



## Early Learning Coalition Plan

This Plan describes the early learning activities developed by the Early Learning Coalition of Pinellas County, Inc. for July 2006-June 2009.

**Plan Approval Date: October 24, 2006**

**Approved By: Office of Early Learning  
Anne Cahn**

**TABLE OF CONTENTS**

	<b><u>PAGE</u></b>
<b><u>PART 1 COALITION IDENTIFICATION AND INFORMATION</u></b>	<b>6</b>
<b><u>PART 2 COMMUNITY PLAN</u></b>	<b>7</b>
Section 1 <u>Vision</u> .....	7
Section 2 <u>Mission</u> .....	7
Section 3 <u>Community Needs Assessment</u> .....	7
Section 4 <u>Coalition Priorities</u> .....	17
<b><u>PART 3 COALITION GOVERNANCE</u></b>	<b>19</b>
Section 1   Coalition Governance	19
0.1 <u>Board Membership</u> .....	19
0.2 <u>Bylaws and Articles of Incorporation</u> .....	19
0.3 <u>Board and Personnel Complaints</u> .....	19
<b><u>PART 4 PROGRAM ELEMENTS</u></b>	<b>20</b>
Section 1   Program Administration	20

1.1	Support Services	20
1.2	Single Point of Entry and Unified Waiting List	21
1.3	Eligibility and Enrollment Process	22
1.4	VPK and School Readiness Verification of Attendance Procedures	23
1.5	Payment Rates	23
1.6	Sliding Fee Scale	23
1.7	Extended Day and Extended Year Services to Support Self- Sufficiency	24
1.8	Provider Eligibility	25
1.9	Program and Service Evaluation	26
1.10	Grievance Policies	30
Section 2	Community Coordination	30
2.1	School-age Care	30
2.2	Coordination with Public Schools	31
2.3	Coordination with the Department of Children and Families	31
2.4	Coordinated Staff Development and Training	32
2.5	Collaboration and Coordination of Services with Other Entities	37

Section 3	Processes with Parents	39
3.1	Consumer Education	39
3.2	Choice of Settings and VPK Provider Profiles	39
3.3	Parent Access	40
3.4	Parent Involvement and Skill-building	40
3.5	Family Support Services	44
3.6	Unique Population Groups	45
Section 4	Processes with Providers	47
4.1	Health Screening	47
4.2	Age-appropriate Screening and Assessment	48
4.3	Developmentally Appropriate Curriculum	51
4.4	Confidentiality of Records	54
Section 5	Quality Activities and Services	54
5.1	Quality Activities	54
5.2	Discretionary Funds Related to Early Learning Resource And Referral and School-age Care	57
5.3	Discretionary Funds Related to Infant and Toddler Early Learning	58
5.4	Discretionary Funds Related to Inclusive Early Learning	59

**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 Pinellas County	FEIN #:	59-3726679
Address:	11350 66 <sup>th</sup> Street N., Suite 120, Largo, FL 33773	Mailing Address (if different):	
Phone:	727-548-1439	Fax:	727-548-1509
E-mail Address:	jchapman@elcpinellas.org		

Chairperson's Name: Dr. Ken Peluso  
 Address (if different than above): \_\_\_\_\_

Executive Director's Name: Janet Chapman

Counties represented by Coalition: Pinellas

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: Dr. Ken Peluso Printed Name: Janet Chapman

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

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

To unite the community in the development and delivery of a high quality integrated school readiness system which includes screening, assessment and support services to families in order to maximize each child's school readiness potential and promote the economic self-sufficiency of families

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

To facilitate an efficient, comprehensive, high quality system of school readiness services, to include early care and education and school-age programs, that enhances the emotional, social, cognitive, and physical development of all children through collaboration with the community, early care providers and families.

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

The Early Learning Coalition of Pinellas County, Inc. has reviewed numerous needs assessments and strategic plans in order to create a composite that accurately reflects the community's needs. Sources include:

- Coordinated Child Care of Pinellas, Inc. "Child Care Assessment Report: 2004-05";
- Pinellas County Head Start "Community Assessment: 2003";
- Center for the Study of Children's Futures: 2004;
- Annie E. Casey Foundation "Kids Count Data Book": 2004;
- Children's Forum "Charting the Progress": 2005;
- Child Care and Early Education in Florida; Coordinated Child Care of Pinellas, Inc. Annual Contract Report: 2004-2005;
- JWB Pinellas Profile: June 2004;
- Pinellas County Planning Department "Pinellas County Socioeconomic Report": June 2004;
- The Policy Group for Florida's Families & Children: April 2006;
- JWB "Pinellas Children & Families": 2006;
- JWB Strategic Plan: 2003;
- JWB Projected Expenditures: FY 2005-06;
- Community Screening Taskforce Needs Assessment: 2006;
- American Community Survey: 2004.

### **Geographic**

- Pinellas County is a small peninsula roughly 34.5 miles in length and ranging from 5.2 to 15 miles in width. Since there was no single economic catalyst, such as a major port, settlement in Pinellas is more dispersed than that of the Port of Tampa. By the early twentieth century, the citrus industry, tourism, and the sponge industry became the economic draw for the peninsula. While Pinellas is the second smallest county in the state, it is the most densely populated with 3,339 persons per square mile.
- Pinellas County's unique government structure is made up of 24 separate incorporated municipalities and one governmental body for the unincorporated areas. Approximately one half of the county is unincorporated.

### **Early Childhood Education Services**

The number of active licensed and regulated early care and education programs is 1,213. This number includes licensed child care facilities, licensed family child care homes, religious-exempt facilities, Head Start sites, before- and after school age facilities and non-public/public school based sites. In Pinellas County, the overall number of child care sites has decreased by 105.

As of September 2005 there were:

- 788 Family Child Care Homes
  - 274 Child Care Facilities
  - 117 School Age Only Sites
  - 19 Non-Public/Public School Sites
  - 15 Head Start sites

As of May 1, 2006, this includes community public school capacity for Voluntary Prekindergarten slots for eligible 4-year-olds.

**Population**

- Pinellas County is ranked fifth (5th) in population in the State.
- Pinellas County has 24 cities and municipalities with the densest populations in the cities of St. Petersburg (248,232 residents in 2000 Census) and Clearwater (108,789 in 2000 Census).
- In March, 2003, the Pinellas County Planning Department estimated the current permanent population to be 938,505, indicating an increase of 8.2% over April 2000, when the population was 921,495. While the overall county’s permanent population increased by 8.2% from 1990 to 2000, the 5-24 year old age group increased by 12.1%, impacting the demand for educational and recreational facilities.
- 14,123 children under 5 years of age, the largest number in the county, live in St. Petersburg. Clearwater has the second largest number of children under five with 5,628. St. Petersburg has 58,523 children between 5-24 years of age and Clearwater has 23,925.

Pinellas County Population Statistics		
Source:	2000 Census	2004 American Communities Survey
Children under 5 years of age	45,354	47,879
Children aged 5 to 24 years	191,276	199,636

- Since the 2000 Census, the projected growth in Pinellas County for the year 2010 is a permanent population of 955,589 indicating a rate increase since 2000 Census of 11.9%.

Pinellas County Household Statistics		
Source:	2000 Census	2004 American Communities Survey
Total number of households	414,968	414,140
Households with female heads	43,573	43,757
Households with one or more children under 18 years of age	101,162	102,496

Pinellas County Racial Distribution Statistics		
Source:	2000 Census	2004 American Communities Survey
White	791,372	764,708
Black or African American	82,384	85,784
American Indian & Alaska Native	2,903	3,195
Hispanic or Latino		54,705
Asian	18,783	25,315
Native Hawaiian & Other Pacific Islander	226	0
Some Other Race	9,278	16,344
Two or More Races	16,536	10,163

- In 2000, the median resident age in Pinellas County in 2000 was 43 years compared to the median age in Florida of 39 years.

**Income**

- According to the 2000 Census, the median family income in Pinellas County was \$46,925. The national median family income was \$50,046.

- According to the 2004 American Community Survey, the median family income in Pinellas County was \$41,236, as compared to the national median family income of \$44,684.
- The number of families living in poverty in Pinellas County during 2004 was 233,597. Of these, 11,566 had incomes less than \$10,000. There were:
  - 10,078 families with incomes between \$10,000 and \$14,999;
  - 23,302 families with incomes between \$15,000 and \$24,999;
  - 29,329 families with incomes between \$25,000 and \$34,999;
  - 38,188 families with incomes between \$35,000 and \$49,999

Based on the Federal Poverty Level:

- 31,579 Pinellas County families fall below 150% FPL;
- 44,457 Pinellas County families fall below 185 % FPL;
- 12,037 Pinellas County families with children under 5 fall below 185% FPL;
- 36% of Pinellas County's children live in single parent households (JWB –Pinellas Facts)

“Research suggests that, on average, families need an income of about twice the federal poverty level to meet their most basic needs.”- National Center for Children in Poverty, 2006.

According to the 2004 American Community Survey, the percentage of families and people whose income in the past 12 months was below the poverty level was:

- 12.8 % with related children under 18 years of age
  - 14.9% with related children under 5 years of age only
  - 3.9% married couples with children under 18 years of age
  - 1.5% married couples with children under 5 years of age only
  - 33.7% female heads of households with children under 18 years of age
  - 43.4% female heads of households with children under 5 years of age
- In FY 2004-05, there were 10,611 reports of abuse/neglect of Pinellas children 0-17 years. 23% of filed reports were "verified" and in 2,592 cases (30%) "some indication of abuse/neglect" was found. In 2005, Coordinated

Child Care of Pinellas County, Inc. provided child care scholarships to 2,874 children who were under Protective Services due to abuse and neglect.

### **Unemployment**

- In Pinellas County the unemployment rate has ranged from a high 6.7% in 1992 to a low of 2.6% in 2000. In 2001 the unemployment rate rose to 3.4% which was lower than the average rate in Florida and the nation. In 2004, the American Community Survey showed the civilian labor force that was unemployed was 6.9% or 31,393 of Pinellas County residents.
- Wholesale/retail trade and services are the major non-agricultural employment categories in Pinellas County. The services associated with the greatest change were communications. From 1999 to 2000, an employment rate increase of almost 265% took place in the development and deployment of cellular and wireless technology. In 2000, services accounted for 39.1% of the total employment, and trade accounted for 18%. The Pinellas County School System is the county's largest employer.

### **Housing**

- Housing costs and the overall tax base have increased dramatically in Pinellas County since 2000. A new median price, single-family house in Pinellas built in 2004, was 2,224 square feet and cost \$210,750. By comparison the median size of an existing single-family home in 2000 was 1,356 square feet and the median sale price was \$95,000.
- Of all occupied housing units 29.2% or 121,102 are tenant occupied housing units.

### **Education, Language and Staff Development**

- In 2003-2004, eighty-two (82) Pinellas County public elementary schools (K-5) served 49,182 children. Of these 82 public elementary schools, 54 are Title I. This indicates that 65% of Pinellas County public elementary schools are in neighborhoods of high poverty.
- According to the American Community Survey in 2004, there were 191,856 children 3 years old and over enrolled in school. 16,852 children were enrolled in preschool. 11,151 children were enrolled in kindergarten.

- According to recent data, twelve percent of Pinellas families live in a home where language other than English is spoken. In those homes:
  - 50% speak Spanish;
  - 6% Vietnamese;
  - 4% French;
  - 4% Greek-Serbo/Croatian/ others
- The annual provider survey results show Spanish and Vietnamese are the two non-English languages spoken most often by families utilizing child care in Pinellas County. German, French, and Bosnian are the next three most frequently spoken languages.
- The licensing requirements of the Pinellas county Licensing Board require all early childhood educators to maintain at minimum a high school diploma with a strong emphasis on staff development to include a Child Development Associate (CDA) designation.
- Recent state legislation relating to the new Voluntary Prekindergarten Program has created aspirational educational goals for early childhood instructors in the VPK program that are significantly higher than non-VPK early education instructors. Local coalitions are required to provide coordinated higher levels of professional development training. The current system of staff development in Pinellas County offers multiple trainings on a wide variety of related childhood topics. Scholarships are available for educators to attend early childhood courses offered at the University of South Florida, St. Petersburg College and Pinellas Technical Education Center. Other community training is at no cost or minimum cost.
- A preliminary review of current training and staff development activities indicates a plethora of training opportunities. These opportunities often lack coordination, collaboration and a process for articulation, as early childhood instructors seek to increase their knowledge and skill base.

### **Adult Literacy**

- In 2004, the population 25 years and over was 658,084. Of this number, 3.1% of adults had less than 9<sup>th</sup> grade education; 9.4% of adults had between 9<sup>th</sup> and 12<sup>th</sup> grade education without a diploma. The total percentage of adults 25 years and older without a high school diploma was 12.5%.

- The public school dropout rate for the county is 31%; black and Hispanic students are over-represented in this number and account for 47% of all dropouts in the county (Source: Florida Statistical Abstract 2002).
- The educational attainment of the mother is a major determinant of the child. Almost 70% of non-white mothers completed high school compared with less than 50% of white mothers enrolled in Head Start. However, fewer non-white mothers went beyond high school (Source: Florida Statistical Abstract 2002).

Research shows that parent involvement and the higher the literacy level of the mother, increases the probability that children will more likely succeed in school.

### **The Pinellas County Head Start Needs Assessment**

- Head Start enrollment as of 2003 was 1,615 for children 3 and 4 years of age. Families receiving services were predominantly single parent homes, families receiving service through T.A.N.F. and/or receiving public assistance, low income working poor families, and families with English as a second language.
- Noted in the report was the large number of Hispanic families located in sections of Clearwater and Largo.
- Homeless rates in Pinellas are higher than any other county in Florida.
- Due to the influx of more Hispanics, hiring more bi-lingual staff becomes a priority for meeting young children and family's needs. Providing family support and linking families with other services is an important component of Head Start. Language barriers can prevent families from accessing needed services.
- The geographic profile indicates North County has the highest concentration of Head Start/Early Head Start eligible families (45 %). Increasing full day and full year programs is a priority.

### **"2004-05 Pinellas County Child Care Assessment Report" from Coordinated Child Care of Pinellas, Inc.:**

- The assessment identified a need for more comprehensive, community-wide early childhood screenings for children birth to five years of age.
- Providers identified speech and language delays as the most common special need they see in children.
- There has been a decrease in number of family child care homes from 899 in 2003, to 788 in September 2005. This represents a 13% (or 111 home) decrease. Infant and child care is predominantly provided by family day care homes in Pinellas County. Early educators of these young children are often the most recently hired and least trained as reported by program directors.
- There is a need for more outreach activities for non-English speaking residents to increase their awareness of early childhood education and care.

- Translating parent education materials into languages spoken by families continues to be a priority. At the present time, parent education materials have been translated into Spanish and Vietnamese.
- While infant care is available, parents continue to find quality infant care very limited.

42% of the requests for child care listings handled through CCR&R were for children ages 0-24 months. Coordinated Child Care served approximately 14,282 unduplicated children between July 2004 and June 2005. As of February 28, 2006, there are 2,467 children on the waiting list for child care. The wait is longest for infants and toddlers from low income employed families

**JWB's Strategic Plan 2003 identifies the following needs in the community:**

- To expand programs that provide comprehensive services to families of young children 0-6 years of age including pilot testing new approaches for enhancing family access and continuing support of school readiness.
- To expand screening and assessment.
- To expand Child Care Subsidy to eliminate the wait list for services.
- To provide Emergency Response Teams to help families in high stress situations with counseling and support
- To increase quality in early childhood education settings.
- In April 2006, the JWB Board passed a new initiative to develop a Quality Rating System (QRS) for improving the quality of early education and care by providing 'star ratings' like those for hotels and restaurants. The program will be phased in over 3 years and is a collaboration of the Juvenile Welfare Board, the Coalition and Coordinated Child Care of Pinellas County, Inc.
- The Juvenile Welfare Board allocated additional funds to provide comprehensive services to Hispanic families living in the north part of the county. The anticipated population of Hispanic families is expected to increase from 15,678 in 2005 to 18,728 in 2010.

**Health and Nutrition**

The health of the Nation's children has improved in many areas, including vaccinations, teen birth rates and child mortality, however, the increasing prevalence of overweight and low birth weight infants is of concern, according to Forum on Child and Family Statistics. Many low income working families do not have any health care coverage for themselves

or their children and often don't have access to information about affordable state children's health care programs during enrollment periods.

The increasing percentage of overweight children is a public health challenge. Childhood obesity is on the rise with 15% of children and adolescents ages 6-19 overweight. This is double what the statistics were 10 years ago. In 2003-04, Black, non-Hispanic girls were at particularly high risk of being overweight compared with White, non-Hispanic and Mexican American girls.

According to Pinellas County Health Department, obese and overweight children are at an increased risk for: Type 2 diabetes, high cholesterol and blood pressure levels which could lead to early heart disease and breathing problems such as asthma and sleep apnea. The most immediate consequence of overweight as perceived by children themselves is social discrimination. Poor self esteem, depression, low motivation for getting involved in more visible physical activities and increased social isolation will affect the social-emotional development of obese children and are likely to impact their mental health.

Pinellas County Health Department has begun an education campaign called "Steps to a Healthier Pinellas" to inform parents and consumers about the dangers of childhood and adolescent obesity. They have developed programs and website information to help parents adopt better eating and exercise habits with their children.

Health Department Programs such as Healthy Families, Healthy Start, Early Steps, Dental Health Clinic, Florida KidCare, WIC & Nutrition continue to offer an array of services to parents with young children. The Health Department continues to take on community wide strategies that will address the disparities in infant and fetal mortality, obesity, prenatal care and serving new emerging minority populations where language and lack of citizenship are problems.

One such area presented in the Health Department's Strategic Plan is the improvement of children's health and promoting optimal development. They have noted the lack of adequate screenings to detect early developmental delays in young children and the lack of community awareness regarding screening techniques and community resources. The Early Learning Coalition of Pinellas County together with the Health Department have increased through their collaborations with other agencies and health care professionals, the community's awareness of these early detection services and where to get developmental screenings for all young children.

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

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
1. Professional Development Training	To design a unified system of professional staff development and training that is comprehensive, collaborative, and creates a continuum to form a career path for early childhood educators.	A preliminary review of current training and staff development activities indicates a plethora of training opportunities. These opportunities often lack coordination, collaboration and a process for articulation as early childhood instructors seek to increase their knowledge and skill base.  Education, Language and Staff Development page 12.	2.4.1 5.1.1 5.3.1
2. Program Assessment	To fully implement the Environmental Rating Scales by 2007 in all contracted school readiness programs and sites.	In April 2006, the JWB Board passed a new initiative to develop a Quality Rating System (QRS) for improving the quality of early education and care by providing 'star ratings' based upon quality assessments.  The Juvenile Welfare Board Strategic Plan page 15.	1.9.2 5.1.1
3. Designing CCDF Health & Safety Policies and Procedures	To develop and implement policies and procedures that will reflect federal and state statutes on health and safety requirements for child care providers.	Required by Office of Early Learning	4.1.2
4. Re-design the Infant Toddler Initiative	Develop a three year plan for specialized Infant Toddler training.	While infant care is available, parents continue to find quality infant care very limited. 42% of the requests for child care listings handled through CCR&R were for children ages	5.1.1 5.3.1

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
		0-24 months.  2004/2005 Pinellas County Child Care Assessment Report page 14.	
5. To develop a matrix of health services and developmental screenings available to parents of children birth to age five.	To define the services that are available to parents of young children birth to age five for health and developmental screening, noting the availability, accessibility and eligibility requirements,	The assessment identified a need for more comprehensive, communitywide early childhood screenings for children birth to five years of age.  2004/2005 Pinellas County Child Care Assessment Report page 14.	4.1.1 and 5.1.1
6. To support the local community plan for Quality Rating of Early Childhood Providers	To provide information, technical assistance and support to the Task force that is designing a Five Star Project.	Juvenile Welfare Board Strategic Plan 2003 (Plan is updated every three years) page 15.	1.9.2 5.1.1

\*Add more fields as needed.

**Part 3. Coalition Governance**

**Section 0.1 Board Operation**

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

**Response Assessment: Evaluation**

Yes, **Attachment 0.1.1**

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, **Attachments 0.2.1 A; 0.2.1 B; 0.2.1 C; 0.2.1 D**

No

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

**Response Assessment: Demonstration**

Yes, 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(b), 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"/>	Coordinated Child Care of Pinellas, Inc.
Eligibility Determination	<input type="checkbox"/>	Coordinated Child Care of Pinellas, Inc.
Provider Training	<input checked="" type="checkbox"/>	And Coordinated Child Care of Pinellas, Inc.
Parent Support and Involvement	<input type="checkbox"/>	Coordinated Child Care of Pinellas, Inc. Early Learning Coalition of Pinellas County, Inc.
Inclusion Warm Line	<input checked="" type="checkbox"/>	Early Learning Coalition of Pinellas County, Inc. provides Inclusion Services and the Inclusion Warm Line
Reimbursement	<input type="checkbox"/>	Coordinated Child Care of Pinellas, Inc.
Other (List all)	<input type="checkbox"/>	
Inclusion Services	<input checked="" type="checkbox"/>	Early Learning Coalition of Pinellas County, Inc.
VPK Regional Training/Consultation	<input checked="" type="checkbox"/>	Early Learning Coalition of Pinellas County, Inc.

Service	Provided by Coalition	Provided by other Entity(ies), (NAME)s
Florida First Start	<input type="checkbox"/>	Pinellas County School Board
Family Support/Social Service Referrals	<input type="checkbox"/>	Coordinated Child Care of Pinellas, Inc.
Provider Quality Assessment	<input type="checkbox"/>	Coordinated Child Care of Pinellas, Inc.
Provider Technical Assistance	<input type="checkbox"/>	Coordinated Child Care of Pinellas, Inc.
Provider Recruitment	<input type="checkbox"/>	Coordinated Child Care of Pinellas, Inc.
Developmental Screening	<input type="checkbox"/>	Coordinated Child Care of Pinellas, Inc.
Pre-Post Assessments	<input type="checkbox"/>	Coordinated Child Care of Pinellas, Inc.
Hearing and Vision Screening	<input type="checkbox"/>	Pinellas County Department of Health
Provider Professional Development Scholarships	<input checked="" type="checkbox"/>	Early Learning Coalition of Pinellas County, Inc.

**1.2 Single Point of Entry and Unified Waiting List**

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

**Response Assessment: Evaluation**

Yes

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

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

**Response Assessment: Evaluation**

Yes

No, and the following describes other points of entry and how the coalition will completely conform to 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, Attachment 1.3.1

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 A and 1.3.2 B**

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, the procedures outlined in OEL File # 510.04 are utilized. **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 **Attachments 1.6.1 A and 1.6.1 B** (s. 411.01(5)(d)4.a, F.S.)(45 CFR 98.4b) **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.)

**Description:**

Through CCR&R, parents’ needs are tracked. This may involve evening care, weekend care, and care beyond the 10-hour day or the 5 day work week. Pinellas County is a densely populated area with a wealth of providers that are willing to meet the needs of the market (our families). Our focus is to increase quality of care, as capacity for the many varying programs has not been identified as a community need.

**Response Assessment: Evaluation See table below**

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	Extended day and extended year services are provided through school readiness providers within the community. Information on providers offering extended day/year services is maintained within the CCR&R database. Information is provided to all families within the community as	Maintain current level of extended day/year services and increase slots as needed. Current capacity is adequate for the needs determined by Resource and Referral.	1. Authorize extended day year-round and full-time care during the summer months and school breaks.  2. Collaborate with Head Start to provide funding for extended day/year services for eligible	1. 100% of children eligible for school readiness care will receive extended day/year services, contingent upon the availability of funds as needed.  2. 100% of Head Start children eligible for school readiness care will receive extended

Required Element	Current Situation	Objective	Activities	Outcome
	needed upon request. CCC and the Coalition have also entered into a collaborative partnership project with Pinellas County Head Start to provide extended day.		children.	day/year services, contingent upon the availability of funds as needed.

**1.8 Provider Eligibility and Provider Files**

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

**Response Assessment: Demonstration**

Yes, and the following describe the process:

**Description:**

Providers are required to submit AWI-VPK forms 10 and 11, the Provider Agreement, and supporting documentation that includes a calendar calculation worksheet, background screening documents, hours of operation, evidence of a developmentally appropriate curriculum and staff credentials for the class instructor(s) and director. Once the forms are submitted, Coordinated Child Care reviews all forms to verify provider eligibility. (See **Attachments 1.8.1 A, 1.8.1 B and 1.8.1 C** )Providers are also required to submit a revised VPK-11 whenever there are staff and/or programmatic changes.

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

**1.8.2.** Does the coalition maintain provider profiles for all VPK providers? (s. 1002.53(5)(a) and (b), F.S.)

Yes, and a sample of a provider profile is included as **Attachment 1.8.2**

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(b)(e), F.S.)

**Response Assessment: Demonstration**

Yes

**Description:**

The Coalition monitors VPK providers on an annual basis. The goal of the Coalition’s monitoring is to ensure that providers (1) maintain required documentation on children and staff, (2) fulfill their obligations outlined in their provider agreement, and (3) implement effective VPK programs. During the on-site monitoring visits, the Coalition has access to the provider’s program and records. Upon completion of the monitoring visit, providers receive a copy of the completed VPK Program Monitoring Form and a corrective action form if needed. The provider is given 10 business days to complete the VPK Corrective Action Statement and return it to the VPK Grant Manager.

**Attachment 1.9.1.a. and 1.9.1.b.**

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.**

**Description:**

The key performance measure is the extent to which children are prepared to enter kindergarten, as measured by the FL Kindergarten Readiness Screening. Process monitoring is conducted in the following areas:

- Developmental screening results

- Pre-post assessment results (beginning 2006-2007)
- Provider quality assessment scores
- Family involvement programming outcomes
- Provider recruitment outcomes
- Customer satisfaction
- Programmatic and fiscal monitoring of the contracted service providers are conducted on an annual basis.

The Coalition began utilize the Environmental Rating Scales to evaluate sub-contracted School Readiness providers in FY 2005-2006. During the first year of implementation, Centers and School Age providers were assessed. The Family Child Care Home Rating Scale was under revision. Each provider received a Provider Manual which outlines the requirements, the processes we use and the appeal process. The manual is also available at [www.childcarepinellas.org](http://www.childcarepinellas.org). Providers also received training and technical assistance before their first assessment. The first “practice” assessment was for technical assistance purposes only. Provider consultants then offered technical assistance for approximately 6 months to address any areas in need of improvement. Minigrants were also available through the Juvenile Welfare Board of Pinellas County to assist providers in purchasing materials and equipment if the providers are participating in the 5-Star Quality Improvement System. Providers then received their official assessment. A minimum average score of 3.0 is required to sub-contract for School Readiness services. Providers who did not attain a 3.0 or higher were placed on a Service Improvement Agreement and provided with additional technical assistance and second assessment. The same process was used in Year 2 of implementation for the Family Child Care Homes and has continued through the fifth year of ERS implementation (08-09).

All assessors have been trained on the ERS by the ERS authors and achieved reliability during the week-long trainings. Our “anchor” does monthly reliability checks and assessors are expected to maintain a minimum of 85% reliability. The minimum score for subcontracting is an average of 3.0 on each of the ERS scales, i.e. ITERS, ECERS etc. The 5-Star program requires that the lowest classroom score must be a 3.0 and no subscale can be below a 3.0. Programs are assessed annually and visits are unannounced. 50% of the classrooms/groups are randomly selected to be assessed. After the assessment is completed, the Provider Consultant conducts an exit interview with the Director and at that time, goals are set and technical assistance can be scheduled. Programs that do not meet the criteria for subcontracting are issued a Service Improvement Agreement with a specified time

frame (usually 6 months) and the condition that a follow up assessment will be done and at that time, they will meet the requirement of an average of 3.0 for each scale i.e. ITERS, ECERS etc.

Providers who fail to meet the average 3.0 score are notified in writing and asked to sign the Service Improvement Agreement stating the expectations for contract compliance. Each provider has received a Provider Manual which outlines the requirements, the processes we use and the appeal process. Should a provider’s contract be terminated, they would still be permitted to serve School Readiness children under a School Readiness Agreement.

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

Required Element	Current Situation	Objective	Activities	Outcome
1.9.2. Evaluation Plan	The Coalition evaluates all school readiness services through: <ul style="list-style-type: none"> <li>• Annual Meetings</li> <li>• Annual Report</li> <li>• Periodic review of the Plan activities through the Service Delivery Committee and other subcommittees</li> <li>• Monthly Spending Plan Meeting</li> <li>• Monthly Coalition Staff/CCC Meetings</li> </ul>	The Coalition will evaluate the effectiveness of all school readiness services and programs.	Evaluation Activities: <ul style="list-style-type: none"> <li>• Plan is developed at Service Delivery and subcommittee level; Service Delivery Committee approves, recommends and submits the plan to the Coalition Board for approval,</li> <li>• Service Delivery Committee Chair, the Executive Director and Coalition staff to prepare quarterly reports on the status of the plan,</li> </ul>	100% of all funded school readiness services will be evaluated annually, and must be in compliance with benchmarks as established by the Coalition Board and staff. Failure to meet with these benchmarks will result in a corrective action plan.

Required Element	Current Situation	Objective	Activities	Outcome
	<p>1. Licensure Status- The contract between Pinellas County License Board (PCLB) and Coordinated Child Care requires that licensing will report all enforcement actions or corrective actions, fines and license revocations to CCC.</p>	<p>1a. Ensure all programs receiving school readiness funds meet basic health and safety state standards.</p> <p>1b. Health and Safety Standards and School Readiness will be developed and outlined in the School Readiness</p>	<ul style="list-style-type: none"> <li>• Recommendations to amend/change the plan are made by the Service Delivery Committee, Coalition staff, Executive Director and other committees and presented to the Coalition Board for approval.</li> <li>• Program and fiscal monitoring will be completed during the fiscal year by contract managers</li> </ul> <p>1a. A MOU between the Coalition, CCC and PCLB will include informing the Coalition and CCC of all enforcement actions or corrective actions, fines and license revocations.</p> <p>1b. School Readiness Compliance Policies will be implemented by September 30, 2008. <b>Attachment 1.9.2a and</b></p>	<p>1. By July 2006, infractions of 100% of school readiness providers non-compliant with health &amp; safety standards will be shared by PCLB to the Coalition and CCC.</p>

Required Element	Current Situation	Objective	Activities	Outcome
	<p>2. Healthy and safe environments – Information on health and safety for school readiness providers is collected from the PCLB per MOU.</p> <p>3. Developmental Screening practices- The majority of children are screened using the Ages &amp; Stages Questionnaire (ASQ). July 2006-June 2009 In selected sites,</p>	<p>Compliance Policies.</p> <p>2. Assess healthy and safe environments for school readiness children using the Environmental Rating Scales as an additional measure to assess healthy and safe environments for school readiness children.</p> <p>3. Identify developmental delays of children birth through 5 years to ensure early intervention.</p>	<p><b>1.9.2b</b></p> <p>2. Contracted school readiness providers will be trained and assessed on the Environmental Rating Scales during 2006-07.</p> <p>3. Continue to administer the ASQ for all school readiness children.</p>	<p>2. July 2006- June 2009 50% of all contracted school readiness providers will advance overall by .5 level of competency in at least one area measured by the Environmental Rating Scale by October 2007. Contingent upon availability of tools.</p> <p>Beginning FY 2009-2010 50% of all contracted school readiness providers will advance by at least 0.2 in their overall average score measured by the Environmental Rating Scales by June 2010</p> <p>3. 95% of all school readiness age 0-5 years children will be screened using the ASQ annually</p>

Required Element	Current Situation	Objective	Activities	Outcome
	<p>the Battelle Developmental Inventory-II Screener was used.</p> <p>4. Assessment Practices- Until July 2009, a statistically valid sample of school readiness children were tested using the Battelle Developmental Inventory-II Screener in. Beginning July 2009 School Readiness child care providers will conduct pre/post assessments.</p> <p>5. Teacher – child ratio- Information on teacher-child ratio is provided by PCLB according to our MOU if school readiness providers are out of compliance.</p>	<p>4. Measure the developmental growth of all children receiving school readiness funds, and use this data to drive planning and instruction in early childhood settings.</p> <p>5. Ensure that the appropriate ratios are maintained between staff and children to provide quality care and proper supervision.</p>	<p>4. July 2006-June 2009 All school readiness children of all age levels, at select sites, will be pre- and post-tested using the Battelle Developmental Inventory-II Screener.</p> <p>Effective July 1, 2009 All School Readiness children will be pre and post-assessed by their child care provider. Training will be offered on observation and assessment.</p> <p>5. The Memorandum of Understanding between CCC and PCLB to inform the Coalition and CCC of staff-child ratio violations will be revised to include the Coalition.</p>	<p>4. Effective July 2006-June 2009 A statistically valid sample of children receiving school readiness funds will receive a pre- and post-assessment.</p> <p>By June 30, 2010 all School Readiness providers will document compliance with the pre/post assessment requirement.</p> <p>5. By July 1, 2006, a revised MOU will be implemented to ensure 100% of school readiness providers will maintain the required staff-child ratio according to PCLB standards.</p>

**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 A and 1.10.1 B**

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)(a))

**Response Assessment: Demonstration**

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

**Description:**

The School Age subcommittee includes partners such as: R’Club, YMCA of the Suncoast, City of St. Petersburg Parks & Recreation, Pinellas County License Board and the Coalition. The committee meets monthly and reviews/identifies school age needs within the community and recommends actions. The committee also hosts and annual school age conference each March. The Coalition is committed to continuing to provide care for children through age 12 as funding allows.

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 Pinellas County License Board**

**2.3.1.** Does the coalition coordinate monitoring activities with the Pinellas County License Board to minimize duplication, including adherence to the Standard Levels of Service? (s. 1002.67(c)(d), F.S.)(s. 411.01(b)(c), F.S.)

**Response Assessment: Demonstration**

Yes, and the following describes coordination efforts: **Attachment 2.3.1** is a draft copy of a MOU between the Pinellas County License Board, the Coalition and Coordinated Child Care, Inc.

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.)

Pinellas County offers an overwhelming amount of training opportunities to early childhood instructors. A Staff Development Plan Committee has been designated to create a coordinated Master Professional Development Plan. This will be completed by December 31, 2006.

**Response Assessment: Demonstration**

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

Required Element	Current Situation	Objective	Activities	Outcome
<p>2.4.1. Coordinated Staff Development and Training</p>	<p>Staff Development Training is available to early childhood educators through a variety of means:</p> <ul style="list-style-type: none"> <li>• CCC</li> <li>• PCLB</li> <li>• The Coalition</li> <li>• St. Petersburg College</li> <li>• USF</li> <li>• JWB</li> <li>• Pinellas County Technical Education Center</li> <li>• Pinellas Early Childhood Association</li> </ul> <p>St. Petersburg College offers an A.S. degree, and USF offers a Bachelor's in Early Childhood Education.</p> <p>The training sub-committee, under the Service Delivery Committee of the Coalition has developed a draft Master Professional</p>	<p>Design a unified system of professional staff development and training that is comprehensive, collaborative, and creates a continuum to form a career path for early childhood educators.</p>	<p>1.a. Further develop the Master Professional Development Plan with an expanded Training Committee to include additional early childhood professionals.</p> <p>1.b. Survey providers receiving scholarships to determine their intended career path and those seeking a formal degree.</p>	<p>1. a. Increase the number of providers with a CDA in child care centers by 10% by June 2009.</p> <p>1.b. 60% of providers receiving scholarships will be seeking a degree.</p>

Required Element	Current Situation	Objective	Activities	Outcome
	<p>Development Plan.</p> <p>In 2004-2005 total staff employed in a child care center was 3,148. Of these, 1,440 had a CDA and 189 were pursuing a CDA. Only 289 employees had a Bachelor's degree in Early Childhood Education.</p>			

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

Does the coalition's coordinated staff development and training plan include:	Yes	No	Responsible Entity <small>*entities listed will perform services for VPK and School Readiness</small>	Which Groups Participate
A link to Early Learning Guidelines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Early Learning Coalition of Pinellas County, Inc. (ELCP)	ELCP, providers, parents, CCC, University of South Florida, St. Petersburg College, JWB, Pinellas County License Board, Coalition Training

Does the coalition's coordinated staff development and training plan include:	Yes	No	Responsible Entity <small>*entities listed will perform services for VPK and School Readiness</small>	Which Groups Participate
				Committee, Pinellas County School Board
Continuum of training and education to form a career path	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCP	ELCP, providers, parents, CCC, University of South Florida, St. Petersburg College, JWB, Pinellas County License Board, Coalition Training Committee, Pinellas County School Board
Articulation from one type of training to the next	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCP	ELCP, providers, parents, CCC, University of South Florida, St. Petersburg College, JWB, Pinellas County License Board, Coalition Training Committee License Board, Pinellas County

Does the coalition’s coordinated staff development and training plan include:	Yes	No	Responsible Entity <small>*entities listed will perform services for VPK and School Readiness</small>	Which Groups Participate
				School Board
Quality assurance through approval of trainers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCP	ELCP, providers, parents, CCC, University of South Florida, St. Petersburg College, JWB, Pinellas County License Board, Coalition Training Committee, Pinellas County School Board
Quality assurance through approval of training content	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCP	ELCP, providers, parents, CCC, University of South Florida, St. Petersburg College, JWB, Pinellas County License Board, Coalition Training Committee, Pinellas County School Board
A system to track practitioners’ training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCP	ELCP, providers, parents, CCC,

Does the coalition's coordinated staff development and training plan include:	Yes	No	Responsible Entity <small>*entities listed will perform services for VPK and School Readiness</small>	Which Groups Participate
				University of South Florida, St. Petersburg College, JWB, Pinellas County License Board, Coalition Training Committee, Pinellas County School Board
Assessment or evaluation of training effectiveness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCP	CCC, PCLB and the Coalition
Administrators' Credential	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ELCP	ELCP, providers, parents, CCC, University of South Florida, St. Petersburg College, JWB, Pinellas County License Board, Coalition Training Committee, Pinellas County School Board
Specialized strategies to reach informal providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	CCC	CCC, ELCP
Other (explain):	<input type="checkbox"/>	<input type="checkbox"/>		

\* 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 Coalition consults, collaborates and the coordination that results: The Early Learning Coalition of Pinellas County, Inc. solicits collaboration and coordination of other entities through committee process. These committees work to develop recommendations on plan, policies, and procedures for the Coalition. All committees and subcommittees meet monthly. Below indicates **Attachment 2.5.1** lists the representation of other entities of coalition committees, subcommittees and task forces.

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))

**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	The Coalition and CCC are actively involved with several private sector companies that serve on the United Way of Tampa Bay’s (UWTB)	Increase private sector involvement in meeting early care and education needs.	Increase private sector involvement by: <ul style="list-style-type: none"> <li>Marketing the CCEP</li> <li>Participating with the United Way Tampa</li> </ul>	Private sector involvement will increase by two new businesses by December 31, 2008.

Required Element	Current Situation	Objective	Activities	Outcome
	Community Impact Taskforce that have identified child care as a focus area. CCC has been successful in involving businesses by linking them with families for the provision of holiday food and gifts, as well as monetary donations. There have also been efforts to involve businesses in the Child Care Executive Partnership (CCEP). The faith-based community assisted in promoting the VPK program.		Bay's Community Impact Task Force <ul style="list-style-type: none"> <li>• Soliciting private donations for families</li> <li>• Promoting the concept of linking businesses with child care programs for the provision of resources.</li> </ul>	

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

**Response Assessment: Information Only**

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

Required Element	Current Situation	Objective	Activities	Outcome
2.5.3. Coordination of Services – match	The Coalition collected more than \$400,000 in local match in FY 2005-2006.	Meet match requirements in future fiscal years.	Submit match requests to potential funding sources.	Sufficient local match will be procured from a variety of sources. (6% of BG8 funding)

### 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 98.3c)

**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 98.3a)

**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.)

**Response Assessment: Evaluation**

**Description:**

The Coalition contracts with a community coordinating agency to provide family involvement and skill building. Parent feedback on provider implementation is solicited via surveys administered by Family Involvement Program. Programs (centers and homes) sign up to participate in the family involvement program. They are provided training on how to engage parents and involve them in their child’s education. Providers are also awarded small mini-grants to assist them in developing family friendly environments. The Coalition receives quarterly reports of family involvement activities and performs on site monitoring of programs.

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-	The Coalition administers a Family Involvement Program (FIP) that seeks to encourage families	1. Increase parents’ involvement in their child’s education.	1. Maintain a minimum of 100 active providers in the Family Involvement program. These early	1. Parent involvement at participating centers will increase by 15%.

Required Element	Current Situation	Objective	Activities	Outcome
building	and child care staff to work together in a relationship based on respect and equality. The program provides resources and opportunities for providers to invite parents to participate in activities and events hosted by the program where their children attend. The program offers mini-grants as start-up or maintenance as well as for family literacy. In 2005-2006 12,268 parents/guardians participated in family involvement activities at participating schools.	2. Increase parent knowledge of infant and toddler development.	childhood programs will implement or continue parent involvement/skill building activities to include family literacy for parents of their students.  2.a. Parent enrichment training will be made available to families at events such as the Infant Toddler Conference.  2.b. Coordinate information and advertising to increase availability of parent education opportunities.	2. A minimum of 25 parents will attend enrichment training by 2009 and a minimum of 75% will show increased knowledge on pre/post evaluation.

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

**Response Assessment: Evaluation**

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

Required Element	Current Situation	Objective	Activities	Outcome
3.4.2. Family Literacy	Coalition funds the following Family Literacy Programs:			

Required Element	Current Situation	Objective	Activities	Outcome
	<p>1. Coalition funds books for the Pinellas Public Library Cooperative program "Born to Read".</p> <p>2. Coalition funds through CCC, the "Community Readers Program" which is a part of the Family Involvement Program. 1,225 families utilized the libraries in 2005-2006.</p> <p>3. Coalition funds the Florida First Start Program that offers to high risk parents, whose children are not enrolled in any early childhood programs, the opportunity to increase family literacy, environmental health and safety, have</p>	<p>1. Foster parental awareness about the importance of reading to their children.</p> <p>2. Increase family reading and family literacy experiences.</p> <p>3. Provide access to literacy services to high-risk families that do not have their children enrolled in early education programs.</p>	<p>1. "Born to Read" staff will distribute 2,000 books at presentations are offered annually, countywide, to neighborhood family centers and health clinics, parent groups and programs working with parents of young children.</p> <p>2. The "Community Readers Program" will continue to offer books, props and story extenders to participating child care providers to loan to parents of their students.</p> <p>3. Florida First Start will provide:</p> <ul style="list-style-type: none"> <li>• In home visitation</li> <li>• Family literacy</li> <li>• Parent education</li> <li>• Linkage to services</li> <li>• Screening and assessment of children</li> </ul>	<p>1. 50% of families receiving a book will utilize the public library as indicated by library card activation.</p> <p>2. Utilization of the "Community Readers Program" among parents will increase by 5%</p> <p>3. a. 50 % of families enrolled for 6 months or more will utilize the public library as indicated by library card activation.</p> <p>3.b. 85% of enrolled families will focus on self sufficiency skills and family literacy activity</p>

Required Element	Current Situation	Objective	Activities	Outcome
	<p>their children screened and assessed for developmental delays, link parents to existing services, provide in home visitation, parent education and self sufficiency, and offers supports especially to ESOL families. Families set up goals for learning self sufficiency skills and family literacy which are assessed at monthly home visits.</p> <p>4. The Midtown Partnership for Family Literacy is made up of 18 organizations that collaborate to bring family literacy events and activities to the Midtown Neighborhood. ELC facilitates monthly meetings. Four annual events are planned. 200 families participated in 2005-2006 events.</p>	<p>4. Provide opportunities to increase interactive family literacy involvement in Midtown St. Petersburg.</p>	<ul style="list-style-type: none"> <li>• Supports for ESOL families</li> <li>• Play groups for parent/child interaction and social skill development</li> <li>• Community education &amp; sponsorship</li> </ul> <p>4. Provide opportunities to increase interactive family literacy involvement in Midtown St. Petersburg.</p>	<p>goals during the home visit as indicated by signing the Personal Visit Records</p> <p>4. 200 families will participate in one of four events as documented by sign in sheets.</p>

**3.5 Family Support Services**

**3.5.1.** Describe how the coalition ensures the provision of family support services to help achieve economic self-sufficiency.

(s. 411.01(5) (c) 1.d., F.S.)

**Response Assessment: Evaluation**

**Description:**

At intake families that do not have a community-based case manager (income-eligible) are provided with a social services checklist. This list asks them to identify any needs other than child care. (i.e. mental health counseling, food stamps, housing assistance, etc.) If they identify a need, staff then provides them with information on where to obtain the assistance. Documentation is reviewed during the annual file audit. In addition, for families on the Waitlist, the Juvenile Welfare Board Total Family Strategies will pay for the child care and provide case management services to the same families if needs are identified.

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

Required Element	Current Situation	Objective	Activities	Outcome
3.5.1. Family Support Services	Families that do not have a community-based case manager receive a Social Services Checklist. Parents needing assistance with social, educational, health or economic services areas are referred to the appropriate agency.	Assist families in identifying their social service needs and provide the linkages to community resources.	1.a. Assess needs of parents using the Family Needs Questionnaire.  1.b. Refer families to appropriate agencies for assistance.  1.c. Families requesting referrals will be contacted within 6 months from intake to determine the percentage of families that accessed social services.	1. 50% of eligible families (who do not have a case manager) will be linked with appropriate social services as reported on quarterly reports.

Required Element	Current Situation	Objective	Activities	Outcome

**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**

**Description:**

The Coalition funds the Florida First Start program which provides services to children identified as being at high risk for school failure. These children come from unique populations (i.e. ESOL families, teen moms, multiple births, substance exposed children, etc.) Individual case management and in-home visitation is provided to these families.

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

Required Element	Current Situation	Objective	Activities	Outcome
3.6.1. Unique Population Groups	Florida First Start offers home visitation programs assisting families from unique populations. They are assessed using Infant/Toddler Home Inventory by Bettye M. Caldwell and Robert H. Bradley- from the NCAST Training Model (Nursing	1. Provide ELCP resources to families and children from diverse cultural and linguistic populations.	1.a. Families participating in Florida First Start for 6 months or more will be administered the HOME evaluation.  1.b. To increase self sufficiency and improve literacy skills families will	1.a.. 80% of families participating in Florida First Start for 6 months or more will show gains in the HOME assessment.  1.b.. 10% of program

Required Element	Current Situation	Objective	Activities	Outcome
	<p>Child Assessment Satellite Training). (HOME) This tool designed to look at the child's learning in the home environment. It is completed twice a year- on 24 months to 4 years of age children with parent input. All Children are developmentally assessed using Ages and Stages to determine if they are reaching developmental milestones or need possible intervention. Families are encouraged to reach out to services and opportunities that will increase their self sufficiency and family literacy skills.</p> <p>Young adults who have aged out of the foster care system may participate in the Independent Living Program through Camelot. This program provides subsidies for young adults working or</p>	<p>2. To provide School Readiness services to families participating in the Independent Living Program.</p>	<p>be actively encouraged to participate in out of the home literacy activities</p> <p>1.c. Children birth through five years of age will be assessed twice a year using Ages and Stages to determine if they are reaching developmental milestones</p> <p>2. Coalition and CCC staff will coordinate with Eckerd Youth Services, community based care provider to offer School Readiness Scholarships to qualifying Independent Living Program participants with children.</p>	<p>families will participate in literacy related activities outside the home as indicated by sign in sheets and activity flyers.</p> <p>1.c.. 100% of all children birth through five years of age enrolled in the program will be developmentally screened using Ages and Stages twice a year unless they are being evaluated by another program.</p> <p>2. All children of eligible participants of the Independent Living Program will receive School Readiness Scholarships contingent upon availability of ARRA funds.</p>

Required Element	Current Situation	Objective	Activities	Outcome
	<p>attending a training/education program.</p> <p>The Even Start Program provided by the Pinellas County School District offers both family literacy and adult education for parents who have not completed their high school education. Many of the participants are teen parents.</p>	<p>3. To provide School Readiness services to families participating in the Even Start Program.</p>	<p>3. Coalition and CCC staff will coordinate with the Even Start Program with the Pinellas County School District to offer School Readiness Scholarships to qualifying Even Start Program participants.</p>	<p>3. All children of eligible participants of the Even Start Program will receive School Readiness Scholarships contingent upon availability of ARRA funds.</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(b) (a), F.S)(45 CFR 98.4a)

**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)
The Early Learning	<input type="checkbox"/>	Vision and Hearing	Children that are screened are

Entity(ies)	Immunization Requirements	Type(s) of Screening Administered (For Demonstration Purposes Only)	Referral Method (For Demonstration Purposes Only)
Coalition organizes and conducts developmental screening on children birth through age five countywide in coordination with community agencies quarterly.		Cognitive Development Gross Motor Development Fine Motor Development Dental Social Emotional Development	referred to FDLRS and Early Steps if they show indication of delays Children that are screened are referred to Early Steps, Florida Diagnostic Learning Resource Services (FDLRS) or a healthcare provider.
The Coalition	<input checked="" type="checkbox"/>	All Contracted Providers have health screenings and immunization data on file.	
The Coalition via contract	<input type="checkbox"/>	Hearing and Vision Screening	A list of available community resources are provided, as needed.
Pinellas County License Board	<input checked="" type="checkbox"/>	On-site verification of health records	
Coordinated Child Care of Pinellas, Inc.	<input type="checkbox"/>	Social Services Checklist (including health)	Available community resources are provided, as needed.

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 98.4a)(s.411.01(5)(c)2.f., F.S.)

**Response Assessment: Demonstration**

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

- The prevention and control of infectious disease (including age-appropriate immunizations)

- Building and physical premises safety
- Health and safety training

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

**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**

**Description:**

All children receiving school readiness services are administered the Ages and Stages Questionnaire (ASQ) at the appropriate intervals as dictated by the screening tool. The ASQ is mailed to the early childhood instructor who is responsible for completing the information and returning it to the Coalition’s contracted service agency. If a child does not meet the required scores on each ASQ domain the Parent Advocate at the Coalition will review the screening and contact the provider or parent for validation as needed. If concerns are warranted the parent is referred to the appropriate agency to provide further assessment and intervention. The child’s development issue is discussed with the parent. The parent is then given the referral information for follow up with the appropriate agency or provider. The teacher is aware that the child has an identified issue and develops a learning plan to address the issue. This is monitored during site visits and child file reviews.

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

Required Element	Current Situation	Objective	Activities	Outcome
4.2.1. Age-appropriate	The Ages and Stages Questionnaire (ASQ) is	Ensure that an age-appropriate	1.a. Continue to utilize the ASQ for	1. 95% of children 0-5 years receiving school

Required Element	Current Situation	Objective	Activities	Outcome
screening	<p>administered for all children 0-5 years who receive school readiness funding.</p> <p>Prior to July 2009, the Battelle Developmental Inventory II-Screener (BDI-2 Screener) is used at select sites serving both as a screener and pre/post assessment.</p> <p>Prior to July 2009, Children with ASQ screening results outside the developmental norm receive further evaluation and services using the ESI-P or ESI-K, or other developmentally appropriate tool (depending on their age) and subsequent referrals to community resources, as needed.</p>	developmental screening/assessment for children 0-5 years of age is implemented.	<p>developmental screening for children 0-5 years of age receiving school readiness funding.</p> <p>1.b. July 2006-June 2009. Children with ASQ screening results outside the developmental norm will receive further evaluation using the ESI-P, ESI-K or other developmentally appropriate tool (depending on their age) and subsequent referrals to community resources, as needed.</p> <p>Effective July 1, 2009 Children with ASQ screening results outside the developmental norm will be reviewed by the Special Needs Advocate and referred to community resources as deemed necessary.</p> <p>1.c. All providers serving children funded by School Readiness are required to complete and</p>	readiness funding will be developmentally screened annually and referred as needed.

Required Element	Current Situation	Objective	Activities	Outcome
			return ASQ screening and cooperate with staff in conduction necessary follow-up screening/ evaluation. This requirement and enforcement is outlined in the School Readiness Contract Compliance Policies. Attachment 1.9.2a and 1.9.2b	

**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**

**Description:**

Prior to July 1, 2009, the Battelle Developmental Inventory II- Screener was administered to school readiness children as a pre/post assessment. This tool is appropriate for children 0 through 7 years. A sampling of children representing each age level (0 through 5 years) is administered in the fall and the spring of the school year. Results are provided to the teachers. Teachers format learning plans to address weak areas.

During child file review the results are monitored by the Coalition. The coalition also receives a quarterly report with the number of children screened.

Effective July 1, 2009 school readiness providers will administer pre/post assessments. Training is available for providers on observation and assessment and pre/post assessment tools.

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



**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 98.5a)

**Response Assessment: Evaluation**

Category	Description
Comprehensive consumer education	A variety of methods are used to provide consumer education, such as: newsletters, parent education materials, website information/linkages, participation at community events, parent conferences associated with developmental screening; and those activities described in sections 3.4.1 and 3.4.2.
Gold Seal Differential	The ELCP applies up to a 20% differential, as funding allows.
Grants or loans to providers to assist in meeting State and local standards	Provider mini-grants for meeting licensing standards and resources to support curricula, as funding allows

Category	Description
Professional development, including training, education, and technical assistance	Provider scholarships for college tuition; numerous provider trainings/on-site technical assistance sessions; and coaching. Implementation of the Master Professional Development Plan described in section 4.1 will further enhance professional development. Implementation of the PERKS initiative, if funded.
Improving salaries and other compensation for early learning providers	5-Star Quality Rating System funded by the Juvenile Welfare Board.
Activities in support of early language, literacy, pre-reading, and early math concepts development	The Family Involvement Program’s “Community of Readers” component; Literacy Tool Project (classroom assessment instrument); the “Born to Read” initiative; and the Mid-town Partners initiative. The Coalition is also applying for an Early Reading First grant.
Activities to promote inclusive early learning	The Inclusion Specialist provides training and technical assistance to providers, as requested. Training and technical assistance includes, but is not limited to curriculum issues; strategies for managing behavior; child development concerns; health; environmental adaptations; laws and regulations; and specific handicaps.
Health activities including those designed to promote the social and emotional development of children	All children must have a physical and immunizations to receive a school readiness scholarship. The community-wide screening includes the Ages and Stages Questionnaire – Social Emotional which is given to each child who participates in community-wide screening. Referrals are made to community mental health agencies.
Quality activities that increase parental choice and improve the quality and availability of early learning. (§98.51(a)(a) and (b))	Parents are provided parent education materials and a quality checklist to assist them in recognizing and selecting quality child care services. Parents are also encouraged to conduct a license file review of potential child care sites maintained by the Pinellas County License Board. The curricula approval process will also enhance this category.

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	Comprehensive Consumer Education	Enhance/expand educational opportunities for consumers of child care services.	Parent education materials will be disseminated via the CCC website, intake interviews and community events.	
	Gold Seal Differential	Maintain the 20% differential rate for Gold Seal programs.	Reimburse providers at a higher rate if accredited by Gold Seal.	100% of the Gold Seal providers will receive the additional funds
	Professional development, including training, education, and technical assistance	Increase professional development opportunities.	1.a. Implement the Master Professional Development Plan. 1.b. Expand provider college scholarship initiative 1.c. Implement the PERKS initiative.	1. 100 early childhood educators will complete and pass college courses funded by the Coalition by July 1, 2007.
	Improving salaries and other compensation for early learning instructors	Implement the 5-Star Quality Rating System in partnership with the Juvenile Welfare Board.	Conduct quality assessments of contracted providers using the Environment Rating Scale.	260 providers will have participated in the 5-Star Quality Rating System by September 30, 2008.  300 providers will have participated in the 5-Star Quality Rating System by September 30, 2009.

**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(b)(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
<p>5.2.1. CCR&amp;R and School-age Quality Improvement Activities</p>	<p>CCR&amp;R database contains information on all legal/licensed school age sites in Pinellas County and information is provided free to the community.</p> <p>Many of the providers of school age care in the county attend monthly meetings of the School Age Committee.</p> <p>Tip sheets, to assist providers working with the school age populations are distributed quarterly.</p>	<p>1. Provide current CCR&amp;R data to the community on all school age sites in Pinellas County.</p> <p>2. Increase school age training and information to providers.</p>	<p>1. Continue to maintain CCR&amp;R data/information on school age sites free to the community and as requested.</p> <p>2.a. School Age Committee will continue to offer tip sheets that address best practices for school age care.</p> <p>2.b. School Age Committee will organize an annual conference for school age providers.</p>	<p>1. The contracted provider will adhere to 90% of benchmarks set by Standard Levels of Services.</p>

**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**

**Description:**

A committee of the Coalition has reviewed the Infant Toddler Quality Initiative Program. It was found that most activities were focused on increasing the number of infant and toddler slots in the community. However, the community needs assessment demonstrated plenty of capacity in the community. The capacity tended to lack quality.

The Infant Toddler initiative has been re-designed to focus on 1.) recognizing and promoting infant and toddler caregivers as professionals; 2.) offering training over a three year period to educate the caregivers of these children. The training will be coordinated and linked. This will allow providers to articulate progressively through a system of learning, starting with the very basics such as Brain Development.

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	Training and technical assistance is offered to infant/toddler providers. The Infant Toddler Library provides developmentally appropriate toys and activity materials for providers to borrow. The new infant/toddler initiative, a three year professional development training plan will be implemented	1. Increase knowledge, competency and appropriate practice in the area of infant/toddler care to improve the quality.	1.a. Trainings will be offered twice a year for staff and providers. The Training Model will consist of presentation, coaching and modeling, student demonstration and reflection /assessment.  1.b. The Infant Toddler Committee of the Coalition will host an annual Infant Toddler	1.a. 50% of participating contracted school readiness providers will increase knowledge of infant toddler development as documented by pre/post assessments.

Required Element	Current Situation	Objective	Activities	Outcome
	for infant toddler providers countywide. This plan will provide training on developmentally appropriate curricula, sensory motor activities, bonding and attachment, social emotional development, caregiver child interaction and emergent literacy for infants and toddlers.		Conference featuring a keynote speaker and a variety of breakout sessions specific to infants and toddlers.	

**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**

**Description:**

To provide inclusive early learning opportunities, training will be offered to all providers countywide and interested parents and other professionals. The design of the Master Professional Development Training Plan will reflect the providers’ goals for professional development. The newly redesigned Infant Toddler Initiative will also provide opportunities for enhanced learning. The Coalition and the Pinellas County School Board are collaborating on an Early Reading First grant that will focus on school readiness preparation of minority children, especially Hispanic, living in mid- to north-county. Ongoing cross-training opportunities will continue between our collaborating partners: Coordinated Child Care, Inc., Pinellas County License Board, Pinellas County Head Start and Pinellas County School Board.

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

Required Element	Current Situation	Objective	Activities	Outcome
<p>5.4.1. Inclusive Early Learning Quality Improvement Opportunities</p>	<p>The Inclusion Specialist provides training and technical assistance to the providers as requested. Training and technical Assistance includes but is not limited to: curriculum issues, strategies for managing behavior, child development concerns, health, environmental adaptation, laws and regulations and specific disabilities.</p>	<p>Increase the number of providers who offer quality inclusive programs for children with disabilities and special health care needs and assist providers, and the families they serve, in accessing the community resources and services available for children with disabilities and special health care needs.</p>	<p>1.a. Conduct a countywide needs assessment on services to special needs children by early childhood educators to identify providers who indicate they do not serve special needs children.</p> <p>1.b. Provide training as it relates to special needs children on a variety of topics including social emotional and behavioral training.</p> <p>1.c. Create a matrix of countywide of services offered by community agencies for children.</p> <p>1.d. Develop a brochure addressing the need for, the requirements of and the benefits associated with inclusive child care.</p>	<p>100% of children that apply for entrance in an Early Education program will be placed in a least restrictive environment.</p>