



## **EXECUTIVE COMMITTEE MEETING**

**November 1, 2011**

5 P.M. until business is concluded  
5735 Rio Vista Drive  
Clearwater, FL 33760

### **PROPOSED AGENDA**

#### **I. CALL TO ORDER**

- A. Approval of November 2011 Agenda
- B. Approval of September 2011 Minutes

#### **II. DISCUSSION ITEMS**

- A. Board Membership Recruitment

#### **III. ACTION ITEMS**

- A. Transition of Services
- B. Child Attendance Records Policy
- C. School Readiness Holiday Reimbursement Policy
- D. Coalition Plan Amendment
- E. Logo – *Document to be presented at meeting.*

#### **IV. OTHER BUSINESS**

#### **V. PUBLIC COMMENT**

In accordance with the Florida Government in the Sunshine, all meetings of the Early Learning Coalition of Pinellas County, Inc. and its committees are open to the public. Those in attendance who wish to address the Coalition must submit a public comment card to the recorder prior to addressing the Coalition.

#### **VI. ADJOURNMENT**

Next meeting –Tuesday, January 5, 2012 at 5735 Rio Vista Drive, Clearwater, FL 33760



**EXECUTIVE COMMITTEE MEETING**  
**Minutes**  
**Thursday, September 15, 2011 at 5 p.m.**

**Attendance:**

**Executive Committee Members:** Ken Peluso - Chair, Jack Geller – Vice Chair, Craig Phillips - Treasurer, Mike Pachik, Secretary

Absent: Cindy Jameson, Anne Ryan

**Guests:** Sheila Sosnowski, Paul Runyon

**Coalition Staff:** Janet Chapman, Lindsay Carson, Merita Kafexhiu, Lisa Zawistowski, Bonnie Rizzo

**I. Call to Order**

A quorum was present and Chair Peluso called the meeting to order at 4:55 pm

**A.** Chair Peluso called for approval of the agenda for the September 15, 2011 Executive Committee meeting.

A motion was made by Chair Peluso and seconded by Jack Geller to:

*Approve the September 15, 2011 Agenda.*

The motion passed unanimously to approve the agenda.

**B.** Chair Peluso called for approval of the July 2011 Executive Committee meeting minutes.

A motion was made by Craig Phillips and seconded by Jack Geller to:

*Approve the July 12, 2011 Executive Committee Minutes.*

The motion passed unanimously.

**II. DISCUSSION ITEMS**

**A. Board Membership Recruitment Reception**

A recruitment reception is being planned for Tuesday, October 25<sup>th</sup> from 6 p.m. to 7 p.m. The purpose of the reception is to provide a venue to recruit private sector board members. Members are terming out as follows:

Private Sector Board Representatives:

Jack Geller: January 2012 (2nd term)

Ellen Lasher: January 2012 (2nd term)

July 12, 2011

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Craig Phillips: July 2012 (2nd term)  
Steve Overton: August 2012 (2nd term)  
Cindy Jameson: August 2012 (2nd term)

An email invite will be sent to all board members to forward to professional and personal acquaintances and each board member is strongly encouraged to both attend and bring a potential applicant to the reception. If possible, it would be beneficial to have new board members who work in the same industry as those vacating (i.e. law, communications, finance, etc.)

It was noted that the bylaws requirement on limitation of terms is driven by statute. Board members that are terming but still wish to serve can sit out one year; then return as another full term member.

Gubernatorial Appointments:

Cindy Seletto's gubernatorial appointment ends April 2012; however it is likely she will remain on the board as the governor appointments of new representatives are not happening immediately at the end of the incumbent's term. Michael Pachik's term has already expired but is continuing to serve as no replacement has been appointed as yet.

#### **B. Performance Evaluation for Janet Chapman, E.D. (due September 2011)**

A revised job description for the position of Executive Director has been provided to all Executive Committee members for review. Jack Geller noted that the evaluation forms should be revised to reflect measurable outcomes that the board members will be privy to; some measures, such as timesheets being filled out correctly, are part of daily operations and not something the board members would have firsthand knowledge of. It was noted that only the Executive Committee has the power to do the E.D.'s performance evaluation; however, it would take the vote of the full board to terminate the E.D.'s contract.

Salary: Ken will contact the other Florida Coalition for their E.D.'s salary. It was noted that not all the Coalitions are equal; the number and demographics of children served vary per county as well as the service delivery model. There are 31 ELC's in the state. Janet will poll the local non-profits and provide salary information to be used on a comparison basis.

A conference call to perform the evaluation is scheduled for Thursday, October 8<sup>th</sup> at 4:00 p.m.

#### **C. Transition Time Line**

A handout of the Proposed Transition timeline was reviewed. October: a job fair for displaced CCC employees will take place at the CCC main office. January: ELC will work with CCC and do provider payments for the month of December 2011. This will provide a training opportunity; from February 2012 on, ELC will begin doing provider reimbursement. Payments are by EFT; the ELC has already met with the bank. March through June: ELC will begin transfer of all 7 servers from CCC. Eligibility: will either be contracted through a vendor or ELC will set up satellite offices countywide for this purpose. VPK registration is online now. It is estimated about 20 staff will be needed to perform eligibility functions in house if the ELC doesn't contract this function out.

#### **D. VPK Plan Elements**

Lindsay Carson reported. The administrative costs for VPK were reduced by the state from 5% to 4%; this has resulted in a reduction of some oversight functions.

### **E. Committee – Schedule Change to Tuesdays**

The Executive and Finance Committees will meet on Tuesday, November 3<sup>rd</sup> in order to accommodate a conflict with one of the member's schedules. However, all other meetings will continue to take place on the first Thursday, every other month, at 4:00 p.m.

### **F. Bylaws Committee**

The Bylaws Committee has historically been an ad-hoc committee, meeting once per year. The Chair, Kevin Meckler, is no longer on the ELC board. It was agreed that the Board Development Committee will review the bylaws once per year on an annual basis. The By-Law Committee will be dissolved.

## **III. ACTION ITEMS**

### **A. School Readiness Compliance Policies**

**11.09.01E**

Janet Chapman Presented.

Background: The intent of the School Readiness Compliance Policy for Child Care Centers and Licensed Family Child Care Homes (ELCPC-61.2.1) and School Readiness Compliance Policy for Informal Providers (ELCPC-61.2.2) developed by the Early Learning Coalition of Pinellas County, Inc. (Coalition) is to provide interpretive guidelines for applicable services and standards as outlined in of F.S. 411, F.S. 1002 and the Child Care Development Fund (federal). The original Coalition policy and procedure was inclusive to all caregiver settings: facility, home, receiving School Readiness (SR) funding.

Highlighted Revisions:

- Parent notification during nonpayment period: All areas
- Clarifying language: Notification, Developmental Screening

This policy was vetted through the Provider Support Committee. Representation at the Committee included center and family child care home providers. The Pinellas Association for Education of Young Children, Heart to Heart Family Child Care Home Association and the Pinellas Providers Association (FCCH) were all represented.

In an effort to ensure all requirements are clearly communicated to providers, Coalition staff have restructured the compliance requirements into individual policies.

Recommended by Program Development Committee.

Discussion: The policies presented have been reformatted and broken into specific topic areas, in order to make it easier for providers to understand. The key revision in the area of enforcement is regarding parent notification during the non-payment window of 10 days when a provider is under review for enforcement. The proposed change allows the ELC to notify parents at the end of the 10 day window and to provide 10 additional days of paid care at the provider's facility while the family locates an alternative provider.

The non-compliance notification process to providers is as follows: regular mail; email and telephone contact. If the email doesn't go through, a fax is sent and the fax confirmation is kept. All contract termination letters are sent certified. The first enforcement step to remedy non-compliance is to place providers on a "Service Improvement Plan"; this is a

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timed document with an end date.

It was noted that notice of non-compliance should be consistent and be applied the same in every scenario. Jack Geller suggested that the written policy should be amended to define the parameters of the 10 days notice and also as follows: "Notification will be made via email and upon the sending of that email, shall be deemed received and accepted". This same language should be incorporated into all provider contracts, including creating an addendum for current contracts. Lindsay will work with Heidi at Trenam Kemker to this effect.

A motion was made by Craig Phillips and seconded by Jack Geller to:

*Approve Action Item 11.09.01E, School Readiness Compliance Policies*

The motion passed unanimously.

**B. Provider – Client Fraud Policy 11.09.02E**

A motion was made by Jack Geller and seconded by Craig Phillips to:

*Approve Action Item 11.09.02E, Provide-Client Fraud Policy*

The motion passed unanimously.

**C. Coalition Plan Amendment 11.09.03E**

A motion was made by Craig Phillips and seconded by Jack Geller to:

*Approve Action Item 11.09.03E, Coalition Plan Amendment*

The motion passed unanimously

**D. Committee Membership Appointments 11.09.04E**

*Item D. 11.09.04E was removed from the agenda as no action is required; committee memberships are appointed by the Board Chair and approved by the full board.*

**E. Nominations for Executive Officers 11.09.05E**

*Item E. 11.09.05E was removed from the agenda as no action is required; executive officers are appointed by the Board Chair and those appointments are approved by the Board of Directors.*

**F. Coalition Bylaws 11.09.06E**

A motion was made by Craig Phillips and seconded by Michael Pachik to:

*Approve Action Item 11.09.06E, Coalition Bylaws*

The motion passed unanimously.

**G. FCCH Board Representative 11.09.07E**

A motion was made by Jack Geller and seconded by Craig Phillips to:



**Early Learning Coalition of Pinellas County, Inc.**  
**November 1, 2011**

**Subject:** Transition of Core Services

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**BACKGROUND**

Coordinated Child Care of Pinellas, Inc. has provided child eligibility, CCR&R, waitlist management and provider reimbursement services for more than three decades. On June 1, 2011, Coordinated Child Care issued a memo announcing a plan to discontinue their contractual relationship with the Early Learning Coalition effective July 2012.

Coalition staff worked collaboratively with CCC to develop a progressive plan that allows for a gradual and smooth transition to prevent disruption in services for families and providers.

**PROPOSED COALITION ACTION**

Approve the transition plan as presented by staff with revisions at the discretion of the Executive Director.

**Supporting Documentation Attached:**

Transition Summary – To be presented at meeting.

Transition Timeline– To be presented at meeting.

Proposed Organization Chart

Communications Plan

**Approval**

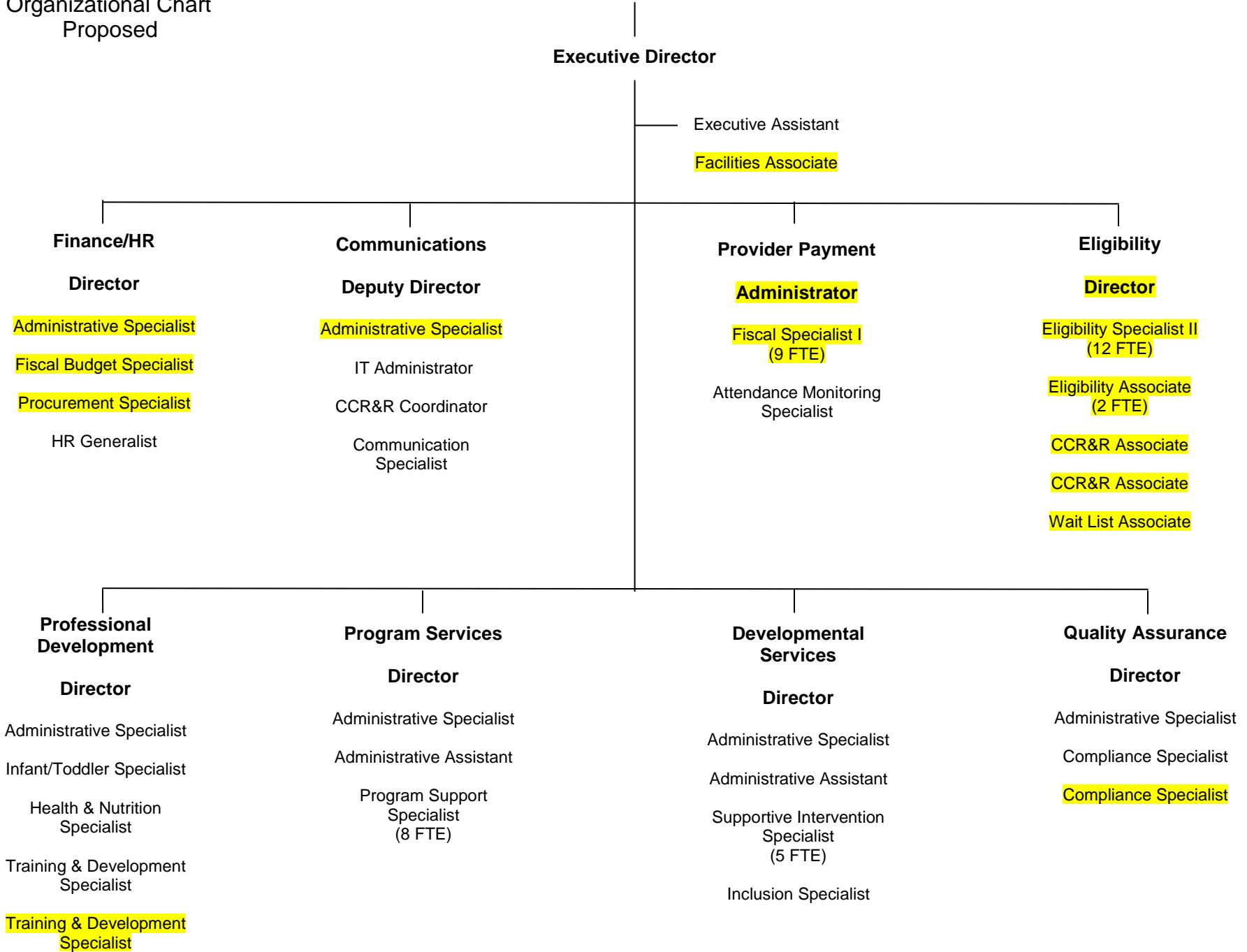
\_\_\_\_\_  
Chair Signature

\_\_\_\_\_  
Date

Existing FTEs	37
New FTEs	35
	<u>72</u>

Organizational Chart  
Proposed

**Board of Directors**



**Early Learning Coalition of Pinellas County, Inc.**  
**November 1, 2011**

**Subject:** School Readiness Attendance Documentation Policy

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**BACKGROUND**

**60BB-4.502 Records to be Maintained and Monitoring for Reimbursements.**

(1) Daily attendance documentation shall be maintained by each school readiness provider. At a minimum, this documentation shall include a "sign in/sign out" process, as approved by the coalition, maintained at the provider site to validate the attendance data.

(2) Each coalition is responsible for implementing a records retention policy ensuring that all documentation is maintained in accordance with the provisions set forth in their sub-grant awards.

(3) The coalition or its designee must conduct monitoring activities to ensure the accuracy of payments of the monthly reimbursement requests.

According to the School Readiness Agreement providers are required to:

**Maintain daily sign-in and sign-out sheets and submit accurate monthly attendance documentation.** The Provider is required to document attendance on a daily basis with full parent signatures in ink at the time of arrival and pickup with the times noted (with the possible exception of entry of school age children into aftercare), accurately document absences, and review and submit monthly attendance to the Coalition.

Failure to maintain sufficient attendance documentation results in a loss of funding.

Parents of School Readiness funded children have a responsibility to sign their child in and out each day.

Providers are typically prohibited from charging parents due to revenues lost as a result of noncompliance on behalf of the provider. The School Readiness Attendance Documentation Policy addresses an area of shared responsibility between the parent and provider.

In the revised policy being proposed, providers may require School Readiness parents to cover payment for lost revenue due insufficient or lack of signature IF the provider has a policy outlining signature parent requirements.

The policy has been vetted through the Provider Support Committee. Providers were very supportive of this revision.

Recommended by Program Development Committee.

**PROPOSED COALITION ACTION**

Approve the revised School Readiness Attendance Documentation Policy (ELCPC-61.3.5).

**Supporting Documentation Attached:**

Proposed School Readiness Attendance Documentation Policy  
Clarification from Florida's Office of Early Learning

**Approval**

\_\_\_\_\_  
Chair Signature

\_\_\_\_\_  
Date

# Early Learning Coalition



of Pinellas County, Inc.

<b>Policy:</b> ELCPC-61.3.5	<b>Title: School Readiness Attendance Documentation</b>	
<i>Formerly addressed: ELCPC- 61.2.1 and ELCPC- 61.2.2</i>	<b>Review Date:</b> <b><u>September 2011</u></b> <b><u>October 25, 2011</u></b>	<b>Next Review Date:</b> <b><u>September 2012</u></b> <b><u>October 2012</u></b>

**References:** School Readiness Provider Agreement  
**60BB-4.502 Records to be Maintained and Monitoring for Reimbursements**

**Purpose:** To establish procedures for School Readiness Attendance documentation.

**Background:** School Readiness Provider Agreement states:

***Maintain daily sign-in and sign-out sheets and submit accurate monthly attendance documentation. The Provider is required to document attendance on a daily basis with full parent signatures in ink at the time of arrival and pickup with the times noted (with the possible exception of entry of school age children into aftercare), accurately document absences, and review and submit monthly attendance to the Coalition.***

This Coalition policy and procedure is inclusive to all caregiver settings: child care center, licensed family child care home or informal provider receiving School Readiness (SR) funding.

**Policy:**

Providers are required to maintain the sign-in/sign-out sheets with the time of student drop-off and the time including a.m./p.m., of student pick-up recorded in ink. These must be completed and signed daily by parent/guardian or other authorized persons. Complete parent signatures or first initial and full last name are required. Initials are not accepted unless this is a parent's legal signature as it is on their driver's license. Use of white out on attendance records will void the document. Inaccurate, incomplete, and/or problematic attendance records may result in a delay or loss of payment.

**Note:**

Reasonable evidence of false or misleading documentation, action, omission, or

statement made by individual client recipient or provider will result in the Termination of the School Readiness Agreement in accordance with the Provider/Client Fraud Policy (ELCPC-50.1). Cases of suspected fraud will be reported to the Florida Department of Financial Services and Florida Department of Law Enforcement as appropriate.

Providers ~~may be prohibited from requiring~~ require School Readiness parents to cover payment for lost revenue due ~~insufficient or lack of signature IF the provider has a policy outlining parent signature requirements. Provider must have acknowledgement of the policy signed by all School Readiness families. Providers may implement this policy immediately for all new School Readiness enrollments and upon annual registration for currently enrolled children.~~ to violations of the School Readiness Agreement.

Providers may appeal action taken in accordance with this policy with the [School Readiness/VPK Grievance and Dispute Resolution Policy \(ELCPC-10.1\)](#).

## **Procedures:**

### **I. MONITORING**

Provider must retain sign-in/sign-out sheets for a minimum of five (5) years. Records must be retained onsite for a minimum of one (1) year. ~~During site visits,~~ Coalition staff will monitor the sign-in/sign-out sheets for School Readiness child/children for the current month and at least two (2) previous months. Children on site at the time of the monitoring will be verified by comparing the sign in/out sheet with the reimbursement records submitted for payment.

### **II. ENFORCEMENT**

The Early Learning Coalition is prohibited from reimbursing for School Readiness Services without required Child File Documents which includes attendances sheets with full signatures and time.

## **Technical Assistance**

Technical assistance on child file documents and attendance documentation will be provided as needed.

## **Nonpayment for School Readiness**

Discrepancies found during the attendance monitoring will result in a payment adjustment.

Additionally, a noncompliance related to Child File Documents will result in:

### **LEVEL 1 School Readiness Enforcement**

## **Service Improvement Agreement**

Failure to comply with Child File Documentation Requirements after technical assistance may result in a Service Improvement Agreement. The SIA clearly defines goals and timeframes to correct concerns.

### **LEVEL 2 School Readiness Enforcement**

## **Parent Notification**

Continued noncompliance with Child File documentation will result in all parents of School Readiness ~~f~~Funded ~~c~~Children enrolled with this Provider, including existing and new enrollments, being notified that the provider is at risk of having the School Readiness Agreement terminated due to noncompliance.

### **LEVEL 3 School Readiness Enforcement**

#### **Termination of Agreement**

Failure to demonstrate compliance with the terms of the Service Improvement Agreement will result in Termination of the School Readiness Agreement. The Provider will be ineligible to receive School Readiness funding for a minimum of one (1) year from termination of the agreement.

Parents of School Readiness funded children will be notified that the funding for this program will cease and ~~CGR&R~~Child Care Resource & Referral staff will assist them in finding alternate care. Parents choosing to keep their child enrolled with the suspended Provider will forfeit their School Readiness scholarship.

**Exhibits:** None

**From:** [Janet Chapman](mailto:Janet.Chapman@elcpinellas.net)  
**To:** [Lindsay Carson \(lcarson@elcpinellas.net\)](mailto:Lindsay.Carson@elcpinellas.net)  
**Subject:** FW: Requiring Parents to Pay  
**Date:** Monday, October 17, 2011 8:20:26 AM

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**Janet Chapman, Executive Director**  
**Early Learning Coalition of Pinellas County, Inc,**  
**727 548 1439 ext 222**

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**From:** OEL Questions [mailto:OEL.Questions@oel.myflorida.com]  
**Sent:** Friday, October 14, 2011 11:14 AM  
**To:** Janet Chapman; OEL Questions  
**Cc:** Savestanan, Stephanie  
**Subject:** RE: Requiring Parents to Pay

Janet,

There is nothing in Statute or Rule that that prevents a provider from recouping payment from a parent they would otherwise receive from the coalition.

However, is the requirement of parents providing full signatures when signing-in and signing-out according to the provider's and coalition policy (full signatures) part of the provider's policy? Has the provider informed parents that a full signature is required? What steps has the provider taken to obtain a parent signature according the SR agreement with the coalition? The condition of not signing in and out according to the provider's and coalition policy should have been included at the time when the child enrolled into the program and not added midway through the program.

It also states in the email below "This is also a requirement in the provider's agreement. They must collect signatures to validate payment." Does the agreement infer or state that the provider will not be paid for those days that a parent does not sign-in and sign-out with full signatures?

OEL Policy Analyst  
Florida's Office of Early Learning  
107 East Madison Street, MSC 140  
Tallahassee, FL 32399-4120  
Main Phone: 850-921-3180  
Toll Free VPK/CCR&R/Warm Line: 1-866-FL-READY (357-3239)  
[www.floridaearlylearning.com](http://www.floridaearlylearning.com)

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**From:** Janet Chapman [mailto:jchapman@elcpinellas.net]  
**Sent:** Tuesday, October 11, 2011 12:13 PM  
**To:** OEL Questions  
**Subject:** Requiring Parents to Pay

The question is

Parents fail to provide appropriate signature when dropping off or picking up their children. The ELC of Pinellas has a policy that requires full signature.

This is also a requirement in the provider's agreement. They must collect signatures to validate payment.

If a parent fails to sign child in and the Coalition conducts an Attendance Audit the results are the Coalition does not pay for those days.

Providers want to know if they can charge the parent (who did not sign their child in) for the full day payment not just their fee. These are SR children.

**Janet Chapman, Executive Director**  
**Early Learning Coalition of Pinellas County, Inc,**  
**727 548 1439 ext 222**

**Early Learning Coalition of Pinellas County, Inc.**  
**November 1, 2011**

**Subject: School Readiness Provider Holiday Reimbursement**

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**BACKGROUND**

Historically, School Readiness providers received the benefit of 10 paid holidays and 2 paid professional development days each program year (July 1 through June 30). Providers are required to submit a Holiday Schedule prior to July 1 of each year, identifying their chosen holidays and professional development days. Providers were previously allowed to choose **any** 12 days. This model allowed for Family Child Care Homes to take paid vacations by taking “holidays” consecutively.

Currently, Coalition staff have only approved 2011-2012 holiday choices that are in observance of a recognized holidays. Concerns from providers during the current Holiday Schedule submission prompted additional research on the limitations of paid days off. 60BB-4.500 does not speak to professional development days, birthdays or anniversaries.

***60BB-4.500 Reimbursement-General Provisions Regarding Reimbursements for Holidays and Absences.***

*(1) Holidays. A recognized holiday as approved by the local coalitions shall not be counted as an absence for purposes of reimbursement. The Office of Early Learning shall include reimbursements to providers of full and part-time care for up to twelve (12) recognized holidays per year.*

Local definition of approved holidays and reimbursement of professional development days is necessary to align with 60BB-4.500.

This policy has been vetted by the Provider Support Committee. While providers would prefer to have more flexibility the supported this policy as a compromise.

Recommended by Program Development Committee.

**RECOMMENDED COALITION ACTION**

**Approve the School Readiness Provider Holiday Policy (ELCPC- 61.3.6) as presented by staff effective July 1, 2012**

**Supporting Documentation Attached:**

Proposed School Readiness Holiday Reimbursement Policy

**Approval**

\_\_\_\_\_

Chair Signature

\_\_\_\_\_

Date

# Early Learning Coalition



of Pinellas County, Inc.

<b>Policy:</b> ELCPC-61.3.6	<b>Title: School Readiness Provider Holiday Reimbursement</b>	
	<b>Review Date: October 2011</b>	<b>Next Review Date: October 2012</b>

## References:

60BB-4.500 Reimbursement-General Provisions Regarding Reimbursements for Holidays and Absences

School Readiness Agreement  
School Readiness Provider Manual

**Purpose:** To identify reimbursable holidays for School Readiness providers.

**Background:** School Readiness Providers may be reimbursed for up to 12 recognized holidays approved by the Coalition. In the past, providers chose their own 12 paid holidays. While providers typically chose most of the same holidays each day must be keyed into the data system manually. Administratively, this creates a huge workload and conflicts with Florida Administrative Code 60BB-4.500.

## Policy:

**A. School Readiness Providers are eligible for reimbursement for observance of the following 10 Recognized Holidays:**

New Years' Day	January 1 <sup>st</sup>
Martin Luther King's Memorial Day	Third Monday in January
Independence Day	Last Monday in May
Labor Day	July 4 <sup>th</sup>
Veteran's Day	First Monday in September
Thanksgiving	November 11 <sup>th</sup>
Day after Thanksgiving	Thanksgiving Day
Christmas Eve	December 24 <sup>th</sup>
Christmas	December 25 <sup>th</sup>

Observance dates will be issued annually by the Coalition. Providers who serve School Readiness children on these holidays in an effort to provide service and support to the families they serve who are required to work on these holidays may request a modification to the Holiday Schedule to allow them to observe the holiday on an

alternative day subject to approval by Coalition staff. These requests are documented on the Holiday Schedule Form submitted annually.

**B. School Readiness providers are eligible for up to 2 Floating Holidays per calendar year.**

New School Readiness providers who are certified after June 1 will receive 1 floating holiday for that calendar year.

Floating holidays must be identified on the Holiday Schedule Form. Changes to floating holidays will not be permitted.

Providers may choose to utilize floating holidays for professional development or preplanning purposes.

**Exhibits:**

Holiday Schedule Form  
FAC 60BB-4.500

DRAFT

# Early Learning Coalition of Pinellas County, Inc.

## November 1, 2011

**Subject: Coalition Plan Amendment**

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### BACKGROUND

The Plan Amendment presented updates the following areas:

<b>Section</b>	<b>Description</b>	<b>Change</b>
Element 1.9.4	Monitoring Tools	Adds reference to Attachments 1.9.4c and 1.9.4d
Attachment 1.9.4	Infant Toddler Program Review Tool	New Tool. (This tool has been field tested by ELC staff. Provider feedback was solicited during field testing and from the Provider Support Committee. Providers supported the implementation of this tool.)
Attachment 1.9.4	School Age Provider Review Tool	New Tool. (This tool has been field tested by ELC staff. Provider feedback was solicited during field testing and from the Provider Support Committee. Providers supported the implementation of this tool.)
Element 5.2	Child Care Resource and Referral	Revises outcome measures related to CCR&R.

This amendment was vetted through the Provider Support Committee. Providers were supportive of these revisions.

Recommended by Program Development Committee.

### RECOMMENDED COALITION ACTION

To amend the Coalition Plan as presented.

**Supporting Documentation Attached:**  
Amended Plan Attachment and Elements

**Approval**

\_\_\_\_\_

Chair Signature

\_\_\_\_\_

Date

<b>Element 1.9.4. Monitoring Tools</b>	<p>The School Readiness program shall provide parental choice to the maximum extent possible. (s. 411.01(7)(a),F.S)(45 CFR 98.30).</p> <p>If a coalition’s School Readiness Agreement monitoring tool could exclude a group of providers or limit parental choice, check “Yes” and <b>include as an attachment</b>.</p> <ul style="list-style-type: none"> <li>• A copy of the coalition’s monitoring tool.</li> <li>• The reason behind the language that could include reports, findings, and board actions.</li> <li>• The methodology the coalition uses to exclude a provider other than failure to meet the requirements of s. 411.01, F.S.</li> <li>• The number, types, and locations of providers that have been excluded due to the language.</li> </ul> <p>If a coalition’s provider agreement does not contain language that would exclude a group of providers or limit parental choice, check “No” and <b>include as an attachment</b> a copy of the coalition’s monitoring tool that ensures compliance with section 411.01, Florida Statutes.</p>
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#### **Element 1.9.4. Monitoring Tools**

Does the coalition’s provider agreement contain language that would exclude a group of providers (other than those which do not meet the requirements of s.411.01, F.S.) or limit parental choice? (411.01(7)(a), F.S.)

Yes, and a copy of the provider agreement monitoring tool; a description of the reasons that such language is included in the provider agreement; a description of the method by which the coalition determines that a provider should be excluded; and list of the number, types, and locations of providers which have been excluded as a result of the language are included in Attachment

No, and the coalition has attached as **Attachment 1.9.2a and 1.9.2b2.G** the procedures and policies by which the coalition guarantees that providers comply with section 411.01, Florida Statutes.

Attachment 1.9.4a School Readiness New Provider/Owner Review Tool

Attachment 1.9.4b Program Review for School Readiness Providers

[Attachment 1.9.4c Infant Toddler Program Review Tool](#)

[Attachment 1.9.4d School Age Program Review Tool](#)

ELC of Pinellas

~~Amendmened November 4, 2010~~ [Proposed Amendment November 10, 2011](#)

Training Record / Log
Ongoing Assessments
Character Education
Brain Research/SIDS
DAP/Lesson Plans
C-Compliance NC-Non-Compliance



Time in	
Time out	
# Provider	
# Children	
Score	

### Program Review for Infants and Toddlers

Provider: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Total Enrollment in: \_\_\_ Center \_\_\_ FCCH \_\_\_ LFCCH Age Group: \_\_\_ Infants \_\_\_ Toddlers

ENVIRONMENT		Circle highest level achieved		
1	0. The indoor environment provides insufficient open space. 2. The indoor environment provides sufficient open space for all children and adults. 4. The indoor environment provides ample open space for all children and adults. Comment:	0	2	4
2	0. There are less than two children's pictures or posters displayed. 2. At least two colorful children's pictures or posters are displayed where children spend most of the day. 4. At least five colorful pictures/posters or pieces of child art are displayed where children spend most of the day, with at least two child-related materials displayed at the child's eye level (e.g., children's artwork, photos, birthday board, charting, growth chart). Comment:	0	2	4
3	0. The environment is not clean (e.g., materials, shelves, floors, carpet are dusty/soiled, or in need of repair). 2. The environment is reasonably clean and in good repair. 4. There is evidence that cleaning is regularly scheduled and most mouthed toys are removed and sanitized. Comment:	0	2	4
4	0. Soft items (furnishings or toys) are not accessible to the children. 2. Soft items (furnishings or toys) are accessible for all children. 4. Substantial softness (furnishings and toys) is accessible for much of the day. Comment:	0	2	4
5	0. The play area is not well lit. 2. There is enough light from lighting fixtures or natural light to allow the Provider and children to read and use small toys without eye strain. 4. There is some natural light from windows, doors, or skylights. Comment:	0	2	4
6	0. There are insufficient routine furnishings for the children enrolled. 2. There are sufficient routine furnishings for feeding, sleeping, and diapering. 4. Sufficient sturdy routine furnishings are available for the capacity of children enrolled and most routine furnishings are appropriate for the ages and sizes of the children. Comment:	0	2	4
2 x _____ = _____ 4 x _____ = _____ + _____ ÷ Number of items scored _____ = _____ <b>ENVIRONMENT SCORE</b>				



ACTIVITIES		Circle highest level achieved		
1	<p><b>FINE MOTOR</b></p> <p>0. There are no developmentally appropriate materials accessible.            2. There are some developmentally appropriate materials accessible to all children.            4. A variety of developmentally appropriate materials (e.g., shaking, grasping, fill &amp; dump, pounding, turning, tracking, fitting things together, cause &amp; effect, stacking, matching, nesting, sorting) are organized, complete, and accessible for much of the day.</p> <p>Comment:</p>	0	2	4
2	<p><b>DRAMATIC PLAY</b></p> <p>0. There are no developmentally appropriate materials accessible.            2. There are some developmentally appropriate materials, accessible to all children.            4. A variety of developmentally appropriate materials (e.g., dolls, accessories, soft animals, telephones, kitchen set, dishes, pots/pans, play foods, second theme) are organized, complete and accessible for much of the day.</p> <p>Comment:</p>	0	2	4
3	<p><b>BLOCKS</b></p> <p>0. There are no developmentally appropriate blocks accessible to the children.            2. Developmentally appropriate blocks and some accessories are accessible to all children over 12 months.            4. Blocks and a variety of accessories (e.g., animals, figures, vehicles) are organized, stored together, and accessible for much of the day.</p> <p>Comment:  <i>(Full credit given if all children are under 12 months)</i></p>	0	2	4
4	<p><b>SCIENCE/NATURE</b></p> <p>0. There are no developmentally appropriate materials accessible.            2. There are some developmentally appropriate materials on low shelves, accessible to all children.            4. A variety of developmentally appropriate materials (e.g., animal/nature pictures or books, sensory materials, plastic animals, living things, nature items) are organized, complete and accessible for much of the day.</p> <p>Comment:</p>	0	2	4
5	<p><b>ART</b></p> <p>0. There are no developmentally appropriate materials available.            2. Some developmentally appropriate materials are used at least three times weekly.            4. A variety of developmentally appropriate materials (e.g., markers, crayons, plain paper, paint, play dough) are organized and available for much of the day and most materials promote individual expression.</p> <p>Comment:  <i>(Full credit given if all children are under 12 months)</i></p>	0	2	4
6	<p><b>BOOKS</b></p> <p>0. There are no developmentally-appropriate books accessible.            2. Some developmentally appropriate books are accessible to all children and most are in good repair.            4. A variety of books (e.g., fiction, non-fiction, nature/science, races/cultures) are accessible for much of the day and some are displayed in an inviting manner so children can see the covers.</p> <p>Comment:</p>	0	2	4



7	<p><b>MUSIC</b></p> <p>0. There are no developmentally appropriate music materials or activities offered.</p> <p>2. Some materials (rattles, shakers, instruments) are accessible to all children and the Provider initiates at least one developmentally appropriate music activity. (e.g., listening, singing, dancing).</p> <p>4. Many materials are accessible and children are encouraged to explore music materials.</p> <p>Comment:</p>	0	2	4
8	<p><b>FLUID PLAY</b> (Sand, water, or other materials that children can easily pour or dig)</p> <p>0. Developmentally appropriate fluid play is not available.</p> <p>2. Developmentally appropriate fluid play and some accessories are available to children at least weekly.</p> <p>4. Developmentally appropriate fluid play and a variety of accessories (e.g., funnels, pails, sifters, spoons, scoops, shovels, molds, rakes, pots, pans, measuring cups, toys) are available to children daily.</p> <p>Comment:</p> <p style="text-align: right;"><i>(Full credit given if all children are under 12 months)</i></p>	0	2	4
9	<p><b>MEDIA (TELEVISION, COMPUTER, AND VIDEOS)</b></p> <p>0. Media is used daily.</p> <p>2. Media is used sometimes.</p> <p>4. Media is never used.</p> <p>Comment:</p>	0	2	4
10	<p><b>DIVERSITY (Age, Race, Cultures, and Abilities)</b></p> <p>0. There are no materials accessible.</p> <p>2. There are some materials accessible to all children.</p> <p>4. A variety of diversity is represented in materials (e.g., books, dolls, figures, display, play food, music).</p> <p>Comment:</p>	0	2	4
<p>2 x ____ = ____</p> <p>4 x ____ = ____</p> <p>+ ____ ÷ Number of items scored ____ = _____ <b>ACTIVITIES SCORE</b></p>				
<b>PROGRAM</b>				Circle highest level achieved
1	<p>0. All School Readiness (SR) children have not been assessed or there is no plan in place to assess SR children with an ongoing assessment tool.</p> <p>2. All SR children have been assessed or there is a plan in place to assess SR children.</p> <p>4. Ongoing assessments are in place for all children in care for more than thirty days.</p> <p>Comment:</p>	0	2	4
2	<p>0. A schedule is not posted.</p> <p>2. A written schedule with a balance of activities is posted.</p> <p>4. A visual schedule is posted at the child's eye level to encourage children to be aware of the sequence of activities.</p> <p>Comment:</p>	0	2	4



3	<p>0. Indoor free choice is available for less than one hour in the morning.  2. Indoor free choice is available for at least one hour in the morning when most children are present and some indoor free choice is available in the afternoon.  4. Indoor free choice is available for much of the day (1/3 of the time children are in care).  Comment:</p>	0	2	4
4	<p>0. A lesson plan documenting character education is not in place.  2. The lesson plan or individual plan documents activities that encourage the development of character values and includes a variety of developmentally appropriate activities (e.g., literacy, art, fine motor, gross motor, music/movement, sensory).  4. The lesson plan is current (dated) and being followed.  Comment:</p>	0	2	4
5	<p>0. Provider did not read to the children.  2. Provider read to the children at least once.  4. Provider read two or more books to the children, with at least one informal reading experience for individuals or small groups during free choice time.  Comment:</p>	0	2	4
6	<p>0. Children are kept in groups or restricted to one area for much of the day.  2. Large group activities are appropriate (e.g., limited to short periods, interactive, children are not required to participate).  4. Alternate activities are available for any child who is not interested in participating in large group activities.  Comment:</p>	0	2	4
7	<p>0. Parents and children are not greeted upon arrival.  2. Parents and children are sometimes greeted.  4. Parents and children are always greeted and information is shared with parents.  Comment:  <i>(Full credit is given if greetings are not observed.)</i></p>	0	2	4
8	<p>0. Each child's basic needs are not met in a timely manner.  2. Each child's basic needs are met in a timely manner.  4. Provider usually responds appropriately to each child's basic needs (e.g., hunger, hand washing, diapering, nose-wiping, crying).  Comment:</p>	0	2	4
9	<p>0. Inappropriate feeding practices are in place.  2. Most appropriate feeding practices are in place (e.g., USDA guidelines are followed, tables/trays are cleaned and sanitized, children wash hands before meals/feeding, children are not standing/walking while eating or drinking).  4. Appropriate feeding practices are in place.  Comment:</p>	0	2	4
10	<p>0. Children sit at the table/high chair with nothing to do for more than a few minutes before meals.  2. Transition activities (e.g., conversations, singing, or other activities) are provided while children wait at the table/high chair before meals.  4. Provider remains in close proximity and engages with the children during meals and snacks (e.g., makes eye contact, names foods, talks to infants, encourages toddlers to talk, develops self-help skills) and sits with the children when possible.  Comment:</p>	0	2	4



11	0. The nap/rest schedule is inappropriate for most children. 2. The nap/rest schedule is appropriate (Children can rest when they're tired). 4. A variety of activities are provided for early risers or non-napping children; and awake infants and toddlers are taken out of cribs/cots to play. Comment:	0	2	4
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2 x \_\_\_\_ = \_\_\_\_

4 x \_\_\_\_ = \_\_\_\_

+ \_\_\_\_ ÷ Number of items scored \_\_\_\_ = \_\_\_\_\_ **PROGRAM SCORE**

<b>OUTDOOR PLAY AREA</b>	Circle highest level achieved
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1	0. Outdoor gross motor play is not provided daily. 2. Children participate in outdoor gross motor play daily, weather permitting. 4. During inclement weather, gross motor activities are provided indoors. Comment:	0	2	4
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2	0. The outdoor play area does not provide appropriate equipment/materials (e.g., balls, infant pad/blanket, toddler push/pull toys, riding toys, climbing equipment, tunnel). 2. Stationary and portable equipment is complete and in good repair. 4. The outdoor play area provides a variety of skills (e.g., climbing, crawling, rocking ball play, pushing/pulling, swinging, riding, balancing) and is used regularly. Comment:	0	2	4
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3	0. Adequate outdoor supervision is not provided. 2. Adequate outdoor supervision is provided. 4. Provider moves around the outdoor play area or prevents dangerous situations. During inclement weather, Careful supervision of indoor gross motor play is provided. Comment: <i>(Item is not scored if outdoor play is not observed.)</i>	0	2	4
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2 x \_\_\_\_ = \_\_\_\_

4 x \_\_\_\_ = \_\_\_\_

+ \_\_\_\_ ÷ Number of items scored \_\_\_\_ = \_\_\_\_\_ **OUTDOOR SCORE**

<b>INTERACTION</b>	Circle highest level achieved
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1	0. Children experience an impersonal or negative climate (e.g., time-out threats, threats to report behavior to a parent, irritability, anger, harsh voice, lack of respect). 2. Children experience some warm and responsive physical attention during the day. 4. Provider speaks with and responds to all children in a friendly, nurturing, and supportive manner (e.g., hugs, smiles, laughter, eye contact, high-fives) throughout the day. Comment:	0	2	4
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2	0. Provider does not promote self-help skills. 2. Provider offers direction for self-help skills (e.g., accessing materials, eating, labeling, visual cues, dressing, cleaning-up, toileting). 4. Provider consistently expands on direction with appropriate guidance to promote self-help skills. Comment:	0	2	4
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3	<p>0. Provider does not acknowledge children’s efforts and ideas.                      2. Provider acknowledges and encourages children’s efforts and ideas with verbal and non-verbal responses.                      4. Provider consistently uses descriptive praise and encouragement to acknowledge children’s efforts and ideas (e.g., “Wow! You rolled over all by yourself!” “You must be proud of yourself for _____”).                      Comment:</p>	0	2	4
4	<p>0. Provider does not show respect for children.                      2. Provider shows respect for children by treating them fairly, making eye contact, and listening attentively to their vocalizations.                      4. Provider encourages a culture of friendship among the children.                      Comment:</p>	0	2	4
5	<p>0. Interaction among children is not encouraged.                      2. Provider encourages children to interact with each other in positive ways (e.g., placing infants near each other, encouraging cooperation, helping, taking turns).                      4. Peer interaction is usually positive with continued Provider encouragement.                      Comment:</p>	0	2	4
6	<p>0. Provider does not move around and engage with children throughout the day.                      2. Provider moves around and actively engages with children throughout the day (e.g., showing interest, enthusiasm, affection, appreciation).                      4. Provider engages with individual children during the day.                      Comment:</p>	0	2	4
7	<p>0. Supervision of the children is inadequate.                      2. Adequate supervision of the children is provided to protect children’s safety.                      4. Careful supervision of the children is provided. Provider can see all children at a glance with minimal lapses.                      Comment:</p>	0	2	4
8	<p>0. Expectations are not realistic or based on developmental level or ability of the children (e.g., children are made to share, say “I’m sorry,” made to wait for long periods).                      2. Most expectations are developmentally appropriate.                      4. All expectations are developmentally appropriate.                      Comment:</p>	0	2	4
9	<p>0. Provider uses punitive discipline methods (e.g., yelling, physical control time-out threats, threats to report behavior to a parent).                      2. Provider uses positive techniques to support behavior (e.g., redirection, verbal cues: Your feet are safest on the floor, non-verbal cues: sign language, gestures, eye contact, visuals cues: pictures, scripted stories).                      4. Provider reacts consistently and offers positive attention for appropriate behavior (e.g., thumbs up, noticing and verbally reinforcing positive behavior).                      Comment:</p>	0	2	4
<p>2 x ____ = ____                      4 x ____ = ____                      + ____ ÷ Number of items scored ____ = _____ <b>INTERACTION SCORE</b></p>				



<b>LANGUAGE</b>		Circle highest level achieved																							
1	0. Limited language experiences are provided. 2. A moderate amount of positive communication with children takes place throughout the day. 4. Provider uses a wide range of simple words to communicate with children (e.g., names many objects/actions, uses descriptive words). Comment:	0	2	4																					
2	0. Provider rarely responds to children's communication. 2. Provider communicates with all children through words, gestures, and/or sign-language. 4. Provider imitates infants sounds, repeats and interprets what toddlers say, and Adds words to actions throughout the day. Comment:	0	2	4																					
3	0. Provider does not ask simple questions. 2. Provider asks some simple questions to encourage children's responses (What color is your shirt? Do you want the ball? Where's your nose?). 4. Provider asks simple questions throughout the day. Comment:	0	2	4																					
$2 \times \underline{\quad} = \underline{\quad}$ $4 \times \underline{\quad} = \underline{\quad}$ $+ \underline{\quad} \div \text{Number of items scored } \underline{\quad} = \underline{\quad}$																									
<b>LANGUAGE SCORE</b>																									
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;"></td> <td style="width: 30%;">Environment</td> <td style="width: 30%; text-align: right;">_____</td> </tr> <tr> <td></td> <td>Activities</td> <td style="text-align: right;">_____</td> </tr> <tr> <td></td> <td>Program</td> <td style="text-align: right;">_____</td> </tr> <tr> <td></td> <td>Outdoor Play Area</td> <td style="text-align: right;">_____</td> </tr> <tr> <td></td> <td>Interaction</td> <td style="text-align: right;">_____</td> </tr> <tr> <td></td> <td>Language</td> <td style="text-align: right;">_____</td> </tr> <tr> <td colspan="2" style="text-align: right; padding-top: 10px;">Add All Scores _____</td> <td style="text-align: right; padding-top: 10px;"> <math>\div 6 =</math> _____ Total Score                 </td> </tr> </table>						Environment	_____		Activities	_____		Program	_____		Outdoor Play Area	_____		Interaction	_____		Language	_____	Add All Scores _____		$\div 6 =$ _____ Total Score
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Training Record/ Log
Character Education
Brain Research
C-Compliance NC-Non-Compliance



Time in	
Time out	
# Provider	
# Children	
Score	

## Program Review for School Age Providers

Provider Site: \_\_\_\_\_ Director: \_\_\_\_\_ Date: \_\_\_\_\_

Total Enrollment in: \_\_\_\_\_ Center \_\_\_\_\_ FCCH ↑ \_\_\_\_\_ Before & After School Program

Number in Attendance: \_\_\_\_\_ Preschool \_\_\_\_\_ School-Age

<b>ENVIRONMENT</b>		Circle highest level achieved		
1	0. The indoor environment has not been set up with components or club materials. 2. The indoor environment has been set up with components or club materials. 4. The indoor environment has enough materials to engage most children. Comment:	0	2	4
2	0. Soft furnishings are not accessible to the children. 2. Soft furnishings are accessible to the children. 4. A cozy area with substantial softness is accessible and soft furnishings are clean and in good repair. Comment:	0	2	4
3	0. There are insufficient age appropriate materials accessible to the children. 2. There are sufficient age-appropriate materials for at least five components or two clubs accessible to the children (e.g., art, science, drama, language, math, construction, books, music). 4. Materials are complete and rotated to maintain the children's interest. Comment:	0	2	4
4	0. There are no diversity materials accessible to the children. 2. There are some diversity materials accessible to the children. 4. At least four of the five diversity categories (age, gender, race, culture, and abilities) are represented in materials, books, and display. Comment:	0	2	4
5	0. Stationary or portable equipment is not provided outdoors. 2. Stationary or portable equipment is provided outdoors. 4. Stationary equipment (e.g., balancing, climbing, playing basketball, hanging by arms) and portable equipment (e.g., throwing, catching, kicking, jumping, riding) are age-appropriate and provide a minimum of five skills (e.g., balancing, climbing, crawling, ball play, jumping, swinging, riding, pushing/pulling). Comment:	0	2	4
6	0. There is no available storage space for the children's personal belongings. 2. There is some available storage space for the children's personal belongings. 4. All children have an individual storage space for their personal belongings. Comment:	0	2	4
$2 \times \underline{\quad} = \underline{\quad}$ $4 \times \underline{\quad} = \underline{\quad}$ $+ \underline{\quad} \div \underline{\quad} \text{ Number of items scored} = \underline{\quad} \quad \textbf{ENVIRONMENT SCORE}$				

<b>PROGRAM</b>		<b>Circle highest level</b>		
1	0. A schedule is not posted. 2. A morning or afternoon schedule is posted. 4. A morning and afternoon schedule is posted and promotes a balance of quiet/active, indoor/outdoor, large/small group, and child initiated/staff initiated activities with smooth transitions between activities.	0	2	4
2	0. Free choice/components/clubs are available for less than 45 minutes daily. 2. Free choice/components/clubs are available for at least 45 minutes daily. 4. Free choice/components/clubs are available for at least 45 uninterrupted minutes in the afternoon when at least 75% of children are present. Comment:	0	2	4
3	0. Activities to encourage the development of character values are not offered. 2. Activities to encourage the development of character values are offered. 4. There is evidence of activities that encourage the development of character values. Comment:	0	2	4
4	0. Children do not have an opportunity to complete homework assignments. 2. Children have an opportunity to complete homework assignments. 4. The homework area is separated from noisy areas and has suitable furniture and homework supplies. Comment:	0	2	4
5	0. Media (television, computer, or videos) is violent or not developmentally appropriate. 2. Media is non-violent and developmentally-appropriate or parental permission is provided for PG materials. 4. Alternative activities are available while media is in use or media is never used. Comment:	0	2	4
6	0. Less than 50% of children wash hands with soap and water before meals/snacks or after toileting. 2. At least 50% of children wash hands before meals/snacks and after toileting. 4. At least 75% of children and staff wash hands before meals/snacks and after toileting. Comment:	0	2	4
7	0. Most eating practices are not appropriate. 2. Most eating practices are appropriate (e.g., tables are washed and sanitized, proper eating utensils/napkins are provided, children sit while eating or drinking, Staff sit with the children, Staff engage in pleasant conversations with the children during meals/snacks). 4. All eating practices are appropriate. Comment:	0	2	4
$2 \times \underline{\quad} = \underline{\quad}$ $4 \times \underline{\quad} = \underline{\quad}$ $+ \underline{\quad} \div \underline{\quad} \text{ Number of items scored} = \underline{\quad} \quad \textbf{PROGRAM SCORE}$				

<b>INTERACTION</b>		<b>Circle highest level achieved</b>		
1	0. Less than 50% of children are greeted or made to feel welcome upon arrival. 2. At least 50% of children are greeted or made to feel welcome upon arrival. 4. At least 75% of children are greeted and the children's departure is acknowledged at least 50% of the time. Comment:	0	2	4
2	0. Staff are not responsive or involved with the children. 2. Staff are sometimes responsive and involved with the children. 4. Staff are responsive and involved with the children throughout the day. Comment:	0	2	4
3	0. Staff/child communication is used primarily to control children's behavior. 2. Some pleasant and positive staff/child conversations were observed. 4. Staff engage in turn-taking conversations with children throughout the day. Comment:	0	2	4
4	0. Many negative or hurtful staff/child interactions were observed. 2. Most staff/child interactions are warm and supportive. 4. All staff/child interactions are warm and supportive. Comment:	0	2	4
5	0. Adequate supervision of children is not provided (Staff leave children unsupervised, attend to non-child-related tasks, or allow children to use materials inappropriately). 2. Adequate supervision is provided to protect children's safety. 4. Careful supervision is provided (Staff move around the indoor and outdoor environment and show awareness of the whole group). Comment:	0	2	4
6	0. Positive guidance techniques are not used. 2. Positive guidance techniques are used. 4. Staff encourage children to resolve their own conflicts OR no conflicts were observed. Comment:	0	2	4
7	0. Some negative peer interactions (conflicts, bullying, fighting) were observed. 2. Most peer interactions are positive. 4. Staff acknowledge and promote positive peer interactions throughout the day. Comment:	0	2	4
$2 \times \underline{\quad} = \underline{\quad}$ $4 \times \underline{\quad} = \underline{\quad}$ $+ \underline{\quad} \div \underline{\quad} \text{ Number of items scored} = \underline{\quad} \quad \textbf{INTERACTION SCORE}$				



## 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)(1)) (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
5.2.1. CCR&R and School-age Quality Improvement Activities	<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 Coalition.</p> <p>Tip sheets, to assist providers working with the school age populations are distributed quarterly.</p> <p>The Coalition does not currently have a School Age Program Assessment Tool.</p>	<p>1. Provide current CCR&amp;R data to the community on all school age sites in Pinellas County.</p> <p>2. Ensure quality of School Age School Readiness Programs.</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 Coalition will continue to offer tip sheets that address best practices for school age care.</p> <p>2.b. School Age Coalition will organize an annual conference for school age providers. The Coalition will sponsor the conference contingent on availability of funds.</p> <p>2.c. The Coalition is</p>	<p>1. <del>The contracted provider will adhere to 90% of benchmarks set by Standard Levels of Services.</del> <u>The Coalition will obtain Annual Provider Updates for 95% of licensed providers in Pinellas County..</u></p> <p>2. The Coalition will adopt a School Age Program Assessment Tool for implementation by June 2012.</p>

Required Element	Current Situation	Objective	Activities	Outcome
			working with the local School Age Coalition to identify or develop a School Age Program Assessment Tool.	

ELC of Pinellas

~~Amended November 4, 2010~~ Proposed Amendment November 10, 2011