



Early Learning Coalition Plan

This Plan describes the early learning activities developed by the
EARLY LEARNING COALITION OF DUVAL for July 2006-June 2009.

1. REVISED VERSION – SUBMITTED ON 07/22/06

Plan Approval Date: _____

Approved By: _____

TABLE OF CONTENTS

<u>PART 1 COALITION IDENTIFICATION AND INFORMATION</u>		Pg.5
<u>PART 2 COMMUNITY PLAN</u>		
Section 1	<u>Vision</u>	Pg.6
Section 2	<u>Mission</u>	Pg.6
Section 3	<u>Community Needs Assessment</u>	Pg.6
Section 4	<u>Coalition Priorities</u>	Pg.6,7
<u>PART 3 COALITION GOVERNANCE</u>		Pg. 8
Section 1	Coalition Governance	Pg.8
	0.1 <u>Board Membership</u>	Pg.8
	0.2 <u>Bylaws and Articles of Incorporation</u>	Pg.8
	0.3 <u>Board and Personnel Complaints</u>	Pg.8
<u>PART 4 PROGRAM ELEMENTS</u>		Pg.9
Section 1	Program Administration	Pg.9
	1.1 <u>Support Services</u>	Pg.9
	1.2 <u>Single Point of Entry and Unified Waiting List</u>	Pg.10
	1.3 <u>Eligibility and Enrollment Process</u>	Pg.10
	1.4 <u>VPK and School Readiness Verification of</u> <u>Attendance Procedures</u>	Pg.11
	1.5 <u>Payment Rates</u>	Pg.12
	1.6 <u>Sliding Fee Scale</u>	Pg.12
	1.7 <u>Extended Day and Extended Year Services to</u> <u>Support Self- Sufficiency</u>	Pg.12,13,14

	1.8	<u>Provider Eligibility</u>	Pg.15
	1.9	<u>Program and Service Evaluation</u>	Pg.15,16,17
	1.10	<u>Grievance Policies</u>	Pg.18
Section 2		Community Coordination	Pg.18
	2.1	<u>School-age Care</u>	Pg.18
	2.2	<u>Coordination with Public Schools</u>	Pg.19
	2.3	<u>Coordination with the Department of Children and Families</u>	Pg.19
	2.4	<u>Coordinated Staff Development and Training</u>	Pg.19,20,21
	2.5	<u>Collaboration and Coordination of Services with Other Entities</u>	Pg.22,23,24,25,26,27,28
Section 3		Processes with Parents	Pg.28
	3.1	<u>Consumer Education</u>	Pg.28,29
	3.2	<u>Choice of Settings and VPK Provider Profiles</u>	Pg.30
	3.3	<u>Parent Access</u>	Pg.30
	3.4	<u>Parent Involvement and Skill-building</u>	Pg.30,31,32,33,34
	3.5	<u>Family Support Services</u>	Pg.35,36
	3.6	<u>Unique Population Groups</u>	Pg.37,38
Section 4		Processes with Providers	Pg.39
	4.1	<u>Health Screening</u>	Pg.39,40
	4.2	<u>Age-appropriate Screening and Assessment</u>	Pg.40,41,42
	4.3	<u>Developmentally Appropriate Curriculum</u>	Pg.42,43,44
	4.4	<u>Confidentiality of Records</u>	Pg.44

Section 5	Quality Activities and Services	Pg.45
5.1	<u>Quality Activities</u>	<u>Pg.45,46,47</u>
5.2	<u>Discretionary Funds Related to Early Learning Resource and Referral and School-age Care</u>	<u>Pg.48,49</u>
5.3	<u>Discretionary Funds Related to Infant and Toddler Early Learning</u>	<u>Pg.49,50,51</u>
5.4	<u>Discretionary Funds Related to Quality Expansion</u>	<u>Pg.51,52</u>

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 Duval, Inc.
Address: 6850 Belfort Oaks Place, Suite 102
Jacksonville, FL 32216
Phone: 904/208-2040
E-mail Address: smain@elcofduval.org

FEIN #: 59-3688924
Mailing Address
(if different)
Fax: 904/208-2043

Chairperson's Name: Toni Crawford
Address (if different than above): 989 Ponte Vedra Blvd., Ponte Vedra Beach, FL 32082

Executive Director's Name: SUSAN MAIN

Counties represented by Coalition: D

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: _____

Printed Name: _____

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

All Jacksonville Early Learning programs (centers/FCCH) will provide high quality care and early learning services that result in demonstrated positive school readiness outcomes for all children.

Section 2. Mission

Response Assessment: Information Only

The Early Learning Coalition of Duval exists to create a coordinated and integrated system for school readiness services to better prepare children for entry into kindergarten with an emphasis on literacy skills for children who may be at risk for future school failure. The Coalition recognizes parents as their children’s first teachers and seeks to assist parents by providing opportunities to enhance their children’s chances for educational success by participating in quality school readiness programs that can better prepare children for school.

Section 3. Community Needs Assessment

Response Assessment: Evaluation

SEE ATTACHMENT 1

Section 4. Coalition Priorities

Response Assessment: Information Only

Priority	Description	Priority Addresses this Community Need	Element Where the Priority is Addressed
1	Implement a community-wide Quality Rating System.	The current level of quality in early learning centers in Duval County.	5.1.1
2	Educate and communicate to providers,	Educate and communicate to providers,	5.1.1

	community, practitioners and businesses the Quality Rating System and develop a communication and educational strategy to help families become effective consumers of quality early learning services.	community, practitioners and businesses the Quality Rating System and develop a communication and educational strategy to help families become effective consumers of quality early learning services.	
3	Develop and implement articulated and research-based professional development programs aligned with readiness performance standards addressing all domains of children’s development..	Limited number of quality, articulated research-based professional development programs aligned with readiness performance standards currently implemented.	5.1.1
4	Improve children’s performance outcomes by providing training on developmentally appropriate early childhood curriculum(s); providing a coordinated training program, with an emphasis on literacy and; by providing on site coaching and mentoring for teachers.	The lack of a highly trained and educated work force of early learning professionals teaching in the early learning child care centers in Duval County.	5.1.1 5.1.3
5	Select and implement appropriate tool(s) to measure a) child outcomes relating to readiness performance standards; b)early learning program environment and c) literacy outcomes for children.	Ability to accurately measure and assess child outcomes as they relate to readiness performance standards, early learning environments and literacy.	4.2.2
6	Provide professional technical assistance to providers and teachers to strengthen productive learning environments.	Current ITERS/ECERS sample scores of early learning environments demonstrates a need for technical assistance in this area.	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**) 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** .

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 checked="" type="checkbox"/>	
Eligibility Determination	<input type="checkbox"/>	Jacksonville Children’s Commission
Provider Training	<input checked="" type="checkbox"/>	Coalition and Jacksonville Children’s Commission
Parent Support and Involvement	<input checked="" type="checkbox"/>	Coalition and Jacksonville Children’s Commission
Inclusion Warm Line	<input type="checkbox"/>	Jacksonville Children’s Commission
Reimbursement	<input checked="" type="checkbox"/>	Coalition and Jacksonville Children’s Commission
Other (List all)	<input type="checkbox"/>	
	<input checked="" type="checkbox"/>	Jacksonville Children’s Commission Florida Institute of Education Coalition – Development Screening and Assessment

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

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 4**.

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 5**.

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 6. (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 7**. (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
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<p>1.7.1. Extended Day and Extended Year Services</p>	<p>Our income eligible families requesting care for non school and summer vacation days will be able to access the service contingent upon available funding. Parents needing full day/full year programs options have that available to them upon eligibility determination. The Coalition serves children birth through age 8 and this current year have made full day/full year available to all needing that service. The Jacksonville Children's Commission is responsible for ensuring our families have that option and works in conjunction w/our CCR&R to help families locate appropriate settings w/need care hours. 24 Team Up programs, 23 Community-Based, 3 Special Needs, and 15 Intervention/Mental Health programs are offered through Jacksonville Children's Commission. Additionally, we provide to our community an Early Care and Education guide twice a year one focusing on full year and one on summer program. Thousands of copies of this directory are circulated throughout the Jacksonville Community.</p>	<p><u>25%</u> of all eligible children needing extended year services will have access to a community-based care arrangement.</p>	<ol style="list-style-type: none"> 1. At the time a family identifies its need for extended year services, the Jacksonville Children's Commission will link the family with its chosen care option. 2. The Coalition will track quarterly the number of school-based children ages 5-8 receiving extended day on a school campus and the number of children receiving wrap-around services through community-based care arrangements. 3. The Coalition will analyse the number of children accessing extended day/year services and identify gaps, during the months of June and July. 	<p><u>25%</u> of eligible families requesting care for non-school and summer vacation days will be able to access the service, as evidenced by the Impromptu Reports which will provide information about enrollment of children transitioning from PT care during the school year to FT care during summer. The data for the Impromptu report is derived from EFS-CCMS-</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 describe the process: **ATTACHMENT 8**

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 9**.

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
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<p>1.9.2. Evaluation Plan</p>	<p>The Coalition evaluates its SR program by: Pre/Post assessing all SR 4 year olds w/the new Brigance II instrument by private assessors. An ITERS/ECERS has been done in 100 center sites that serve SR children and are a part of our Quality Rating System (QRS). All 4 year olds in the 100 QRS sites will have a pre/post with the TERA 3 (test of early reading ability) and the ALRI (alphabet letter recognition inventory). Results will be reported at the August Coaliton meeting. In 52 of the 100 QRS sites the Nemours Bright Start has done a pre/post on all 4 year olds w/the Get it Got it Go, and the Ready to Read instrument. Intervention is being done on children scoring below 25% and first wave results have been given to the coalition. The remainder of the results will be given at the August meeting. Ages and Stages on all SR birth-5 children are completed and follow up referrals done as needed.</p>	<ol style="list-style-type: none"> 1. The Coalition will evaluate the Brigance II instrument and make recommendations to the Coalition Board about continued use for child gain assessment or recommend another instrument. 2. The current 100 QRS sites will have the post ITERS/ECERS assessment and have QRS validation visits for final QRS star award. 3. A statistically valid sample of SR 3 and 4 year olds will be assessed for gains using appropriate SR tool approved by the Coalition. 4. All School Readiness providers will complete the Ages and Stages Questionnaire (ASQ) and report results to JCC in a timely manner. 5. 290 FCCH's will be assessed using FDCRS / FDCRS checklist to assess TA need. 6. 200 SR Child care centers will be assessed with a modified ITERS/ECERS/FDCRS checklist to assess TA need. 	<ol style="list-style-type: none"> 1. Coalition approves the SR tool to be used as our SR pre/post assessment w/recommendations from the QRS workgroup. 2a. Assessors will visit the 100 QRS sites for post ITERS / ECERS Assessment. 2b. Nemours will provide ongoing training and support to providers on the Get It Got It Go and Ready to Read assessment. 3a. Independent assessor will be trained to do the ITERS/ECERS and the modified checklist for the enviromental rating scale. 3b. The TERA 3 and ALRI will be administered by independent assessors in all QRS sites. TERA will be done on a random sample. 4. SR Providers will receive ongoing training and support in ASQ asesement and will ensure results are reported to the JCC. 5. Two full-time staff will visit 145 FCCHs during FY 06-07 & FY 07-08 to assess the status of the FCCHs, and provide TA and develop Center / FCCH Action Plans to support mini-grant requests 	<ol style="list-style-type: none"> 1. The approved SR tool will be used in 100% of School Readiness sites. for pre/post assessment of SR four-year olds. 2. The QRS sites will improve from their self assessment in 5 of the 8 domains. The SR children will show statistically significant gains from pre/post asesement 3 The literacy assessment in the QRS will show statistically valid improvement in the 4 pre-literacy skill areas. 4. There will be a return rate of 75% to 80% from the SR providers completing the ASQs. 5. Baseline data will be gathered and broad center action plans will be developed for 100% of the FCCHs. The Coalition will produce and report a "State of Early Learning Report to the Community" in 2008-2009.
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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 10, 10.1 ,10.2 ,10.3.**

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: Through a partnership with the Jacksonville Children’s Commission (JCC), several free options for school-age care are available. All after-school programs funded by JCC provide a healthy snack and in some locations, dinner to children in attendance. In the middle schools, transportation is also provided.

- The TEAM UP after school program is a high-quality comprehensive program that provides educational and enrichment opportunities to youth at 22 elementary and middle school sites. These programs are run in collaboration with Duval County Public Schools and several local youth serving non-profits.
- Through partnerships with community-based organizations such as The Bridge of Northeast Florida, Boys and Girls Clubs, Community Connections and others, opportunities for before-school, after-school and summer care are available to students in elementary and middle school. There are currently 24 sites around Duval County funded by JCC.

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: ATTACHMENT # 11

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

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

Required Element	Current Situation	Objective	Activities	Outcome
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<p>2.4.1. Coordinated Staff Development and Training</p>	<p>There are currently 448 VPK classrooms. There are 3,297 employees in licensed child care facilities in Duval County. 112 child care staff do not have a high school diploma. 827 teachers have a CDA/CDAE credential. 212 teachers have an AA degree. 383 teachers have a BA or higher degree. FCCJ, ECS and JCC offer hybrid CDA classes for the national CDA credential. FCCJ has an articulation process for all CDA credentialed candidates to receive 9 credit hours. Surveys sent to Early Learning Centers Directors to determine level of satisfaction with CDA classes. 500 VPK teachers have been trained on the state VPK standards. VPK teachers will be provided trainings in the following areas: screening/assessment, standards, curriculum, lesson planning and standards. Master training calendar is compiled and distributed to all SR & VPK providers quarterly.</p>	<p>To enhance the quality of instruction provided by the teachers and the overall quality of the early learning programs in the Quality Rating System / Quality Enhancement Initiative / FCCHs initiative / VPK Programs.</p>	<p>1a. Continue to offer CDA classes and provide educational grants. 1b. ELOA grant to provide grants for 75 CDA preschool candidates and 25 CDA family home providers and provide monetary compensation upon completion. 1c. Provide adult basic education to candidates who score below 9th grade level on the TABE. 2a. Identify individuals who have satisfied all course work for an AS degree in early childhood education/ management except for college algebra and/or English and provide additional tutorials/support/ instruction to assist them to complete their degree. 2b. Provide mini-grants for AS or higher degrees for early childhood education/development. (priority to VPK teachers). 2c. Provide incentives for obtaining a higher credential.</p>	<p>1a / 1b /1c. 85% of all students enrolled in Coalition funded CDA programs, will obtain the national CDA credential, as documented by our reimbursement records. 2. 25% of all AA/AS candidates who receive educational grants will receive a C or higher in their coursework as evidenced by the transcripts.</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	X	<input type="checkbox"/>	DOE/AWI VPK/SR	early learning child care community
Continuum of training and education to form a career path	X	<input type="checkbox"/>	ELC/JCC/UNF VPK/SR	early learning child care community
Articulation from one type of training to the next	X	<input type="checkbox"/>	FCCJ/UNF VPK/SR	
Quality assurance through approval of trainers	X	<input type="checkbox"/>	FCCJ/ELC of Duval//DOE/ FIE VPK/SR	
Quality assurance through approval of training content	X	<input type="checkbox"/>	FCCJ/JCC/ ECS/DOE VPK/SR	
A system to track practitioners’ training	X	<input type="checkbox"/>	FCCJ/ELC DOE VPK/SR	
Assessment or evaluation of training effectiveness	X	<input type="checkbox"/>	FCCJ/DOE VPK/SR	
Administrators’ Credential	X	<input type="checkbox"/>	DOE/DCF VPK/SR	

Does the coalition’s coordinated staff development and training plan include:	Yes	No	Responsible Entity *	Which Groups Participate
Specialized strategies to reach informal providers	X	<input type="checkbox"/>	ELC/ DCF/JCC	
Other (explain):	X	<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 coalitions consults and the collaboration and coordination that results: LOCAL GOVERNMENT: The Coalition is a partner in the Mayor's Early Literacy Partnership. The partnership members meet monthly to make strategic and local decisions about city funding and the Early Literacy Initiative. The partnership members also work with the Mayor's Early Literacy Liaison who is a member of the Mayor's staff to ensure that the partners are working in collaboration towards the mission of the Partnership.

The City of Jacksonville, Duval County Public Schools, Episcopal Children's Services, Florida Community College at Jacksonville, Jacksonville Children's Commission, Nemours Children's Clinic, The Community Foundation, Jacksonville Public Library, Jacksonville Urban League Head Start Program, United Way of Northeast Florida, University of North Florida and the Florida Institute of Education, who are the partner members, meet on a monthly basis to discuss work in progress in Early Literacy Initiatives.

HEALTH AGENCIES: The Coalition sub contracts with the Duval Health Department for qualified staff to manage our Developmental Screening Process in partnership w/the Jacksonville Children's Commission. Additionally, the Coalition Executive Director is a member of the Human Services Council of Duval and meets monthly with leadership from all major funders and service providers to ensure gaps in Human Service Delivery system are addressed. The Coalition's Executive Director chaired the Pre-Conception to 5 priority focus group in partnership w/the United Way and the Healthy Start Coalition.

EMPLOYMENT AGENCIES: The Coalition has a relationship with several Employment agencies who help us with Voluntary Pre-Kindergarten program staffing. Additionally the Coalition works with the local Workforce employment agencies to help seek and employ CCR&R staffing. Through this partnership two Workforce employees were placed to work in the CCR&R department of the Coalition.

PUBLIC EDUCATION: The Coalition works closely with representatives from Duval County public school district. This is accomplished through the Mayor's Early Literacy Partnership, and the Coalition's VPK task force for training and summer

program implementation. We contract with Duval County Public School (DCPS) system currently for one staff person who is housed in the Coalition office for oversight of the Quality Rating System. The Coalition will be contracting with DCPS system for two additional staff to work at the Coalition office to implement the Quality Enhancement Initiatives. DCPS Coalition representative is an active member of the Coalition Board.

HEAD START: The Coalition has supported the Head Start Centers with the Reading is Fundamental (RIF) book giveaway and will continue to do so as funding permits in the future. Head Start is a member of the Mayor's Early Literacy Partnership and Head Start representatives work together to implement the literacy coaching models in Head Start classrooms as well as child care center classrooms. Head Start is a member of the Virtual School Readiness Incubator Design team, responsible for designing appropriate training for Center Directors in the area of good business practices and curriculum and program leader competencies. Head Start has a grant to provide this type of training and regular meetings are held to discuss the best strategies for training Directors.

SPECIAL NEEDS: The Coalition has an active Special Needs provider on the Coalition Board who does the advocacy for Special Needs children and for their inclusion in school readiness and VPK programs. Additionally, the Coalition works with Nemours Children's Clinic to bring the Bright Start! Dyslexia program to children in our child care centers. The staff from Nemours trains School Readiness and VPK teachers on assessment instruments that can help identify children with possible special needs. The Central Agency - Jacksonville Children's Commission's Inclusion staff works out in the community with the Speech and Hearing Clinic, Child Find, and Pre-K Early Intervention Program. The Coalition provides Inclusion services through CCRR for the VPK only providers.

OTHER PRIVATE ENTITIES: The Coalition works with Episcopal Children's Services (ECS) as part of the Mayor's Early Literacy Initiative to help the child care centers in high risk areas improve their quality. The Coalition publishes the Early Learning and Care Guide to reach Duval and their surrounding counties. ECS' Literacy Coaches and Managers are members of the Coalition's Quality Rating System (QRS) Workgroup and have helped design and implement the pilot phase of the QRS and continue to serve in the Coalition's QRS program.

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
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<p>2.5.2. Coordination of Services – Public-private partnerships</p>	<p>The ELC of Duval is a member of the Jacksonville Early Literacy Partnership (JELP) under the leadership of the Mayor's office. This initiative is a city-wide collaboration involving: City of Jacksonville, the Children's Commission, Head Start, Florida Community College, Nemours Children's Clinic, Duval Public Schools, United Way, Episcopal Children 's Services, The Community Foundation UNF, and the Public Library. This partnership has implemented a 4 goal approach to address the eventual outcome of having all children reading on grade level by third grade. The goals are: Advocacy, Preschool Quality, Neighborhood Involvement and Accountability. JELP members worked together and recently released the first year outcomes to the community.</p>	<p>To develop a public/private partnership to sustain the early literacy initiative relating to the Quality Rating System.</p>	<ol style="list-style-type: none"> 1. Continued involmtn in JELP. 2. Work w/Born Learning Campaign to bring workshops and materials into the business place to reach parents. 3 .Work w/Fresh Ministries in a 10 block high need area to improve the quality of the 2 child care centers and to support efforts to get children into summer/school year VPK. 4. Implement a professional communcations plan to promote involvement in QRS and educate parents on QRS. 5. Engage the Mayor's Early Literacy Community Advisory Council in financially supporting the QRS initiative. 6. Identify key community leaders to support early learning efforts with financial resources. 7. To educate the public and community leaders about the importance of quality early learning programs through the Mayor’s Early Literacy Initiative. 	<p>Activities 1 through 6 will produce the following outcome:</p> <p><u>Secure financial commitments to support the QRS with a minimum of 2 major funders.</u></p>
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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	Matching funds are provided through the Coalition's sub-contract with the Central Agency - Jacksonville Children's Commission (JCC). JCC provides 6% match on all the Working Poor subsidized child care expenditures. \$625,000 are applied against the actual spending of Working Poor child care slots. Quality initiative expenditures in the form of Early literacy support also helps offset the 6% match requirement.	To ensure that the State requirement of 6% match on Working Poor subsidized child care expenditures is met.	Direct contribution (shown as a reduction from the Working Poor expenditures) of \$625,000; Early Literacy Support in 50 Quality Rating System Sites supported by the Mayor's Early Literacy Initiative	State's match requirements will be met through the partnership with Jacksonville Children's Commission.

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.) (NARRATIVE)

The Coalition will conduct Parent Nights / Parent Workshops for 100% of the VPK providers who request Parent Nights / Parent Workshops on VPK standards during FY 2007-2008 & FY 2008-2009.

The Coalition will conduct Parent Nights / Parent Workshops for 100% of the School Readiness providers who request Parent Nights / Parent Workshops on Florida Birth to Three Developmental Standards & Florida School Readiness Standards for Three and Five, during FY 2007-2008 & FY 2008-2009.

The Coalition will conduct 150 Born Learning Workshops during FY 2006-2007

Response Assessment: Evaluation

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

Required Element	Current Situation	Objective	Activities	Outcome
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<p>3.4.1. Parent Involvement and Skill-building</p>	<p>The average score on the QRS self- study for parent/family involvement is 2 stars.</p> <p>Toy lending Library is housed at JCC and provides early learning materials and resources to SR providers and parents.</p> <p>Early Care and Education Guide is distributed throughout the community.</p> <p>Rally Readers who are volunteers read at the different QRS centers.</p>	<p>The final average score on the QRS for parent/ family involvement will increase to at least 3 stars.</p>	<ol style="list-style-type: none"> 1. Conduct a site visit and meet with each director 3 times annually to emphasize the importance of parent involvement in the care of their children. 2. Provide 2 regional meetings for directors to demonstrate ways in which the Directors can have active parent involvement in the care of their children and participate in the Center's activities. 3. Provide guidance, support, equipment, consumable and non consumable materials for a parent resource room/ area and lending library for each QRS site. 4. Provide bi-monthly parent/ child take home activities to directors. 5. Provide communication tools for family involvement via electronic templates in a WORD format for access by directors. 6. Facilitate 4 regional neighborhood family festivals that include literacy links, relationship building activities and community resources for families. 7. <u>Born Learning Campaign through U.Way</u> 	<p>Activities 1 through 10 will produce the following outcomes:</p> <p>The final average score on the QRS for parent/ family involvement will increase to at least 3 stars, as evidenced by the QRS Validators' documentation.</p>
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<p>3.4.1. Parent Involvement and Skill-building – contd.</p>			<p>8. To survey VPK providers to determine if they would like to request the Coalition to present an overview of the VPK education standards to their parents, in the form of Parent Nights / Parent Workshops during FY 2007-2008 & FY 2008-2009.</p> <p>9. To survey School Readiness providers to determine if they would like to request the Coalition / Central Agency to present an overview of Florida Birth to Three Developmental Standards and the Florida School Readiness Standards for Three and Fiver Year-Old children during FY 2007-2008 & 2008-2009.</p> <p>10. To collaborate with United Way of Northeast Florida in their Born Learning initiative and enable parents to participate in parent-training workshops</p>	
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3.4.2. Describe how the coalition provides family literacy opportunities. (s. 411.01(4)(o), F.S.) The Coalition will conduct Parent Nights / Parent Workshops for 100% of the VPK & SR providers who request Parent Nights / Parent Workshops on Family Literacy.

Response Assessment: Evaluation

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

Required Element	Current Situation	Objective	Activities	Outcome
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<p>3.4.2. Family Literacy</p>	<p>The average score on the QRS self- study for parent/family involvement is 2 stars.</p> <p>Parent/ family resource rooms/ areas and lending libraries are present in 20% of QRS sites.</p> <p>2 parent group meetings occur in 71% of QRS sites.</p> <p>.</p>	<p>The final average score on the QRS for parent/ family involvement will increase to at least 3 stars.</p> <p>Increase the number of parent resource rooms/areas with lending libraries.</p>	<p>1. Provide guidance, support, equipment, consumable and non consumable materials for a parent resource room/ area and lending library for each QRS site. 2. Provide a monthly newsletter to each QRS site which includes ideas / suggestions to improve family literacy.3. Provide bi-monthly parent/ child take home activities to directors. 4. Provide communication tools for family involvement via electronic templates in a WORD format for access by directors.5. Facilitate 4 regional neighborhood family festivals that include literacy links, relationship building activities, information and community resources for families. 6. Conduct 3 trainings on parent/ family involvement. 7. Conduct 3 trainings that link to QRS parent/ family involvement.Schedule - parent educators to conduct parenting workshops at sites. 8. Schedule meetings with directors at their request.</p>	<p>Activities 1 through 10 8 will produce the following outcomes:</p> <p>The final average score on the QRS for parent/ family involvement will increase to at least 3 stars.</p> <p>100 % of QRS sites will have parent resource room/areas with lending libraries, as evidenced by purchase of materials for the lending libraries paid for by the Coalition.</p>
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<p>3.4.2. Family Literacy – contd.</p>			<p>8. To offer parent group meetings workshops.</p> <p>9. To survey VPK providers to determine if they would like to request the Coalition to conduct family literacy workshops, in the form of Parent Nights / Parent Workshops.</p> <p>10. To survey SR providers to determine if they would like to request the Coalition to conduct family literacy workshops, in the form of Parent Nights / Parent <u>Workshops.</u></p>	
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3.5 Family Support Services

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

Response Assessment: Evaluation

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

Required Element	Current Situation	Objective	Activities	Outcome
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<p>3.5.1. Family Support Services</p>	<p>All at-risk children referred by DCF and/or Family Support services are provided a family support counselor who assesses the needs of these families and provides referrals and necessary help.</p> <p>The Workforce clients referred to us for child care subsidy work w/Worksource staff who ensure parents have training and the needed job skills to be able to find employment that will lead to self sufficiency.</p> <p>Eligibility Counselors upon determination and re-determination have a family needs check list to get information from them and provide services/referrals as needed.</p>	<p><u>To inform families through Child Care Resource and Referral process about ACCESS Florida (which provides the families with information on an array of economic self-sufficiency services) effective 9/1/06.</u></p> <p><u>To collaborate with City of Jacksonville and Worksource to become a Blueprint for Prosperity Partner by FY 2007-2008 and support the Blueprint’s goal of increasing the income of Duval County residents</u></p>	<ol style="list-style-type: none"> <u>All Child Care Resource and Referral Specialists will be trained and become knowledgeable about ACCESS and will inform families about the array of services offered through ACCESS.</u> <u>Invite Blueprint for Prosperity staff to present and discuss ways in which the Coalition to help advance the goal of economic self-sufficiency</u> 	<p>Activities 1 and 2 will produce the following outcomes:</p> <p>25% of the families upon annual redetermination will state that one or more of the referrals accessed resulted in utilization of those services, as evidenced by documentation in the client files.</p>
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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

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

Required Element	Current Situation	Objective	Activities	Outcome
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<p>3.6.1. Unique Population Groups</p>	<p>The coalition has designated Inclusion Specialists position to meet the needs of Inclusive Early Learning. Currently there are two Inclusion Specialists involved in meeting the needs for Duval County.</p>	<p>1. Increase the number of providers who offer quality inclusive programs for children with disabilities and/or special needs.</p>	<p>1. Warm Line Program Responsibilities: Services will be provided by the Inclusion Specialist and must include a local toll-free Inclusion Warm Line that provides information for child care providers regarding children with disabilities and special health care needs. 2. Training: Inclusion Specialists will must receive one comprehensive training per quarter and one annual training / conference attendance, in the topics they will be providing technical assistance on. 3. Monthly Needs Assessments: Each Inclusion Specialist is responsible for performing a needs assessment with providers as scheduled thru the screening department. From those appointments, consultations, addressing an individual child’s needs, on-site technical assistance and training can result for a particular provider. 4. To assist providers to access resources in their local communities for children with special needs.</p>	<p>Activities 1 through 4 3 will provide the following outcomes: There will be a 25% increase in the # of providers who offer inclusive programs, based on the technical assistance and ongoing training provided by the Inclusion Specialists, as evidenced by monthly program reports. 90% of School Readiness Children with Inclusion / Special Needs will be observed by the Inclusion Specialists, as evidenced by the observation records and individualized learning plans.</p>
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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)
VISION IS PRICELESS	X	Annual vision screening for distance acuity using Lea Symbols for school readiness children over the age of three	For a child who falls below target, referrals are offered to the Vision Is Priceless Council.
DUVAL COUNTY HEALTH DEPT	X	Annual dental screening for decay and cavities for school readiness children over the age of three. Cleaning may occur at this time.	For a child who shows decay or cavities, referrals are offered to the Duval County Health Department Dental Clinic.
EARLY STEPS	X	Annual developmental screening using the Ages and Stages Questionnaire for school readiness children between 4 -60 months.	For a child who falls under target, referrals are made for children over age three to Childfind and children under three for Early Steps.
EARLY STEPS	X	Annual developmental screening using the Ages and Stages Questionnaire for school readiness children between 4 -60 months.	Some children who require further assessment for speech and/or hearing issues will be offered a referral to the Speech and Hearing Center Inc.
	<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 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) YES
- Building and physical premises safety - NO
- Health and safety training – YES – through the Introduction to Early Childhood Education course (which includes a Health and Safety component) offered by Florida Community College of Jacksonville, which the Informal providers are mandated to attend.

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

Building / physical premises checklist and Health / Safety checklist have been developed and will be used by the Health and Safety Monitor during the visits to Informal Providers and Licensed Exempt Centers and these two provider types will be monitored at least once on or before 6/30/06 and ongoing annual visits.

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

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

Required Element	Current Situation	Objective	Activities	Outcome
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<p>4.2.1. Age-appropriate screening</p>	<p>All school readiness children an Ages and Stages screening upon entrance into the program.</p> <p>ASQ is initially completed by the parent at a parent intake/ orientation class at the Jacksonville Children's Commission, under the supervision of intake specialist.</p> <p>The age appropriate ASQ is updated on an annual basis by the child's teacher.</p> <p>ELC is piloting the Brigance II as a pre-post assessment on 4 year olds.</p>	<p>The objective is to ensure that all school readiness children are screened annually with an age appropriate screening instrument.</p>	<ol style="list-style-type: none"> 1. The initial screening is done by the parent at intake. 2. Annual follow- up screening is completed by the child's teacher. 3. VPK and SR providers will be trained on the screening and assessment instrument. 	<p>Activities 1 through 3 will produce the following outcome:</p> <p>100% of the children who fall below the cut-off on the Ages and Stages developmental screening will be referred by the Developmental Health Project at JCC to the appropriate community agency for further assessment. The inclusion specialist at JCC will follow-up with families to assist in this process if necessary.</p>
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4.2.2 Describe how the coalition ensures that a pretest (child assessment) is administered to children when they enter a program and a posttest (child assessment) is administered to children when they leave the program. (s. 411.01(5)(c)2.d., F.S.)

Response Assessment: Evaluation

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

Required Element	Current Situation	Objective	Activities	Outcome
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<p>4.2.2 Pretest and Posttest</p>	<p>ELC is piloting the Brigance II as a pre-post assessment on 4 year old school readiness children.</p>	<p>The objective is to ensure that all school readiness (SR) 4 year-olds have a pretest and posttest with an age appropriate assessment instrument</p> <p>By 2008-2009, a statistically valid sample size of 5 year-olds and birth to 3 year olds will be assessed using an age appropriate assessment instrument.</p>	<p>Administer a pre and post Brigance II on 4 yer old school readiness children</p> <p>FY 2006-2007: Explore an appropriate assessment instrument for assessing a statistically valid sample size of 3-year olds. Assess statistically valid sample size of 5 year-old SR children</p> <p>FY 2007-2008: Assess all 4-year olds and the sample size of 3 & 5 year-olds; Explore an appropriate assessment instrument for assessing statistically valid sample size of birth to 2-year old SR children.</p> <p>FY 2008-2009: All assessments of FY 06-07 & 07-08, and add the sample of size of birth to two for assessment</p>	<p>100% of the children who fall below the cut-off on the Ages and Stages developmental screening are referred by the Developmental Health Project at JCC to the appropriate community agency for further assessment.</p> <p>The inclusion specialist at JCC will follow-up with 100% of the families to assist in this process if necessary.</p> <p>75% of all SR children will show significant gains based on pre/post School Readiness Assessment scores.</p> <p>All 3-4 year old children who are in QRS sites will show significant gains in TERA / ALRI.</p>
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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:** .

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

7/1/06 to 10/31/06: The Coalition will form a subcommittee of community partners to research and develop approved curriculum for Duval county.

11/1/06 to 1/31/07: The Coalition will distribute an approved curriculum list to all providers which details each approved curriculum and outlines guiding principles on developmentally appropriate practices (DAP).

March - May 2007: All providers will be invited to attend a curriculum preview event where each curriculum will be explained and publisher's representatives will be available to answer any questions.

July '07 to Dec. '07: All school readiness providers will be required to select a Coalition approved curriculum for immediate implementation.

Training will be provided on all curricula on a quarterly basis and all lead teachers will be fully trained.

July'07 to Dec. '07: Programs which currently use a curriculum which does not appear on the list may undergo a curriculum review process to demonstrate that they are using a developmentally appropriate , research- based curriculum. These programs must demonstrate that a fully implemented , research- based curriculum is in place and that the staff is fully trained.

All programs in this category must complete and submit a Curriculum Self-Study Checklist will the Coalition will make available.

The Curriculum Self- Study Checklist will be reviewed and evaluated by quality initiative personnel.

By 2008-2009, 85% of School Readiness providers will have implemented a developmentally appropriate curriculum.

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:**

No, and the following describes how the coalition will completely conform to the requirement: The Coalition has not identified and implemented character development program(s). The following steps will be taken to identify and implement character development program(s).

1. 7/1/06 to 10/31/06: Review/evaluate Early Childhood Adventures in Peacemaking and Character Counts.
2. 11/1/06 to 1/31/07: Identify which program(s) to implement.
3. March to May 2007: Provide training on program(s) through the master training guide.
4. July '07 to Dec. '07: Provide support/monitoring through JCC staff.

- 5. July'07 to Dec.07: Develop a process for providers to submit a character development program for evaluation/recommendation
- 6. The Coalition will have identified and implemented a character development program, provided support and established a process for providers to recommend additional programs for consideration.
- 7. By school year 2008/09, 85% of school readiness providers will have implemented the character development program.

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
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<p>4.3.3. Developmentally appropriate curricula</p>	<p>4 different developmentally appropriate curricula have been approved by the Coalition for use by providers in the centers.</p>	<p>To implement the timeline indicated in Sections 4.3.1 and 4.3.2 for implementation of developmentally appropriate curricula and monitor use by all centers.</p>	<p>1. ELC Curriculum Monitors will visit centers by rotation and monitor the use of Developmentally appropriate curriculum effective FY 2008-2009, after going through the process of selection of appropriate curricula by the centers and implementation of such curricula.</p> <p>2. ELC Curriculum Monitors will provide technical assistance and guidance to centers who are not in compliance.</p> <p>3. Providers who do not implement any one of the approved curricula will go through the technical guidance process for 90 days.</p> <p>4. Centers will be placed on a probationary status for 90 days and will not be able to serve school readiness children pending compliance with the implementation of developmentally appropriate curricula.</p>	<p>Activities 1 through 4 will result in 85% of all School Readiness providers having a developmentally appropriate curriculum in place along with a Character Development Program, before the end of FY 2008-2009.</p> <p>All centers participating in the Quality Rating System will move to the next star in QRS in the Curriculum domain of QRS.</p>
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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: The Coalition will ensure that all personnel who have access to individual child records and early learning provider records sign the Confidentiality Agreement and the Security Agreement, as required by FPSR-IM-LD-03-01 on or before June 30, 2006.

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	The Coalition is the CCR&R service in Duval. This service will provide education to all parents regarding quality early learning programs in our community along w/services available for families who have special needs The Coalition will fund and work with the United Way Born Learning Campaign to get materials into businesses and reach parents by providing lunch and learn activites relating to the the Born Learning materials.. Additionally the Coalition will be rolling out a Quality Rating system to our Community in early 2008 and we will be doing an educatin campaign on what the QRS system is and how parents can us it to find quality programs for their children. This will be a community wide education effort
Gold Seal Differential	Provide technical assistance and support in the accreditation process, to child care providers who will be interested in becoming a Gold Seal provider
Grants or loans to providers to assist in meeting State and local standards	Provide dollars to support center action plans based on the results of the Infant/Toddler and Early Childhood Environmental rating Scales.
Professional development, including training, education, and technical assistance	Maintain the county's master training calendar. Provide scholarships and application fees for national CDA candidates. Provide scholarships for AA/AS classes in early childhood education/development. Provide articulation with partners for CDA candidates and AA/AS degrees in accordance with the career ladder. Provide TA through comprehensive teams that include a preschool coach, an infant/toddler coach and a Director Coach. Provide wage supplements as incentives from coalition quality dollars and the ELOA grant. Design and pilot a series of trainings for child care directors in seven key competency areas to develop and promote a community of instructional learning leaders funded in part by Jacksonville's Rice Foundation grant. Provide directors with TA and support.

Improving salaries and other compensation for early learning providers	Provide increased educational advancement opportunities to support improved salaries.
Activities in support of early language, literacy, pre-reading, and early math concepts development	Provide professional development activities through the master calendar. Provide training on the VPK standards. Comprehensive teams include an infant/toddler coach and a literacy coach who work with centers with high needs, provide them with the literacy curriculum, and provide weekly coaching. Jacksonville Mayor's early literacy initiative includes the Mayor's book club for 4 year olds and Rally Readers, a group of professionals who donate their time to read to children at designated Rally child care centers. Literacy is also supported in community family fairs.
Activities to promote inclusive early learning	Support provided by Inclusion Specialist, health professionals and family child care home (FCCH) specialists.
Health activities including those designed to promote the social and emotional development of children	Support the developmental Health Project at JCC that includes yearly Ages and Stages screening for all school readiness children. This also includes Vision / Dental / Speech and Hearing Screenings.
Quality activities that increase parental choice and improve the quality and availability of early learning. (§98.51(a)(1) and (2))	Currently piloting a quality rating system in 100 child care sites. Child Care Resource and Referral department provides support to parents. Public service announcements and news articles/releases provide additional information to parents concerning quality and availability of child care services.
Other	

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

Required Element	Current Situation	Objective	Activities	Outcome
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<p>5.1.1. Quality and Availability Enhancement Activities</p>	<p>Lack of professional technical support and assistance to 200 non QRS school readiness licensed centers and 290 FCCH providers.</p>	<p>To determine the level of care provided by each of the 200 non-QRS centers and 290 FCCHs utilizing ITERS / ECERS / FDCRS, as part of the biennial Quality Enhancement Initiative (QEI) and FCCHs Initiative.</p> <p>To provide professional guidance and support to all 200 center directors and 290 FCCH providers</p> <p>To identify and address gaps in curriculum</p> <p>To review Center / FCCH policies and procedures manuals and update / revise as needed.</p> <p>To promote future involvement in the Quality Rating System.</p>	<ol style="list-style-type: none"> 1. Support 4 positions to provide technical support and assistance. 2. Send out welcome letters to Center Directors / FCCH providers to participate in the initiative. 3. Provide welcome kits / QEI toolkits as invitation to partner with the Coalition in the activities associated with the initiative. 4. Assess the current quality of the centers / FCCHs by using the rating instruments, and gather baseline data to identify gaps in instruction / curriculum / staff-child ratios / policies & procedures manuals 5. Develop Center Action Plans 6. Professional Development Review 7. Post environmental quality checklist to determine progress made and improvement in quality of the center / FCCH. 	<p>Activities 1 through 7 will produce the following outcomes:</p> <p>Baseline data will be gathered and center action plans will be developed in 100 % of the centers and FCCHs over a period of 2 fiscal years - FY 06-07 & FY 08-09.</p> <p>Center Action Plans will be developed for 100% of the centers / FCCHs</p> <p>50 FCCH providers / assistants and 40 child care center staff will enroll in the CDA program or other required DCF training.</p> <p>20 non-QRS centers will be positioned each year to transition into the Quality Rating System.</p>
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5.2 Discretionary Funds Related to Early Learning Resource and Referral and School-age Care

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

Response Assessment: Evaluation

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

Required Element	Current Situation	Objective	Activities	Outcome
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<p>5.2.1. CCR&R and School-age Quality Improvement Activities</p>	<p>Three Specialists provide Resource & Referral services with the following feedback from Customer Satisfaction Reports conducted quarterly. July-Dec: 710 calls received, 20% were surveyed for parent feedback:- 78% had early care & education explained - 22% did not have early care & education explained - 87% were given information on searching for a provider- Overall rating for R&R services: 71% were Excellent; 38% were Good less than 1% were Fair 0 were Poor Overwhelming majority of referrals to CCR&R come from well established sources.- 2,654 total referrals to CCR&R July-Dec 2005. The top referral sources were: - 1,198, were word of mouth- 698, friend / family</p>	<p>To deliver a consumer education message consistently to all parents who request referrals to early learning or child care programs.</p> <p>To broaden our consumer education and R&R information to underserved population which are historically unaware of Resource and Referral Services.</p> <p>To distribute posters/brochures to relevant businesses: i.e.: pediatricians, OB/GYN offices, Chamber of Commerce, technical schools, colleges, university etc.</p> <p>To get accredited through the Quality Assurance Program of NACCRRRA (National Assoc. of Child Care Resource and Referral Agencies)</p>	<p>1. Staff will continue to receive training on consumer education and Resource & Referral. 2. Staff will continue to develop greater awareness of R&R through: - various awareness activities, - collaboration with community service agencies, businesses and parent groups. - TV/Radio PSA 3. Staff will make R&R posters & brochures available throughout the city. 4. R&R specific pages will be added to ELC website on an ongoing basis. 5. Center directors and teachers receive a training calendar with an array of training workshops which help them design activities for after-school care. 6. The Coalition collaborates with the Central Agency, Jacksonville Children’s Commission which offers many Youth Development training workshops for afterschool programs. Funding is provided to support the work of the Training Coordinator.</p>	<p>Activities 1 & 2 will produce the following outcomes:</p> <p>100% of the parents who request referrals, will have early care & education choices explained to them and would be well prepared to identify quality child care/early learning providers.</p> <p>100% of parents requesting referrals will receive information on how to search for a provider who provides quality child care.</p> <p>80% of those surveyed will rate R&R services as excellent.</p> <p>Coalition will receive CCRR accreditation by Feb. 2007.</p>
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5.3 Discretionary Funds Related to Infant and Toddler Early Learning

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

Response Assessment: Evaluation

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

Required Element	Current Situation	Action	Activities	Outcome
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<p>5.3.1. Infant and Toddler Quality Improvement Activities</p>	<p>Support all infant/toddler classrooms in 100 QRS sites with the weekly services of an infant/toddler coach to model and observe appropriate reearch and standards based pratices.</p> <p>Evaluated 1 infant/toddler classroom in each QRS site with the Infant Toddler Environmental Rating Scale.</p> <p>Evaluated remaining infant/toddler classrooms in QRS sites with the Foundations Environmental Checklist.</p>	<p>Created center action plans based on ITERS score or Foundations Environmental Checklist.</p> <p>Provide books, CD's and other materials and supplies to support center action plans.</p> <p>Create and disperse research and standards based curriculum /experiences for infants/ toddlers.</p> <p>Develop an infant/toddler "super CDA" course in conjunction with FCCJ to provide infant/ toddler teachers the opportunity to persue a national CDA.</p>	<ol style="list-style-type: none"> 1. Provide monthly Foundations team meetings with center infant/ toddler teachers and directors. 2. Train all infant/ toddler teachers in the Foundations for Success: infant/ toddler Model. 3. Provide quarterly trainings on topics related to infants/ toddlers to the community in formal training sessions. 4. Provide schalorships and assessment fee to national infant/ toddler CDA candidates. 5. Support workshop with nationally known children's musician, Jack Hartman, to train teachers on how to use music to enhance learning. 6. Support an infant/ toddler train the trainer, "Minds in the Making." 	<p>Activities 1 through 6 will produce the following outcomes:</p> <p>By 2008-2009, 50% of the QRS sites where Infant / Toddler Programs teachers received training and professional guidance, participated in comprehensive professional development including CDA, will move to the next star in the QRS System in the Professional Development domain of the QRS, as evidenced by the QRS Validators' documentation.</p>
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5.4 Discretionary Funds Related to Inclusive Early Learning

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

Response Assessment: Evaluation

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

Required Element	Current Situation	Action	Activities	Outcome
<p>5.4.1. Inclusive Early Learning Quality Improvement Opportunities</p>	<p>The coalition has designated Inclusion Specialists position to meet the needs of Inclusive Early Learning. Currently there are two Inclusion Specialists involved in meeting the needs for Duval County.</p>	<p>1. Increase the number of providers who offer quality inclusive programs for children with disabilities and/or special needs.</p>	<p>1. Inclusion Specialists will offer a minimum of one training opportunity per quarter to child care providers in the area of Inclusion and Special Needs. Additional ongoing services will include consultations, TA, training opportunities and onsite visits as appropriate.</p> <p>2. Training, TA and materials will include but will not be limited to the following topics: Curriculum, Strategies, Child development, Health, Environmental adaptations, laws/regulations, and accessing inclusion resources.</p> <p>3. Services provided by the Inclusion Specialist will include a local toll-free Inclusion Warm Line that provides information for child care providers regarding children with special needs.</p>	<p>Activities 1 through 3 will produce the following outcomes:</p> <p>There will be a 25% increase in the # of providers who offer inclusive programs, -based on the technical assistance and ongoing training provided by the Inclusion Specialists, as evidenced by monthly program reports.</p> <p>90% of School Readiness Children with Inclusion / Special Needs will be observed by the Inclusion Specialists, as evidenced by observation records and individualized learning plans.</p>