

Additionally, HCPS has developed a training to facilitate early childhood educators' ability to provide school readiness services to non-native English speaking children.

Early Steps providers from the University of South Florida's Division of Child Development and Infants & Young Children provide early intervention supports and developmental therapies to individual children, 0 - 36 months who are in need of specific services and who are enrolled in IDEA, Part C, Florida's Early Steps program. The Early Steps providers integrate the individual services into the children's daily routines by working with the staff at the centers. The services provided often assist families and child care staff to integrate strategies across all the environments for a child's daily activities. The program also provides ongoing screening and assessment and Individualized Family Support Plans and Plans of Care for the children in Early Steps.

Early Steps can also provide short sessions in a child care center (e.g. 2 hours, twice a week) to assist the integration of an infant or toddler who has special needs when no other resources for play with typical peers is available and there is no other funding source.

Response Assessment: Evaluation

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

Required Element	Current Situation	Objective	Activities	Outcome
3.6.1. Unique Population Groups	See Above	Continue to meet the needs of unique populations.	1. HCPS will coordinate, collaborate and actively link with other community agencies to deliver a comprehensive system of supports for unique population groups.	Quarterly management reports will indicate that 75% of families from unique population groups with identified needs were linked to services and supports.

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)
Licensing Program of Hillsborough Co.	<input checked="" type="checkbox"/>		Hillsborough Co. Health Department
HCPS	<input type="checkbox"/>	Vision Screenings	
HCPS	<input type="checkbox"/>	Hearing Screenings	
	<input type="checkbox"/>		
	<input type="checkbox"/>		

☐ 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:

- 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: **The Coalition will conform once OEL has promulgated rules for implementation of 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

Each child is entered into the EFS database upon enrollment in the School Readiness Program. Children served at a contracted site are entered into the Assessment Data base by the Coalition's contractor. Assessment services are available to voucher providers on request.

Children birth through 36 months are screened with the Ages & Stages Questionnaires (ASQ). The ASQ is scored electronically by HCPS personnel and writes an Individual Learning Plan (ILP) for any area of delay. Copies of the ILP are given to the parent and the provider. The ASQ is completed every 6 months or at more frequent intervals if a developmental concern is identified.

Children 37 through 53 months are screened with the Early Screening Inventory-Revised (ESI-R). The ESI-R is administered by Contractor staff. An ILP is written for any area of concern.

The Learning Accomplishment Profile-Diagnostic (LAP-D) is used for those children age-eligible for kindergarten the next school year.

The HCPS Intervention Team meets monthly to follow children who have ILPs. The team consists of a curriculum teacher, social worker, early childhood intervention specialist and the registered nurse. ILPs are adapted or extended to meet each individual child's needs. Referrals are made for a Level 2 or Level 3 assessment as needed.

Referrals are made to the USF/ICY Early Steps or to FDLRS for children 0 - 5 years who fail a developmental screening per the requirements of IDEA and with the permission of the family. Children who remain in the centers after they are evaluated by these programs and who qualify for the federal IDEA program have their IFSPs and IEPs incorporated into their daily routines. The providers from Early Steps and the HCPS provide the individual support strategies at the center and include the child care staff in the implementation of strategies that support children's individual developmental outcomes.

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

Required Element	Current Situation	Objective	Activities	Outcome
4.2.1. Age-appropriate screening	HCPS screens all children in contracted sites using one of the instruments identified above. Children served by Voucher/certificate providers are screened on request. During FY 2004-2005, 2,576 screenings were completed. Ages & Stages. 1,689	Increase the % of children receiving age appropriate developmental screenings.	1. Provide training to voucher providers on the use of Ages & Stages. 2. Develop on-site technical assistance to ensure accurate administration of Ages & Stages. 3. Coordinate monitoring and results of school	Annual reports from HCPS will indicate that screening of school readiness children has increased by 10% each year. Year 1 : 10% increase (N- 256): Total screenings: 2,834 Year 2 : 10% increase (N-283):

	screenings were completed using the ESI-P or ESI-K.		readiness children	Total screenings: 3,117 Year 3: 10% increase (N-312): Total screenings: 3,428
	<p>Vision/Hearing Screenings Best practice would dictate that all children 0-5 receive vision and hearing screenings to ensure that they are physically able to be cognitively screened</p> <p>The nursing team consisting of an RN and 2 health aides attempt to screen all school readiness children in contracted and voucher settings. In 2004-2005 4,682 children were screened for vision and 3,506 children received hearing screenings. The nursing team provides a written recommendation</p>	<p>Provide vision and hearing screenings to detect problems early on and reduce uncorrected vision or hearing problems</p>	<p>Vision/Hearing Screenings Review existing procedure Any child who initially fails a hearing/vision screening will be re-screened by a nursing team member after a 2 week period within 60 days of the initial failed screening Revise hearing/vision sheets for increased continuity and clarity Develop an informational hand out for resistant providers Revise data collection format to include failed attempts Create format to document health intervention</p>	<p>Annual reports from HCPS will indicate that 100% of children with hearing and/or vision problems have been referred to appropriate community agencies.</p>

after a child fails one vision/hearing screening As needed, the nursing team assists with preventive health care and necessary health interventions for school readiness children 0-5		procedures implemented	
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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

School readiness children who are enrolled in a contracted site by Oct. 15 and are kindergarten age-eligible for the following school year are assessed using the Learning Accomplishment Profile Diagnostic (LAP-D)

TA staff generates computerized LLP, disseminates and discusses with provider, teacher and parent.

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

Required Element	Current Situation	Objective	Activities	Outcome
4.2.2 Pretest and Posttest	School readiness children who are enrolled in a contracted site by Oct. 15 and are kindergarten age-eligible for the following school year	Increase the number of school readiness children in voucher sites and are kindergarten age-eligible for the following school year,	Combine teams to work more efficiently at voucher sites with large populations Schedule and plan for team assessments at	The number of school readiness children enrolled at voucher sites that receive a LAP-D will increase by 10% as evidenced by annual reports.

	are assessed using the Learning Accomplishment Profile Diagnostic (LAP-D). In FY 2004-2005, 1,671 children were assessed with the LAP-D. 850 children received both pre/post.	receiving a LAP-D pre-post assessment.	all sites	Year 1 10% increase (N-85) Total number receiving pre/post – 935 Year 2: 10% increase (N-93) Total number receiving pre/post 1028 Year 3: 10% increase (N-1131) Total number receiving pre/post
	TA staff generates computerized ILP, disseminates and discusses with provider, teacher and parent			

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: 4.3.1.

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

The Coalition through it's contractor provides support on implementing developmentally appropriate curriculum. Additionally, all contracted sites are monitored to ensure the implementation of developmentally appropriate practices and curricula. The Coalition has identified research-based curricula (DLM Early Childhood Express, and Breakthrough to Literacy, Doors to Discovery) These

curricula have be distributed to SR and VPK providers. The Service Delivery committee has been tasked with the development of process/guidelines for evaluation of provider's curriculum. While the Coalition has developed a checklist to evaluate curriculum, the tool and process is currently under revision.

It is anticipated that the development of the process/guidelines will be completed by the end of the first quarter of FY 2006-2007.

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. **Attachment: 4.3.2**

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

The Coalition through it's contractor provides support on implementing *Peace Making for Little Kids* to meet the character development requirements of F.S. 411.01. Additionally, all contracted sites are monitored to ensure the implementation of a character development program. During FY 2004-2006, Peace Making for Little Kids has been purchased and distributed to 121 providers. The Service Delivery committee has been tasked with the development of process/guidelines for a provider to submit a character development program to the coalition for evaluation and/or recommendation.

It is anticipated that the development of the process/guidelines will be completed by the end of the first quarter of FY 2006-2007.

4.3.3 Describe how the coalition ensures that school readiness providers use developmentally appropriate curricula. **Response Assessment: Demonstration**

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

Required Element	Current Situation	Objective	Activities	Outcome
4.3.3 Developmentally appropriate curricula	HCPS technical assistance/curriculum staff: Provide and train on three Developmentally appropriate curriculums to contracted providers Perform initial and monthly ongoing informal/formal documented observations related to DAP practice in providers facility Provide ongoing coaching and mentoring of provider staff and administration Offer trainings, in community and contracted sites serving school readiness children, related to DAP in curriculums and assessment Supply materials to assist with the implementation of DAP curriculums Initiate ongoing review of provider lesson plans	1. Increase the number of infant toddler classrooms using developmentally practices. 2. Increase the number of preschool classrooms serving 3's and 4's that using developmentally appropriate curricula	1. Continue to provide training on developmentally appropriate curricula practices. 2. Develop DAP and curricula checklist in collaboration with Nova Southeastern University. Conduct pre-assessment as indicated. A minimum of 100 sites will be monitored. Develop Action Plan Implement Action Plan - resource development, evaluation, observation, coaching, mentoring, training, support, etc. Action plan implementation support will be discontinued if programs do not improve in at least 1 program area after 6 months. Conduct post-assessment	50% of infant/toddler classrooms monitored which receive technical assistance will show improvement in implementation of developmentally appropriate practices. 50% of classrooms monitored serving 3's and 4's which receive technical assistance will show improvement in implementation of developmentally appropriate curriculum.

4.4 Confidentiality of Records

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

Response Assessment: Evaluation

☒ Yes

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

Section 5: Quality Activities and Services

5.1 Quality Activities

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

Category	Description
Comprehensive consumer education	Each intake/eligibility office plays an informational video on a video-loop while parents wait for their interview with a counselor. The video includes an orientation to the services one can access through CCR&R, child care subsidy, and Voluntary Prekindergarten Programs.
	How to choose quality child care and information on the various types of available child care, Gold Seal, and Five Star Program for Kids are highlighted.
Gold Seal Differential	The Coalition invests approximately \$2M annually in Gold Seal Differential payments to providers.
Grants or loans to providers to assist in meeting State and local standards	
Professional development, including training, education, and technical	HCPS offers the following to all providers:

assistance	Provide training on DAP practices: High/Scope Philosophy - EC Active Learning - EC Learning Environment - EC Daily Routines - EC Adult/Child Interaction -EC Language and Literacy – EC ESOL - EC Health and Safety –Inf/Todd Social Emotional Support – Inf/Todd Indoor/Outdoor Environments – Inf/Todd Materials – Inf/Todd Positive Behavioral Support - EC Training on specific DAP curriculums: Breakthrough to Literacy DLM Early Childhood Express Doors to Discovery Infant Toddler Planning Guide Peacemaking Skills for Little Kids Provide training on Assessment: Ages and Stages Questionnaire Early Screening Inventory- Revised Learning Accomplishment Profile –Diagnostic Infant-Toddler Developmental Milestones Devereux Early Childhood Assessment Early Childhood and Infant Toddler Expectation Checklist
Improving salaries and other compensation for early learning providers	
Activities in support of early language, literacy, pre-reading, and early math concepts development	Breakthrough to Literacy DLM Early Childhood Express Doors to Discovery Infant Toddler Planning Guide Peacemaking Skills for Little Kids

Activities to promote inclusive early learning	Care Options provides a minimum of four trainings per year to promote inclusion.
Health activities including those designed to promote the social and emotional development of children	HCPS provides training on Positive Behavioral Support in collaboration with USF.
Quality activities that increase parental choice and improve the quality and availability of early learning. (\$98.51(a)(1) and (2))	As part of the Five Stars for Kids Program the Coalition is developing a comprehensive consumer education program to help parents choose high-quality care. Currently quality ratings for 150 providers are posted on the Coalition's website.
Other	

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	Limited information is available to parents regarding the quality of local early education programs. To maximize parental understanding or quality, a five star rating system is being implemented since this type of rating system is typical for many products and services. (i.e. hotels, restaurants, etc.)	Increase the number of facilities participating in the quality rating system.	1. Develop recruitment strategy. 2. Develop collateral materials for parents and providers. 3. Assess facilities with ECERS-R, ITERS-R, FDCERS as appropriate. 4. Assign star rating. 5. Post rating on website.	The number of providers participating in the Five Star program will increase annually by 10%.
	An additional benefit of the star rating system			

	<p>is that it recognized providers for the higher quality care that they provide.</p> <p>Lastly, the star rating system acts as a roadmap for providers to follow as they strive to improve the quality of their care.</p> <p>Currently 130 sites are involved in the project. However, the closure of the school based programs at the end of FY 2005-2006 will reduce the number to 102 site. Quality Ratings are posted on the Coalition's website.</p>			
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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) The Coalition's contract adheres to the Standard Levels of Care.

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	CCR&R provides the Standard Levels of Service according to AWI-OEL Network requirements	Continue to meet the Standard Level of Care for CCR&R as delineated by AQI-OEL.	Provide parents with Quality Care Checklists Summer Care	The contractor will adhere to 100% of the benchmarks established in the Standard Levels of

			<p>checklists are available to parents at the School Readiness satellite offices, Children's Boud, and HCPS elementary schools.</p> <p>There is a designated staff member who is knowledgeable in resources for special needs children and is available to provide assistance to families, agencies, providers, and other staff</p> <p>School Readiness staff are trained to provide intake/eligibility, CCR&R and VPK services</p> <p>Staff participates in community fairs in order to provide educational opportunities on quality child care</p>	care.
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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) [The Infant and Toddler Quality Improvement Program is designed to provide training, technical assistance and mentoring to](#)

providers of infant and toddler care. The specialists are available to all licensed family child care providers and early education and care programs that serve children birth to three. Technical assistance includes: assistance with room arrangement models appropriate practices for teachers, supplies, resources for providers such as appropriate curriculum and activities; discusses discipline policies; helps with developmental screening; and assists parents with behavior and developmental concerns

Response Assessment: Evaluation

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

Required Element	Current Situation	Objective	Activities	Outcome
5.3.1. Infant and Toddler Quality Improvement Activities	HCPS provides the following services to providers serving infants and toddlers: First Steps for Infants and Toddlers is a 14 hour training on developmentally appropriate practices. Technical assistance to contracted sites in the area of DAP curriculum implementation, behavior management, family literacy, screening and assessment of children and parent conferencing. School Readiness voucher programs	Increase the number of infant/toddler teachers implementing developmentally appropriate practices.	Provide First Steps for Infants and Toddlers to providers. Provide coaching/mentoring to teachers receiving training. Monitor classrooms to ensure implementation of DAP Additional HCPS staff will be certified as Infant/Toddler Specialists.	50% of infant/toddler classrooms monitored which receive technical assistance will show improvement in the implementation of developmentally appropriate practices.

	receive technical assistance upon request.		
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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) Hillsborough County Schools subcontracts with Care Options to provide the following services: Manage, market, and maintain the toll-free Inclusion Warm Line, recruit Cooperating Child Care providers for the Early Steps Program, provide on-going inclusion training opportunities, technical assistance, and resource materials for this county's child care community, provide community outreach to increase awareness of the need for and benefits of inclusive care, and provide equipment and materials to support inclusive child care for individual children.

Response Assessment: Evaluation

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

Required Element	Current Situation	Objective	Activities	Outcome
5.4.1. Inclusive Early Learning Quality Improvement Opportunities	Care Options provides training and technical assistance opportunities, child to promote a safe, healthy, nurturing and stimulating environment for each child with special needs in care. An RFP has been released for this service. Review of proposals is	Increase providers ability to provide appropriate services to children with special needs in community based settings.	1. Provide a minimum of four training per year to support the inclusion of children with special needs in community based settings. 2. Ensure the "Warm Line" is available a minimum of 24 hours per days, seven days a week excluding holidays and closures due to unforeseen	1. 60% of the children with special needs served by the contractor will continue to maintain the child care placement indicated at the time of referral for inclusion services.

	scheduled for may 12, 2006.		events. Calls to providers will be returned within 48 hours. 3. Distribute "Warm Line" information to all providers. 4. Monitor contract to ensure contract compliance and achievement of outcomes	
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