



**FINAL OFFICIAL
MEETING MINUTES
Miami-Dade County
Mayor's School Readiness Taskforce**

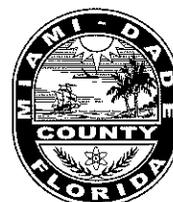
Vizcaya Village Garage
3250 South Miami Avenue
Miami, Florida

October 26, 2011
As Advertised

Harvey Ruvin, Clerk
Board of County Commissioners

Christopher Agrippa, Division Chief
Clerk of the Board Division

Alan Eisenberg, Commission Reporter
(305) 375-2510



**CLERKS SUMMARY AND OFFICIAL MINUTES
MAYOR'S TASK FORCE MEETING ON
SCHOOL READINESS IN MIAMI-DADE COUNTY
OCTOBER 26, 2011**

The Task Force convened in a meeting on August 26, 2011, at 3:00 p.m. in the Viscaya Village Garage, 3250 South Miami Avenue, Miami, Florida. The following members were present: Makola M. Abdullah, Modesto Abety, Vance Aloupis, Susan Angulo, Sandra Anselme, Eddie Berrones, Helen Blanch, Richard Chisholm, Lucia Davis-Raiford, Julie Edwards, Tonya Ferguson, Milagros Fornell, John Goodwin, Daryl Greenfield, Gail Gregg, Esther Jacobo, David Lawrence, Jr, Judge Cindy Lederman, Jesse Leon, Lisa Martinez, Jane McQueen, Iraidia Mendez-Cartaya, Gladys Montes, Rose Mary Moreno, Susan Neimand, Janice Nelson, Carolyn Nelson-Goedert, Kaney Ratteray, Terry Rutherford, Franklin Sands, Ana Sejeck, Honorable Rebeca Sosa, Evelio C. Torres, Phyllis Tynes-Saunders, Renee Ward, Ann-Karen Weller, and William Zubkoff.

The following staff members were present: Deputy Mayor Russell Benford; Senior Advisor to the Mayor Lisa Martinez; and Deputy Clerk Alan Eisenberg.

- **Welcome to Vizcaya Museum and Gardens**

Mr. Joel Hoffman, Executive Director, Vizcaya Museum and Gardens, provided a brief overview of the Vizcaya Village Garage. He noted the County was in the process of restoring Vizcaya, using funds from the Building Better Communities Government Obligation Bond and other public dollars to reposition it as a cultural resource destination.

Mayor Carlos Gimenez encouraged members of the Task Force to visit the Vizcaya Museum and Gardens if they had not done so already.

- **Setting the Purpose**

Mayor Carlos Gimenez expressed appreciation to the Task Force members for agreeing to serve on this committee. He noted the Task Force was established to assist the County Administration in assessing the future of Head Start, Voluntary Pre-Kindergarten (VPK) and Early Childhood Programs; and to use the best resources available to identify operational efficiencies and programming. He noted the primary focus of the Task Force was children. Mayor Gimenez noted because much work needed to be done, the Administration decided to develop and implement a full Delegation Plan for FY2012-13 and to avoid any disruption in services for the current program year, rather than delegate Head Start slots to other agencies as initially proposed. Mayor Gimenez introduced Honorable Rebeca Sosa as the Chair of the County Commission's Economic Development and Social Services Committee that oversees these programs.

Commissioner Sosa commended Mayor Gimenez for bringing many experts together to discuss these issues and to develop recommendations. She noted as a school teacher for over 35 years, she understood the importance of Head Start in early childhood development and in providing child care for working parents. She noted the County had a responsibility to maintain Head Start and early childhood services. The County spent \$100,000 on the Western Kentucky Study, which recommended that more slots be delegated to agencies so that more children could participate in early childhood programs. She noted the Commission voted favorably to delegate slots to other agencies, but recommended the current structure of Head Start be retained for the remainder of this program year. She also noted the County's policies needed to be revisited to determine how delegate agencies could provide services more efficiently and less costly than the County.

- **Taskforce Structure and Materials**

Ms. Lisa Martinez noted the charge of the Task Force as presented by Mayor Gimenez and Commissioner Sosa was clear. She noted at today's (10/26) meeting, staff would provide an overview of early childhood programs currently offered by the County and explain how the Task Force would proceed. Ms. Martinez explained that Task Force members' would be broken down into committees that would discuss key guiding questions and were provided a binder which contained relevant information for each of these questions. She said Committee 1 would focus on topics related to Early Childhood Programs, and Committee 2 would focus on issues linked to program efficiencies and its impact on the community. Ms. Martinez also noted the County Administration would work with the Task Force on key guiding questions that would help develop a Delegation Plan, which would be submitted to the County Commission for approval; and that the Task Force members would have an opportunity to request additional information on program content. She clarified that the purpose of today's meeting was to learn about the challenges facing the County in sustaining the existing program and in developing a Delegation Plan.

- **Overview of Programs**

Ms. Jane McQueen, Director of Head Start Program, presented a video on the Historical Perspective of Head Start. She also provided a PowerPoint Presentation entitled "Head Start/Early Head Start in Miami-Dade County."

Ms. Phyllis Tynes-Saunders provided a PowerPoint presentation entitled "School Readiness Voluntary Pre-Kindergarten in Miami-Dade County," in which she presented the program requirements. She encouraged child care providers to focus on improving the quality of the services they provided.

- **Critical Guiding Questions**

Following a formal introduction of each of the Task Force members, Ms. Martinez acknowledged other participants and stakeholders in the audience.

Ms. Lisa Martinez noted the Task Force meetings would be held pursuant to Government in the Sunshine, and this unprecedented, historical process would be transparent. She noted budget, teachers' salaries, and programming quality were among the primary issues to be discussed by the Task Force; and pointed out that the County subsidized the Early Head Start Program for years from the General Funds. Ms. Martinez noted some quiding questions for Task Force members to discuss were whether or not Head Start teachers salaries and qualifications were comparable to teachers of other institutions; the County's resources were distributed equitably; the pay received by delegated agencies were consistent; and the program was administered and monitored efficiently. She noted the goal was to get feedback on how to restructure the program to maximize the resources and better serve more children within the County's budget.

Ms. Martinez noted the Administration was looking to Task Force members to review the materials in the notebook, and to provide feedback and recommendations on how to administer the program differently, with a keen focus on children. She noted a waiting list for applicants seeking to participate in the Head Start programs had been developed based on need. She noted the Task Force would submit a Delegation Plan to the County Commission, with recommendations for operating Early Head Start, the VPK, and the School Readiness Programs more effectively under the newly created Community Action and Human Services Department.

- **Opportunity for Q & A**

In response to a question regarding the committee process, Ms. Martinez noted Task Force members would convene into two committees and each group would be given a list of guided questions; and one committee would focus on quality programming by looking at assessments, and planning tools. The other committee would focus on maximizing program efficiencies and the number of slots and on addressing budget and community outreach, Ms. Martinez explained. She noted Task Force members were assigned to committees based on expertise; however, all members could participate in all committee discussions. She cautioned Task Force members that if they participated on both committees, they must be fully committed to the process from start to finish.

Ms. Martinez noted both committees would consist of 15 members and Mr. William (Bill) Busutil and Mr. Ray Scher from the Office of Management and Budget would facilitate the committees; and that the two committees would break off into smaller groups to discuss the guiding questions. She said she anticipated about two to three committee meetings would be held before Task Force members convene in a joint meeting to consider the committee recommendations and present the final report to the

Mayor. Ms. Martinez noted the Administration would integrate the recommendations to federal governing entities; into the Request for Application (RFA) for delegate site selection; and into the Delegation Plan that would be submitted to the County Commission in January.

Ms. Martinez noted the Administration anticipated that feedback from Task Force members would be critical to communications with the U.S. Department of Health and Human Services (Funder). She also noted Task Force members would discuss options for developing a new governance structure for the Head Start Program; and members of the Administration would keep Mr. Jeff Fredericks, Acting Regional Program Manager, Head Start Region 4, informed of this process through bi-monthly conference calls.

Ms. Martinez explained that the Task Force's report and recommendation must be complete by December in order for the County to integrate input from Task Force members and the community into the report.

Commissioner Sosa noted this process was complicated because the Head Start Program was initially governed by the County Commission, the Policy Council, and the Community Action Agency (CAA); and the governing structure did not include the Strong Mayor. She inquired about the dates and locations for future Committee meetings.

Ms. Martinez noted the following Committee meetings were tentatively scheduled and more would be scheduled over the next six weeks: Committee #1 would meet on November 2, 2011 from 3:00 p.m. to 4:00 p.m. and again, on November 8, 2011 from 3:30 p.m. to 5:00 p.m.; and Committee #2 would meet on November 2, 2011 from 4:30 p.m. to 5:00 p.m., and again on November 9, 2011 from 3:30 p.m. to 5:00 p.m. She noted these dates/times were subject to change and questioned Task Force members regarding their preference as to whether this next meeting should be held at Vizcaya Village Garage or another location. In response, Task Force unanimously consented that the meeting be held at Vizcaya.

Mr. Daryl Greenfield questioned the feasibility of Task Force members addressing long-term strategic planning issues versus short-term. He noted Early Childhood Services were a subject that required considerable thought, and the Task Force was a very influential group that could give input on how to build capacity and potentially address the needs of the children in Miami-Dade County.

Ms. Martinez responded that a short term decision to keep the Head Start program intact for this year was made during the FY 2011-12 Budget process, and a plan to fully delegate Head Start would take place next year. She noted Task Force members were charged with developing recommendations toward the delegation plan in the short-term; however, they could forward additional long-term recommendations.

Mr. Richard Chisholm questioned whether the Policy Council would be involved in this process before the final decisions were made.

Ms. Martinez noted conversations with the Funder should be linear; however, these conversations would not be linear due to the complexity of the governing structure overseeing these programs. She said this created confusion and a perception that the County was not prepared, and noted the importance of the County to send a clear, unified message to the Funder through Commissioner Sosa as the liaison for the Board of County Commissioners, and Deputy Mayor Benford as the County Administration's contact person. Ms. Martinez noted the plan was to include all stakeholders, including the Policy Council.

Next Steps

Ms. Martinez noted she would inform all Task Force members via email whether the Vizcaya Village Garage was available for the November 2, 2011 Task Force meeting and if not, she would provide an alternate location. She asked Task Force members to read the contents of the binders; and to begin identifying questions and recommendations for discussion. She encouraged anyone needing clarification or additional information to email her and forward any materials or documents they wished to share with Task Force members; and she would make copies and distribute them to the members.

Ms. Martinez responded to a members' concern that the colors of the tabs in the binders were inconsistent with the colors used to distinguish the two committees. She clarified members of Committee #1 were provided name tags with Blue stickers and members of Committee #2 were provided name tags with Green stickers, which should prevent any confusion with the colors of the tabs in the binders.

Adjournment

There being no further business, the Task Force meeting was adjourned at 4:37 p.m.

Chairman
Mayor's Task force



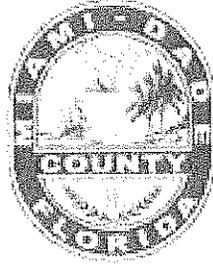
MAYOR'S TASKFORCE ON SCHOOL READINESS

October 26, 2011

Prepared by: Alan Eisenberg

EXHIBITS LIST

NO.	DATE	ITEM #	DESCRIPTION
1	10/26/2011		Agenda
2	10/26/2011		Task Force Member List: Committee No(s). 1 & 2
3	10/26/2011		Task Force Member Sign-In Sheet: Committee N(s) 1 & 2
4	10/26/2011		School Readiness Power Point Presentation on Head Start / Early Head Start and Voluntary Pre-Kindergarten
5	10/26/2011		Mayor's Task Force on School Readiness Member Manual
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Mayor's Taskforce on School Readiness in Miami-Dade County

***October 26, 2011
3:00 p.m. - 5:00p.m.***

***Vizcaya- Village Garage
3250 South Miami Avenue***

AGENDA

- ***Welcome to Vizcaya Museum and Gardens***
- ***Setting the Purpose***
- ***Taskforce Structure and Materials***
- ***Overview of Programs***
- ***Critical Guiding Questions***
- ***Opportunity for Q & A***
- ***Next Steps***

**Miami-Dade County
Mayor's Taskforce on School Readiness**

Committee #1

Name	Organization	E-mail	Telephone Number
Ana Sejeck	The Early Childhood Initiative Foundation	asejeck@childreadiness.org	305-646-7231
Ann-Karen Weller	Miami-Dade Health Department	Karen_weller@doh.state.fl.us	305-278-0442
Daryl Greenfield	University of Miami	dgreenfield@miami.edu	305-284-7294-Ofc 305-772-2841-Cell
Dunia Miranda	La Scala El Bebe	VenusD_81@yahoo.es	305-888-7005-Ofc 786-454-7201-Cell
Esther Jacobo	Department of Children and Family	Esther_jacobo@dcf.state.fl.us	305-377-5055 ext.300
Evelio C. Torres	Early Learning Coalition of Miami-Dade/Monroe	etorres@elcmdm.org	305-646-7220
Dr. Gail Gregg	Florida International University	gregg@fiu.edu	305-978-9223
Gladys Montes	United Way of Miami-Dade	montesg@unitedwaymiami.org	305-631-7600
Janice Nelson	Cutler Ridge United Methodist Church	crumk@bellsouth.net	305-235-6654
John Goodwin	KIDCO 1 Head Start Parent Representative		
Julie Edwards	Community Action and Human Services Department	JBS@miamidade.gov	786-469-4615
Kaney Ratteray	VPK Parent Representative		
Lisa Martinez	Miami-Dade County Office of the Mayor	lisamm@miamidade.gov	305-375-3075
Lucia Davis-Raiford	Community Action and Human Services Department	davisra@miamidade.gov	305-375-2784
Dr. Makola M. Abdullah	Academic Affairs Florida Memorial University	Makola.abdullah@fmunivi.edu	305-626-3600
Melinda Myles	School Readiness Parent Representative		
Milagros Fornell	Miami Dade Public Schools	Mfornell@dadeschools.net	305-995-1451
Judge Orlando Prescott	Juvenile Justice Center	oprescott@jud11.flcourts.org	305-638-6106
Renee Ward	Miami Children's Initiative	rward@miamichildrensinitiative.org	305-636-2231
Richard Chisholm	Family Christian Association of America	rchisholm@fcaafamily.org	305-685-4881
Susan Angulo	St. Thomas University	sangulo@stu.edu	305-628-6566
Dr. Terry Piper	Barry University	tipper@mail.barry.edu	305-899-3000

**Miami-Dade County
Mayor's Taskforce on School Readiness**

Committee #2

Name	Organization	E-mail	Telephone Number
Jacqueline Clenance	Miami-Dade Chamber of Commerce	Jclenance@tacolcy.org	305-751-1295 Ext. 113
Carolyn Nelson-Goedert	Miami-Dade County Council PTA/PTSA	cynelgoe@aol.com	305-995-1102
Judge Cindy Lederman	Juvenile Justice Center	clerman@jud11.flcourts.org	305-638-6087
David Lawrence, Jr.	The Early Childhood Initiative Foundation	dlawrence@childreadiness.org	305-646-7229
Eddie Berrones	Le Jardin Childcare Center	berrones@bellsouth.net	305-245-7299
Mr. Franklin Sands	St. Albans Day Nursery	drsands1@stalbans.childcare.org	305-443-1234
Dr. Helen Blanch	Miami-Dade Public Schools	HBlanch@dadeschools.net	305-995-4266
Iraida Mendez-Cartaya	Miami-Dade Public Schools	lmendez@dadeschools.net	305-995-1497
Jane McQueen	Community Action and Human Services Department	JWRobin@miamidade.gov	786-469-4633
Jesse Leon	Greater Miami Chamber of Commerce-JT Morgan Chase Foundation	Jesus.leon@jpmchase.com	305-579-9501
Modesto E. Abety	The Children's Trust	mo@thechildrenstrust.org	305-571-5700
Phyllis Tynes-Saunders	Community Action and Human Services Department	PTS@miamidade.gov	305-514-6054
Honorable Rebeca Sosa	Miami-Dade County Commissioner District 6	SOSA@miamidade.gov	305-375-5696
Rodney Demeritte	Head Start Policy Council Chair	Demeritte_3@hotmail.com	305-781-2450
Rose Mary Moreno	REM Learning Center	rmmoreno@remlearningcenter.org	305-235-0300
Sandra Anselme	Miami-Dade County Head-Start Teacher	anselme@miamidade.gov	305-251-6626
Dr. Susan Neimand	Miami-Dade College	Sneimand@mdc.edu	305-237-6152
Terry Rutherford	Christ Children Academy	anterry@netzero.net	305-474-3061-Ofc 561-312-2452-Cell
Tonya Ferguson	Head Start Parent Representative		
Vance Aloupis	The Children's Movement	vance.aloupis@childrensmovementflorida.org	305-646-7134-Ofc 561-843-5496-Cell
Dr. William Zubkoff	Community Action Committee Board Chair		
Andre Hall	Head Start Policy Council	Andre.hall001@mymdc.net	786-426-8449
Norissa Nelson	Public Housing and Community Development	nelson@miamidade.gov	786-469-4162

Miami-Dade County
 Mayor's Taskforce on School Readiness

Vizcaya Village Garage

Wednesday, October 26, 2011

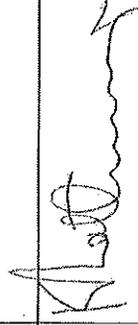
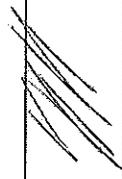
3 p.m. to 5 p.m.

Name	Organization	E-mail	Phone Number	Signature
Ana Sejeck	Ready Schools			Ana Sejeck
Ann Karen Weller	Miami-Dade Health Department			Ann Karen Weller
Bill Diggs	Miami-Dade Chamber of Commerce			
Carolyn Nelson-Goedert	Miami-Dade County Council PTA/PTSA	lynnelgoedert@aol.com		Carolyn Nelson-Goedert
Judge Cindy Lederman	Juvenile Justice Center	clcederman@juvill.flcourts.org	305 638 6007	Judge Cindy Lederman
David Lawrence	ECIF			David Lawrence
Daryl Greenfield	University of Miami			Daryl Greenfield



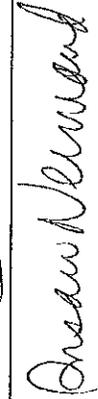
Name	Organization	E-mail	Phone Number	Signature
Dunia Miranda	La Scala El Bebe			
Eddie Berrones	Le Jardin Childcare Center			
Esther Jacobo	Department of Children and Families			
Evelio C. Torres	Early Learning Coalition of Miami-Dade/Monroe			
Franklin Sands	St. Albans Day Nursery			
Dr. Gail Gregg	Florida International University	GREGG@FIU.EDU	305 978-9223	
Gladys Montes	United Way of Miami-Dade			
Helen Blanch	Miami-Dade Public School			
Iraida Mendez-Cartaya	Miami-Dade Public Schools			
Jane McQueen	Community Action and Human Services Department			
Janice Nelson	Cutler Ridge United Methodist Church	Cromie@bellSouth.net	305-235-6654	

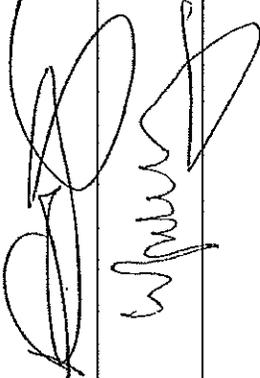
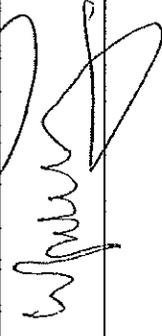


Name	Organization	E-mail	Phone Number	Signature
✓ Jessie Leon	Greater Miami Chamber of Commerce - J.T. Morgan Chase Foundation	jesus.leon@michae.com	(305) 579-9501	
✓ John Goodwin	KIDCO I Head Start Parent Representative	kernig@msi.com	305-556-8428	
✓ Julie Edwards	Community Action and Human Services Department			
✓ Kaney Ratteray	VPK Parent Representative			
✓ Lisa Martinez	Miami-Dade County Mayor's Office			
✓ Lucia Davis-Raiford	Community Action and Human Services Department			
✓ Dr. Makola M. Abdullah	Academic Affairs Florida Memorial University	makola.abdullah@fmuiv.edu	305.	
✓ Melinda Myles	School Readiness Parent Representative			
✓ Milagros Fornell	Miami-Dade Public Schools			
✓ Modesto E. Abety-Gutierrez	The Children's Trust			
✓ Orlando Prescott	Juvenile Justice Center			

Vizcaya Village Garage Wednesday, October 26, 2011



Name	Organization	E-mail	Phone Number	Signature
✓ Phyllis Tynes-Saunders	Community Action and Human Services Department			
✓ Honorable Rebeca Sosa	Miami-Dade County Commissioner District 6			
✓ Renee S. Ward	Miami Children's Initiative			
✓ Richard Chisholm	Family Christian Association of America (FCAA)	rchisholm@fcaa.org	305 685 4881	
Rodney Demeritte	Community Action and Human Services Department			
✓ Rose Mary Moreno	Rem Learning Center	rmmoreno@remlearningcenter.com	305-235-0360	
✓ Sandra Anselme	Miami-Dade County Head Start Teacher			
✓ Susan Angulo	St. Thomas University	sangulo@stu.edu	305 628 6566	
✓ Susan Neimand	Miami-Dade College		(305)237-6152	
Dr. Terry Piper	Barry University			
✓ Terry Rutherford	Christ Children Academy			
✓ Tonya Ferguson	Head Start Parent Representative			

Name	Organization	E-mail	Phone Number	Signature
✓ Vance Aloupis	The Children's Movement		561-843-5496	
✓ Dr. William Zubkoff	Community Action and Human Services Department			
Parent Representative	Head Start Policy Council			
Parent Representative	Head Start Policy Council			



Vizcaya Village Garage Wednesday, October 26, 2011

Miami-Dade County
 Mayor's Taskforce on School Readiness
 Vizcaya Village Garage
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Name	Organization	E-mail	Phone Number	Signature
Everett Jordan	MD-CAHSD	e.jordan@miamidade.gov	(305) 514-6098	<i>[Signature]</i>
Richard Signori	Miami-Dade CAHS	rsignor@miamidade.gov	(305) 514-6196	<i>[Signature]</i>
Ava M. Faraci	" "	avaf@miamidade.gov	(305) 514-6086	<i>[Signature]</i>
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Angela Messina	MDC-CAHSD	am19@miamidade.gov	3/514-6026	<i>[Signature]</i>
Debby Bennett	MDC-CAHSD	benn@miamidade.gov	786 469 4719	<i>[Signature]</i>
Beverly Sealley	MDC-CAHSD	bsealley@miamidade.gov	305 624 3306	<i>[Signature]</i>
Lesia Crawford Bailey	MDC-CAHSD	lesiac@miamidade.gov	786 469 4797	<i>[Signature]</i>
Angella Malave	MDC-CAHSD	malka@miamidade.gov	786 469 4717	<i>[Signature]</i>
RAJU PANCHANATHAN	NDC-CAHSD	ppancho@miamidade.gov	786-469-0289	<i>[Signature]</i>



Miami-Dade County

Mayor's Taskforce on School Readiness

Vizcaya Village Garage

Wednesday, October 26, 2011

3 p.m. to 5 p.m.

Name	Organization	E-mail	Phone Number	Signature
Ellen Taylor	MD CAHS	etaylor@miamidade.gov	(786) 469-4641	<i>[Signature]</i>
Kelanda Scott	MD CAHS	scottk0@miamidade.gov	(786) 469-4215	<i>[Signature]</i>
Grace Laskis	MD CAHS	Lgrace@miamidade.gov	786 469-4668	<i>[Signature]</i>
Belkis Torres	MD CAHS	Belkism@miamidade.gov	786-469-4704	<i>[Signature]</i>
Joy Vickers	MD CAHS	joyv@miamidade.gov	786-469-4699	<i>[Signature]</i>
Karen Forshee	MD CAHS	Karena@miamidade.gov	(786) 469-4687	<i>[Signature]</i>
Michael Grubbs	MD CAHS	gmichg@miamidade.gov	786-469-4627	<i>[Signature]</i>
Patrick Beauregard	Monroe Learning Center	from 33138@yahoo.com	305-758-3235	<i>[Signature]</i>
W. Ross Beauregard	Presidence School	WLC756@aol.com	786-308-8420	<i>[Signature]</i>
MAHony Roger	MD CAHS	majorsr@miamidade.gov	786 4694693	<i>[Signature]</i>



Miami-Dade County
 Mayor's Taskforce on School Readiness
 Vizcaya Village Garage

Wednesday, October 26, 2011
 3 p.m. to 5 p.m.

Name	Organization	E-mail	Phone Number	Signature
K Russell Baker	Miami-Dade CA Head of Staff	BakerRuss@MIAMI-DADE.GOV	786-469-4636	K Russell Baker
Belantje Shorunke-Jean	CAHS	shorunke@miamidade.gov	786 469 4769	[Signature]
Bartine Robinson	CAHS	Bshorun@miamidade.gov	786-469-4758	B. Shorunke
Christine M. Grace	ELC/MDM	brodrison@elc.miamidade.gov	305-1416-7800 x212	[Signature]
Lucha Davis Raitford	Miam. Dade CHS Dept. MDC/CAHS	rgarcia@miamidade.gov	786-469-4643	[Signature]
JULIE EDWARDS	MDC/CAHS	Jedavis@miamidade.gov	305) 375-2784	[Signature]
Russell Benford	MDC	JEB@miamidade.gov	786-469-4613	[Signature]
ALAN ELSORBYE	MDC	benford@miamidade.gov	305-375-5745	[Signature]
Truffe Kiniso	MDC	ELS@miamidade.gov	305 375-2510	[Signature]
	Kidco Child Care	ivette@kidco-childcare.org	(3) 526 6990	[Signature]



Miami-Dade County
 Mayor's Taskforce on School Readiness
 Vizcaya Village Garage
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Name	Organization	E-mail	Phone Number	Signature
Rosa Casamor	KIDZ Child Care Inc.	Rosacasmor@childrens	305-576-6990	<i>[Signature]</i>
Sonia Grace	Office of the Mayor	sonia@miamidade.gov	(305) 375-2753	<i>[Signature]</i>
Ryan Hawkins	Con. Byron Bolton	ryan@broward.com	7379-2211	<i>[Signature]</i>
Liana Gurien	BOYS OF PARADISE ACADEMY	BOYSPARADISE@academyofparadise.com	305-576-7044	<i>[Signature]</i>
Robert Louis	CHSD	Robert@chsd.com	305-628-6073	<i>[Signature]</i>
Josephine Akwesi	Boys Child Care	boyschildcare@bcsouth.net		<i>[Signature]</i>
Nathaniel Jones	CBA Head Start	nathaniel@bcaheadstart.com	305-391-3810	<i>[Signature]</i>



**MAYOR'S TASKFORCE ON
SCHOOL READINESS
IN
MIAMI-DADE COUNTY**



**HEAD START/EARLY HEAD START
IN
MIAMI-DADE COUNTY**



KEY TERMS

Grantee

A public or private non-profit agency or organization whose application to operate a Head Start program has been approved by Health and Human Services (HHS).

Delegate

A public or private non-profit organization or agency to which a grantee has delegated all or part of its responsibility.

Head Start

Provides services to children ages 3 to 5 years old.

Early Head Start

Provides services to pregnant women and children birth to age 3.



PROGRAM ENROLLMENT

Head Start	
County Operated	2268
Delegate Agencies	4042

Early Head Start	
County Operated	254
Delegate Agencies	192

Services are Provided at 80 locations	
County operated sites	43
Delegate operated sites	37

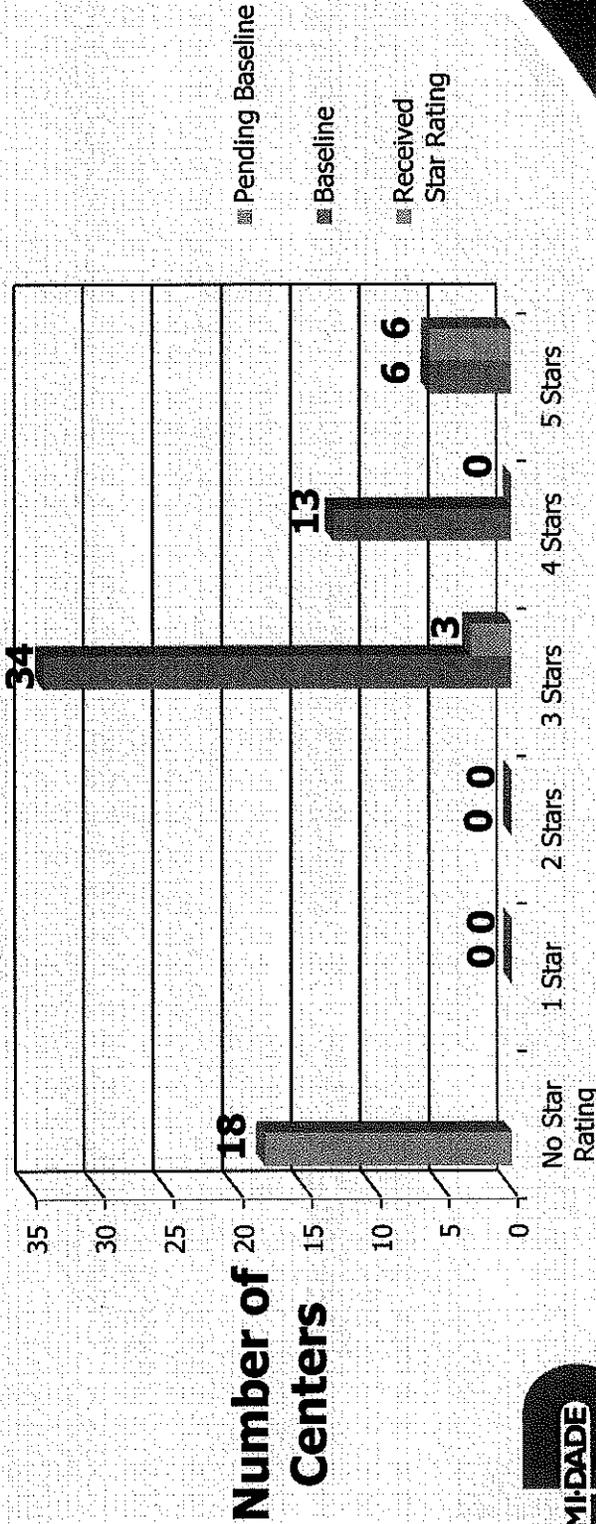
Accreditation

I. Forty-two (42) centers attained accreditation through the National Association for Education of the Young Child (NAEYC).

- 26 County sites
- 16 Delegate sites

II. Centers rated by "Quality Counts"

QUALITY COUNTS



PROGRAM STATISTICS

Health Services at the End of Enrollment Year:

- Children with Health Insurance 6,652(HS); 623(EHS)
- Children with continuous accessible health care 6,766(HS); 612(EHS)
- Completed all medical screenings 6,517(HS); 554(EHS)
- Up to date on all immunizations 4,658 (HS); 351(EHS)
- Children with continuous accessible dental care 6,695 (HS); 560(EHS)



PROGRAM STATISTICS

Disability Services at the End of Enrollment Year:

- Children with an Individual Education Plan (IEP); 481(HS)
- Children with an Individual Family Service Plan (IFSP); 93 (EHS)
- Mental Health Services
- Children and Parent Consultation with Staff 962(HS);115 (EHS)
- Children with Individual Mental Health Assessments 373 (HS); 50 (EHS)

PROGRAM STATISTICS

Homeless Families Served 92 (HS); 94 (EHS)

Homeless Children Served 105 (HS); 116 (EHS)

Transition

- to kindergarten 3, 089
- from Early Head Start to Head Start 72

Family Composition

- Two parent families: 2665 (HS); 225 (EHS)
- Single parent families: 3809 (HS); 355 (EHS)
- One Parent Employed: 2015 (HS); 154 (EHS)
- Both Parents Employed: 385 (HS); 40 (EHS)

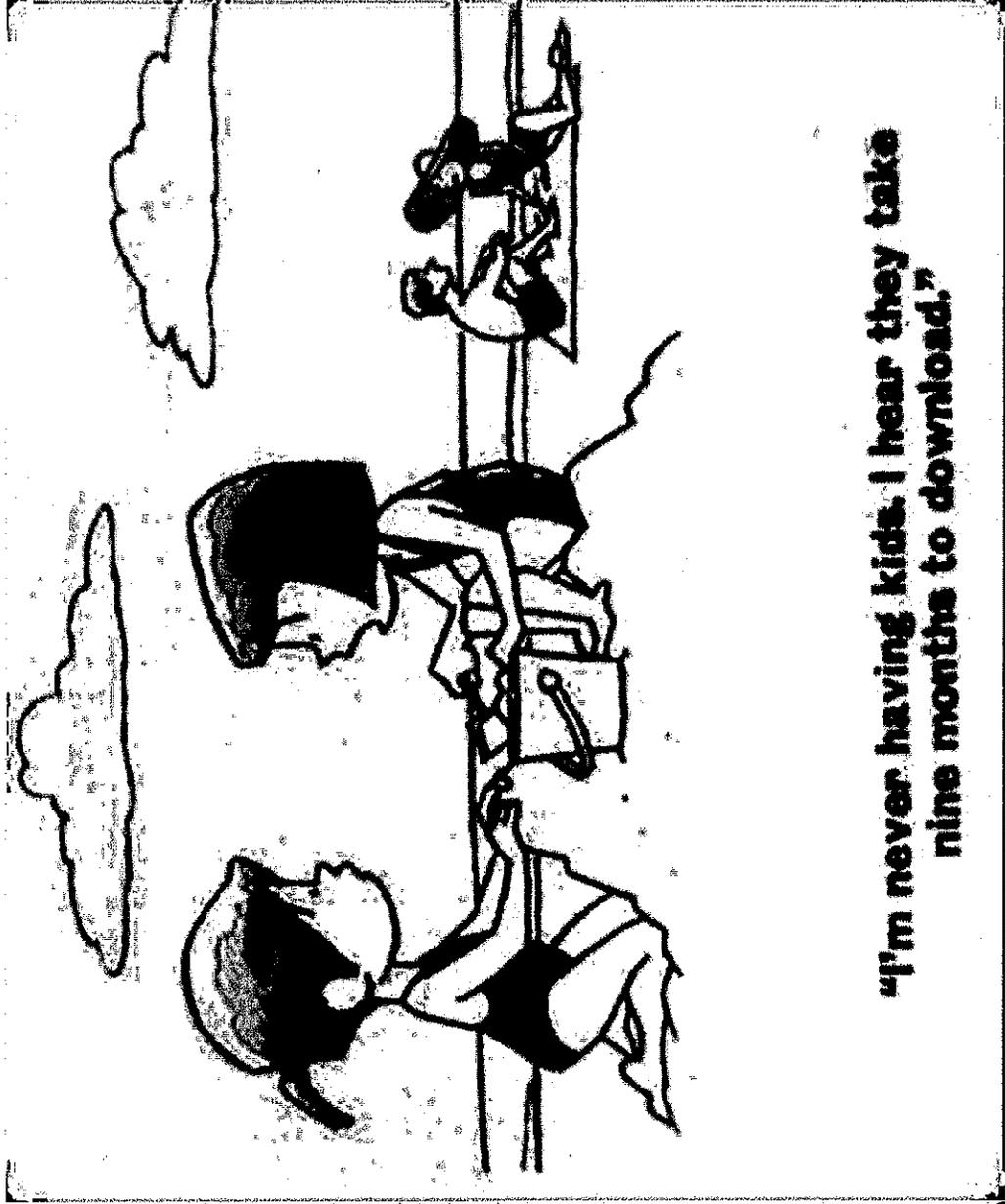


PROGRAM STATISTICS

Family Services:

- Emergency/Crisis Intervention (961)
- Housing Assistance (959)
- Mental Health Services (1774)
- English as Second Language (1040)
- Adult Education (1881)
- Job Training (1466)
- Substance Abuse Prevention/Treatment (1073)
- Child Abuse and Neglect Services (856)
- Domestic Violence Services (2060)
- Health Education (2337)
- Parenting Education (2461)

A Look at Today's Kids...



**"I'm never having kids. I hear they take
nine months to download."**

PROGRAM GOVERNANCE

U.S. Department of Health and Human Services (HHS)

Regional Office of Head Start, HHS

Miami-Dade Board
Of County Commissioners

Head Start
Policy Council

Miami-Dade Community Action Agency Board



HEAD START/EARLY HEAD START FUNDING FY 11-12 Adopted Budget

Head Start (Base Grant)	\$49,643,374
Early Head Start (Base Grant)	\$4,406,836
HHS(funding to maintain current HS and EHS ARRA slots)	\$1,352,000
Subtotal HHS Funding*	\$55,300,210
Voluntary Pre-K (VPK)	\$1,525,000
USDA	\$1,745,000
Non-Federal Share/Match (**General Fund)	\$663,000
Other Funding	\$3,933,000
Total Budget	\$59,233,210
Non-Federal Share/Match (In-kind)	\$13,162,053

Note: *HHS funding requires a 25 percent non-federal share/match in the amount of \$13,825,053.

**Current FY 11-12 structure requires an additional \$3.3 million in GF a total estimate of \$4 million in GF.



**SCHOOL READINESS
VOLUNTARY
PRE-KINDERGARTEN
IN
MIAMI-DADE COUNTY**



SCHOOL READINESS VOLUNTARY PRE-KINDERGARTEN

KEY TERMS

School Readiness - objective is to increase school readiness for preschoolers and support primary caregivers to maintain their status of self sufficiency.

Voluntary Pre-Kindergarten - designed to prepare 4 year-olds for kindergarten and build the foundation for their educational success.

Early Learning Coalition – The Early Learning Coalition of Miami-Dade/Monroe is dedicated to ensuring quality early education and lifelong success for every child. The Coalition is one of 31 similar organizations in Florida, not only is it the state's largest, but also the most demographically and geographically diverse.



SCHOOL READINESS VOLUNTARY PRE-KINDERGARTEN

KEY TERMS

Eligibility Determination - determination of eligibility for subsidized childcare services and payment to providers for childcare services.

Child Care Resource and Referral - offers early learning referrals, consumer education resources and information regarding community resources to each individual requesting services.

Screening and Assessment - Developmental screenings and assessments are conducted for each child enrolled in School Readiness.

Central Agency - Contracted by ELC to facilitate enrollment for the maximum number of eligible children within current availability of funds.



SCHOOL READINESS VOLUNTARY PRE-KINDERGARTEN

School Readiness (SR) annually serves approximately 26,000 children from infancy up to 9 years of age.

SR Services:

- **Child Care Resource and Referral: educate consumers on how to gain access and information on community resources.**
- **Eligibility Determination: assist parents/families in obtaining financially assisted School Readiness services.**
- **Screening and Assessment: administers Ages and Stages Questionnaire-3 (ASQ-3) on all SR eligible children; ages 2 months through 5 years old, to identify those at risk for developmental delays.**



SCHOOL READINESS VOLUNTARY PRE-KINDERGARTEN

Voluntary Prekindergarten (VPK) is designed to prepare 4 year-olds in Florida for kindergarten and build the foundation for their educational success:

- VPK gives each child an opportunity to perform better in school and throughout life through quality programs that include high literacy standards, accountability, appropriate curricula, substantial instruction periods, manageable class sizes, and qualified instructors.
- All eligible four (4) year olds are entitled to participate in the school year program or the summer program.
- Children must be four (4) years old by September 1, of each school year and live in the State of Florida.



SCHOOL READINESS VOLUNTARY PRE-KINDERGARTEN

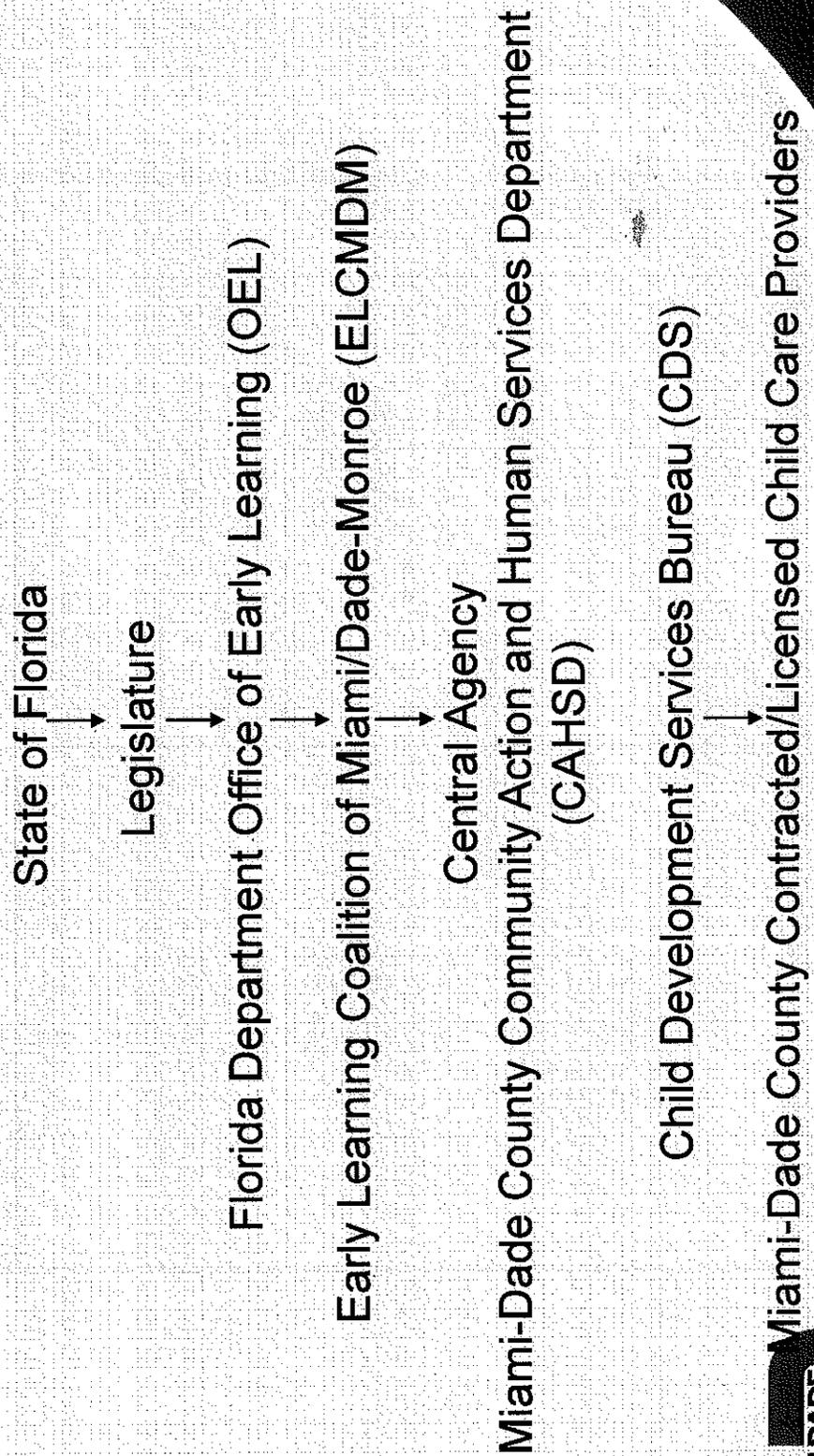
HISTORY

- 1999 School Readiness Act was enacted.
- 2002 Florida voters, through a constitutional amendment, created the Voluntary Pre-Kindergarten (VPK) program for all 4 years old with the purpose of ensuring school readiness.
- 2005 VPK services began.



SCHOOL READINESS VOLUNTARY PRE-KINDERGARTEN

GOVERNANCE STRUCTURE FOR SCHOOL READINESS



SCHOOL READINESS VOLUNTARY PRE-KINDERGARTEN

10 Year Child Care Enrollment Trend - School Readiness	
Fiscal Year	Children Served
2001-2002	16,250
2002-2003	20,595
2004-2005	28,925
2005-2006	29,349
2006-2007	28,353
2007-2008	27,894
2008-2009	27,215
2009-1010	27,025
2010-2011	26,880

SCHOOL READINESS VOLUNTARY PRE-KINDERGARTEN

6 Year Child Care Enrollment Trend - Voluntary Pre-Kindergarten	
Fiscal Year	Children Served
2005-2006	13,858
2006-2007	15,492
2007-2008	16,444
2008-2009	17,298
2009-2010	18,342
2010-2011	19,765



SCHOOL READINESS VOLUNTARY PRE-KINDERGARTEN

School Readiness Grant	Miami-Dade County					FY 2010-2011
	FY 2006-2007	FY 2007-2008	FY 2008-2009	FY 2009-2010	FY 2010-2011	
Actual (5-Year Trend)						
Salaries & Fringe	\$ 13,694,416	\$ 7,576,095	\$ 8,726,815	\$ 8,229,542	\$	\$ 8,440,065
Operating Costs	1,842,026	2,296,498	1,092,491	1,397,507		1,765,316
Child Care Costs	98,999,030	99,969,639	101,360,115	101,974,596		102,269,872
Capital Expenditures	1,288	20,090		120,672		
Total	\$ 114,536,760	\$ 109,862,322	\$ 111,179,421	\$ 111,722,317	\$	\$ 112,475,253
Administrative and Direct Services Costs	\$ 15,536,442	\$ 9,872,593	\$ 9,819,306	\$ 9,627,049	\$	\$ 10,205,381
No. of Children Served	28,353	27,694	27,215	27,025		26,880
Gross Cost Per Child	\$ 4,040	\$ 3,939	\$ 4,085	\$ 4,134	\$	\$ 4,184
Slot Cost Per Child (w/o admin & direct costs)	\$ 3,492	\$ 3,584	\$ 3,724	\$ 3,773	\$	\$ 3,805
Services Mapped Out By Community	County-wide	County-wide	County-wide	County-wide	County-wide	County-wide
Program Support Indirect Cost	NA	NA	NA	NA	NA	NA



SCHOOL READINESS VOLUNTARY PRE-KINDERGARTEN

Miami-Dade County Community Action and Human Services Department Child Development Services Bureau						
Voluntary Pre-Kindergarten Program	FY 2006-2007	FY 2007-2008	FY 2008-2009	FY 2009-2010	FY 2010-2011	
Actual (5-Year Trend)						
Salaries & Fringe	\$ 425,373	\$ 984,699	\$ 892,179	\$ 754,578	\$ 945,101	
Operating Costs	332,472	150,572	221,826	184,194	180,952	
Child Care Costs	41,108,016	45,865,151	46,706,759	50,908,455	54,348,508	
Capital Expenditures		120,671				
Total	\$ 41,865,861	\$ 47,000,422	\$ 47,820,764	\$ 51,967,898	\$ 55,474,561	
Administrative and Direct Services Costs	\$ 757,845	\$ 1,135,271	\$ 1,114,005	\$ 938,772	\$ 1,126,053	
No. of Children Served	15,492	16,951	17,298	18,683	19,765	
Gross Cost Per Child	\$ 2,702	\$ 2,773	\$ 2,765	\$ 2,782	\$ 2,807	
Slot Cost Per Child (w/o admin & direct costs)	\$ 2,653	\$ 2,706	\$ 2,700	\$ 2,725	\$ 2,750	
Services Mapped Out By Community Program Support Indirect Cost	County-wide NA					



building me a fewchr

Dear Teacher,
Today, Mommy cried. Mommy asked me
Jody do you really kno why you are
going to school. i said i dont kno why?
She said it is caus we are going to be
building me a fewchr. i said what is a
fewchr wats one look like? Mommy said i
dont kno Jody, no one can really see all your
fewchr jest you. Dont worry caus you see
you'll see. tats when she cryed and sed oh

Jody i love you so. to work really
Mommy says every one need the
hard for us kids to make our fewchrz the
nicest ones the world can offer.

Teacher can we start today to build me a
fewchr? Can you try espeshly hard to make it
a nice pritty one jest for Mommy and for me?

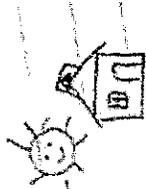
I love you teacher.



Love,

Jody

XXXXXXXX



Memorandum



Date: October 11, 2011

To: Honorable Joe A. Martinez, Chairman
and Members, Board of County Commissioners

From: Carlos A. Gimenez
Mayor 

Subject: Update on Directive to Develop a Plan for the Delegation of County Operated Head Start/Early Head Start Slots

On July 14, 2011, the Board of County Commissioners (BCC) directed administration to develop a plan for the delegation of the remaining Head Start/Early Head Start (HS/EHS) slots directly operated by the County; to present the plan to the Community Action Agency (CAA) Board and Policy Council; and to report back to the BCC within 30 days thereafter. A preliminary plan proposing full delegation by January 2012 was developed by staff based on input from the delegate agencies, as well as, a number of program partners.

The draft plan was presented to the Policy Council at their meetings on August 4, 2011 and September 1, 2011. On both occasions, the plan was tabled. The plan was presented again to the Policy Council at a Special Call meeting on September 20, 2011, at which time it was not approved.

On August 8, 2011, the draft plan was also presented to the CAA Board and adopted in concept. At that same meeting, the CAA Board established an Ad Hoc Committee whose charge was to explore further partnership opportunities with Miami-Dade County Public Schools (M-DCPS). This Ad Hoc Committee, based upon recommendation from staff, will wait to coordinate outreach efforts to M-DCPS until after an update is provided to the CAA Board regarding my office's communication with M-DCPS on the delegation plan.

On a parallel track, as my senior management team was assembled during the month of August and the early part of September, I had my senior team review the plan and the processes necessary to successfully implement full delegation in January 2012. As this review was completed, concerns were identified regarding the open Request for Qualification (RFQ) issued in February 2011 for delegate agencies. Concerns were also raised about the short turn around time available to submit an amendment request to the U.S. Department of Health and Human Services (HHS) which would require the funder's review and approval by November 2011. Additionally, there was insufficient time to develop an employment plan with delegate agencies that would provide an avenue for Miami-Dade County HS/EHS employees to be considered for employment as student slots were shifted from the county to delegate agencies.

Based upon these concerns and our intent to propose and implement a plan that will not only improve efficiencies, but the quality of program services for children, I recommended a measured approach to delegation at our second budget hearing. As you know, the HS/EHS program will retain its current structure for the remainder of the program year contingent upon employee concessions for FY 2011-12, and I will proceed with the development of a plan for full delegation for the 2012-2013 program year.

As we consider the BCC directive to develop a plan for full delegation, I believe it is imperative that I submit a proposal for the 2012-2013 program year that also draws upon the expertise and input of critical stakeholders. This same input will be important as we work on the procurement framework that we will develop for the selection of delegate agencies. Even though we are addressing next year's

Honorable Joe A. Martinez, Chairman
and Members, Board of County Commissioners
Page 2

program, this is a time sensitive process that will require thoughtful, strategic collaboration and communication with various county departments, community stakeholder groups, decision making entities like the Policy Council and CAA Board, and the funding agency.

Attached you will find my plan to establish the Mayor's Taskforce on School Readiness in Miami-Dade County. Lisa M. Martinez, Senior Advisor, will be leading the coordination of the Taskforce in collaboration with Russell Benford, Deputy Mayor. It is my intent to integrate the feedback from the Taskforce into the County's 2012-2013 HS/EHS Program grant refunding application submission to HHS, but we will be prepared to share the Taskforce's input, our plan, and timelines for this process with the Policy Council, CAA Board, and BCC by January 3, 2012.

Should you have any questions regarding this process, please feel free to contact Lisa M. Martinez, at 305-375-2911, or Russell Benford, at 305-375-5141.

Attachment

c: Robert A. Cuevas, Jr., County Attorney
Russell Benford, Deputy Mayor
Lisa M. Martinez, Senior Advisor to the Mayor
Julie Edwards, Executive Director, CAA
Jane McQueen, Head Start Director, CAA
William Zubkoff, CAA Board Chair
Rodney Demerritte, Policy Council Chair
Jeffrey Fredericks, Regional Manager, Office of Head Start, Administration for Children and Families, United States Health & Human Services Department



Mayor's Taskforce on School Readiness in Miami-Dade County

Miami-Dade County administration has been directed by the Board of County Commissioners (BCC) to develop a transition plan for the full delegation of the Head Start/Early Head Start (HS/EHS) program for the 2012-2013 program year. In an effort to develop a plan focused on the highest quality program service level for the County's children and families which also takes into account the most fiscally responsible approach to program delivery, the Mayor will reach out to a cross-section of stakeholders and experts in the field of early childhood education to provide recommendations for the proper implementation of this plan. They will be asked to review all early childhood programs managed by Miami-Dade County to identify opportunities for coordination and collaboration for early childhood programming as a whole. Additionally, the group will provide recommendations to be included in the transition plan and the Request for Application (RFA) process that will be required for the 2012-2013 HS/EHS program year. This group will be the *Mayor's Taskforce on School Readiness in Miami-Dade County* and the parameters and process are detailed below.

Charge:

Assess Miami-Dade County's early childhood programs and recommend approaches that have the potential of maximizing resources through the alignment of programs, quality improvement efforts, and improved child outcomes.

Desired Outcomes:

Provide Mayor Gimenez with a comprehensive set of recommendations that:

1) align with federal and state guidelines; 2) improve child-centered outcomes; 3) encourage collaboration and innovation; 4) preserve the integrity of the programs; 5) improve efficiencies and maximize resources; 6) build on the strong foundation of the current programs, and 7) improve the overall quality of programs.

Scope:

HS/EHS Program, School Readiness Program, Voluntary PreKindergarten Program (VPK)

Tasks to be completed by the Taskforce

- Recommendations that will be integrated within the HS/EHS Transition Plan that will be submitted to the Board of County of Commissioners in response to BCC directive as stipulated in Special Item No. 7, Legistar tracking number 111372, at the July 14, 2011 Special BCC meeting regarding the HS/EHS Program.
- Feedback and recommendations that will assist in framing the RFA to select Delegate Agencies for the 2012-2013 Head Start Program year.
- Recommendations for the VPK and School Readiness Programs.

Timeline: December 5, 2011

Taskforce Members:

- Representative from Mayor's Senior Team as designated by the Mayor
- Chair of the Economic Development Social Services Committee or designee
- Head Start Policy Council Chair
- Community Action Agency Board Chair
- Director of Community Action and Human Services Department (CAHSD)
- Head Start Director
- Assistant Director of Community Action and Human Services Department
- Head Start Delegate Agency Representative as designated by the Director of CAHSD and the Head Start Director
- MDC Head Start Teacher selected by the Director of CAHSD and the Head Start Director
- Parent Representative from Head Start as designated by the Policy Council and Head Start Director
- Parent Representative from Head Start (delegate site) as designated by a delegate agency selected by Director of CAHSD and the Head Start Director
- Minority Provider VPK/School Readiness Community Representative as designated by Director of CAHSD
- Large VPK/School Readiness Provider Community Representative as designated by Director of CAHSD
- VPK Program Parent Representative as designated by provider selected by the Director of CAHSD
- School Readiness Program Parent Representative as designated by provider selected by Director of CAHSD
- Representatives from Miami-Dade County Public Schools as designated by the Superintendent of Schools
- Representative from The Children's Trust as designated by the Chief Executive Officer (CEO)
- Representative from the Early Childhood Initiative Foundation as designated by the President
- Representative from Ready Schools as designated by the Chief Operating Officer (COO)
- Representative from the Greater Miami-Chamber of Commerce as designated by the President/CEO
- Representative from Miami-Dade Chamber of Commerce as designated by the President
- Representative from Miami-Dade County Council of PTAs/PTSAs as designated by the President
- Higher Education Institution Representatives – Outreach will be made to Florida International University, Miami-Dade College, Florida Memorial University, University of Miami, Barry University, and St. Thomas University
- Representative from The Children's Movement of Florida as designated by the Chair
- Representative from United Way of Miami as designated by the President/CEO
- Representative from Miami Children's Initiative (MCI) as designated by the Chair
- Representative from the judicial system as recommended by the Director of Miami-Dade County's Department of Juvenile Services
- Representative from the Health Department as designated by the agency's lead administrator
- Representative from the Department of Children and Families (DCF) as designated by the DCF lead administrator.
- Faith-based organization representative(s) involved in Miami-Dade County's Early Childhood programs as selected by the Director of CAHSD and Head Start Director

Materials to Be Provided to All Members

- Program Descriptions
- Program History
- Scope of Services
- Implementation and Management Plans
- Governance Structure and Composition
- Total Budget (5-year trend) for all county programs inclusive of salaries for employees
- Administrative costs
- Cost Per Child (including and excluding administrative and program support costs)
- Program Support/Indirect Costs
- # of children served (10-year trend)
- Services mapped out by community
- Wait-list trends for all programs
- Application process that families must go through to receive services
- Matrix of program offerings comparing county managed programs
- Information regarding tools currently being used in county programs including student assessment tools, professional development resources and program evaluation tools
- Resources on other current models/approaches used beyond Miami-Dade County to consider for initial discussions
- Funder program reviews and other external evaluative reports
- Regulatory Requirements for all programs
- General information on HS/EHS models used in other communities

Taskforce Structure and Process

The full task force will meet on October 26, 2011 from 3:00 p.m. – 5:00 p.m. At this meeting, the group will receive an overview of the Taskforce's charge, a historical overview of the County's early childhood programs, a review of the process the Taskforce will follow including the way the group will be divided into two committees. Additionally, the group will review the committees' goals and will have an opportunity for a Q & A session. Committee meeting schedules and participant committee assignments will also be addressed. Between October 27, 2011 and November 28, 2011, the two committees will meet to address their tasks and prepare recommendations based upon guiding questions. Committee recommendations will be presented at a full taskforce meeting during the week of December 5, 2011 and the two final committee reports will be submitted/presented to the Mayor during the same week. This information will also be presented to the Policy Council, CAA Board and the BCC by January 3, 2012.

***Committee to provide recommendations on:
Improving the Quality of Miami-Dade County's Early Childhood Programs***

Guiding Questions for discussions

- After researching and discussing various HS/EHS implementation models, what can be learned from the communities that have used different models than Miami-Dade County? How can this information improve service delivery for Miami-Dade County? Are there lessons learned linked to quality service delivery that must be considered prior to submitting the full delegation transition plan to the Policy Council, CAA Board, and the BCC? Are there other options that should be considered in the future? Please provide reasons for recommendations.
- After review of historical feedback from the funder and other evaluative entities, what must be considered and modified in our approach to maximize quality service delivery for the 2012-2013 school year? If there are different solutions to approach challenges, what are the pros and cons of these solutions? Are there concerns that need to be considered as we prepare our full delegation transition plan?
- After review of our current early childhood programs, are there tools or processes that are not currently being used in the County's early childhood programs that should be considered in maximizing quality service delivery to children and families? (planning tools, registration processes, program assessment tools, screening and student assessment programs)
- After a review of each program's regulatory requirements, are requirements being met? Are measures in place in each program to effectively monitor compliance? What tools, if any, are utilized as part of the current on-going monitoring process? If tools do not exist, or are not being maximized, are there any recommendations for the establishment and/or improvement of the tools/process?
- After a review of staff's professional development needs, are these needs being met effectively? Are there recommendations to improve professional development efforts related to all County early childhood programs? Are there any resources or models of professional development that should be further considered?

**Committee to provide recommendations on:
Maximizing efficiencies and community impact of Miami-Dade County's Early Childhood Programs**

Guiding Questions

- After review of the governance structure of current programs and consideration of other governance structure models, are there recommendations to improve effective oversight of local programs?
- After review of student registration process, student support service assessment process, and trend data regarding waiting lists of all early childhood programs offered by Miami-Dade County, are there recommendations to improve the process to maximize the impact of service delivery?
- After review of the disbursement of HS/EHS student slots throughout the county, are there recommendations to maximize service delivery in proximity to the families and neighborhoods that demonstrate the most demand and demonstrated need based upon the funder's criteria?
- After review of Miami-Dade County's community outreach efforts to inform families of program services, are there recommendations to improve information sharing and community outreach to parents regarding the early childhood programs including support services?
- After review of the budgets of all early childhood programs offered by Miami-Dade County including per student cost allocations, staff salary ranges, and other program costs, are there any recommendations of ways in which the County can maximize the impact of service delivery in a more efficient manner?
- After review and discussion of all three early childhood education programs offered by Miami-Dade County, are there ways in which the committee would recommend that the three programs can better work together along with the community to maximize quality service delivery to children and their families?
- After review of current staff qualifications, how does Miami-Dade County's workforce staff compare to other local agencies providing similar programming services? Are there any recommendations for adjustments linked to improving quality of services?

Miami-Dade County Mayor's Taskforce on School Readiness

Committee I Improving the Quality of Miami-Dade County's Early Childhood Programs



NO.1	Guiding Question #1
NO.2	Guiding Question #2
NO.3	Guiding Question #3
NO.4	Guiding Question #4
NO.5	Guiding Question #5
NO.6	Other Information
NO.7	
NO.8	
NO.9	
NO.10	

COMMITTEE 1

Committee 1 – Improving the Quality of Miami-Dade County’s Early Childhood Program

Guiding Question 1

After researching and discussing various HS/EHS implementation models, what can be learned from the communities that have used different models than Miami-Dade County? How can this information improve service delivery for Miami-Dade County? Are there lessons learned linked to quality service delivery that must be considered prior to submitting the full delegation transition plan to the Policy Council, CAA Board, and the BCC? Are there other options that should be considered in the future? Please provide reasons for recommendations.

HEAD START/EARLY HEAD START

COMMITTEE 1
GUIDING QUESTION #1

Head Start/Early Head Start
Resource Materials

- **Head Start/Early Head Start Program Models**
- **Matrix**



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

RESOURCES ON OTHER CURRENT MODELS

Head Start/Early Head Start program design varies by community. Each agency conducts an in-depth Community Assessment every three years, with annual updates, and then bases its program design on the needs, strengths, and resources of the local community.

Grantees may choose to implement one or more than one of four program options: a center-based option, a home-based program option, a combination program option, or a family child care program option. The program option chosen must meet the needs of the children and families as indicated by the community needs assessment conducted by the grantee.

The Community Needs Assessment provides information in the following areas to help the program decide which program option is right for the families in the community:

- ***Demographic information*** for children and families eligible for Head Start and Early Head Start, including geographic location, racial and ethnic composition, and the number of children living in the targeted area.
- ***Child care and development programs*** in the community that are serving children and families eligible for Head Start and Early Head Start as well as the approximate number served by each.
- The approximate ***number of children with disabilities***, the type of disabilities, and the resources that are provided to these children by community agencies.
- The ***education, health, nutrition, and social service needs*** of eligible children and families.
- The ***resources in the community*** to address the education, health, nutrition, and social service needs of eligible children and families.

All Head Start program options can be delivered either directly (Grantee operated) or through contracted providers (Delegates or Child Care Partnerships).

Comparative Head Start/Early Head Start Models

Grantee Name	# of HS Children Served	# of EHS Children Served	# of Delegates	# of Children Served by Grantee	# of Children Served by Delegates
Hillborough County	3107	367	8	1462	2012
Palm Beach	1871	180	4	1365	686
Chicago	16808	923	52	0	17731

SCHOOL READINESS/VPK

COMMITTEE 1
GUIDING QUESTION #1

**School Readiness/Voluntary Pre-Kindergarten
Resource Materials**

- **School Readiness/VPK Models Narrative**
- **Matrix**



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
SCHOOL READINESS

RESOURCES ON OTHER CURRENT MODELS/APPROACHES USED BEYOND MIAMI-DADE COUNTY TO CONSIDER FOR INITIAL DISCUSSIONS

SCHOOL READINESS

Currently, there are no known models/approaches that differ beyond Miami-Dade County. Miami-Dade County appears to be in the forefront of School Readiness where portions of the child enrollment can be completed on-line as well Miami-Dade County is one of the very few Counties that operate eligibility by mail for families seeking renewal of services.

The following are the resources available in the other program areas:

1. Eligibility Determination/Provider Payments:

The Department has not encountered any model that can be used beyond Miami-Dade County for consideration. At this time, we are leading in the SR industry as evidenced by the conducted audits and other agencies that have requested our assistance in policies and systems. We offer an automated system which allows the providers to submit their children's attendance and view subsequent reimbursement reports online. We also provide attendance collection services at three (3) locations throughout the County with extended hours for the convenient submission of monthly manual documents. Another important item offered by PP Division is a very opportune payment delivery system: **The Automatic Clearance House (ACH) called "Direct Deposit"**. This system allows providers to receive their payments two days earlier than the ones who choose to receive printed checks. Not only is it convenience, ACH is also a time-saving factor and a response to the "Going-green" movement. Broward and Hillsborough Counties have similar program. See Matrix.

2. Child Care Resource and Referral:

Not Applicable

3. Screening, Assessment and Inclusion:

We offer an automated system which allows the providers the opportunity to submit their children's ASQ-3 online. The state has been working on a similar system for three years, but it has not been implemented yet. Similar models are being used in Broward County via Family Central as the central agency for Broward County.

4. Psychological Services:

Not Applicable





COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
VOLUNTARY PREKINDERGARTEN

RESOURCES ON OTHER CURRENT MODELS/APPROACHES USED BEYOND MIAMI-DADE COUNTY TO CONSIDER FOR INITIAL DECISIONS

60BB-8.2015 VPK Child Registration Pilot Project (Florida's Office of Early Learning)

VPK child registration pilot project for the 2007-2008 and 2008-2009 program years in Baker, Bradford, Clay, Collier, Gadsden, Glades, Hendry, Jefferson, Lee, Leon, Liberty, Madison, Marion, Nassau, Okaloosa, Orange, Osceola, Wakulla, Walton, St. Lucie, and Taylor counties. This pilot allows qualified private child care providers and Public Schools to provide VPK registration on site.

MIAMI-DADE COUNTY
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
SCHOOL READINESS

School Readiness

Many families in the community need child care but are unable to afford it. Family Central, Inc. (FCI) manages child care financial assistance services for qualifying families.

Broward County
Lead Agency:
Family Central

Voluntary Pre-kindergarten
Online Application

Child Care Resource and Referral is a FREE service to ALL families seeking information and referral services about quality early care and school readiness programs and out of school time solutions. Our Resource and Referral Specialist assist parents/guardians during a individualized search consultation for childcare resources, which is kept confidential.

Screening Assessment Inclusion
The Warm-Line is a local service that provides assistance and consultation regarding challenging behaviors, developmental disability and special needs issues to providers.

Hillsborough County
Lead Agency:
Hillsborough School District

The School Readiness Program can help working parents with the cost of child care (frequently called a child care subsidy). These services include extended-day, extended-year, and school age care for children to support parents in becoming financially self-sufficient. A family's gross income (income before taxes, insurance, and any other deductions are subtracted) is used to determine eligibility. Both earned income (for example, wages) and unearned income (for example, child support, Social Security payments, Unemployment Insurance) are counted.

Generally, families with children who are 10 years old or younger may receive help through the School Readiness Program. However, a family may receive a child care subsidy for a child up to the age of 18 if the child requires extra-care due to an acute or chronic physical or mental condition.

Miami-Dade County
Lead Agency:
Miami-Dade Community Action and Human Services Department

Online Application

Child Care Resource and Referral (CCR&R) is a county-wide program that works with parents, child care providers, business and community organizations to help promote the availability of quality childcare services in Miami Dade County. We provide parents with childcare referrals and information on evaluating quality childcare, plus resources on various parenting issues. We offer childcare providers access to valuable training and support services for new and established programs.

The State of Florida has mandated that each region of the state provide Warm Line services for child care providers. In Miami-Dade County, the Warm-Line number is 305-260-1250.

MIAMI-DADE COUNTY
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
VOLUNTARY PRE-KINDERGARTEN

COUNTY	LEAD AGENCY	DESCRIPTION	2011-2012 VPK ENROLLMENT AS OF 09/2011	ELIGIBLE NOT ENROLLED AS OF 09/2011	APPLICATION PROCESS
Broward	Family Central 840 S.W. 81st Avenue, North Lauderdale, FL 33066-2001 954-720-1000	The Voluntary Pre-kindergarten program is designed to prepare Florida's children for kindergarten and develop the skills they need to become good readers and successful students. VPK includes standards for literacy skills, strict accountability, appropriate curricula, substantial instruction periods, manageable class sizes and qualified instructors. Parents have the option of enrolling children in a school-year program consisting of 540 instructional hours or a summer program consisting of 300 instructional hours. The Early Learning Coalition of Broward County, Inc. is administering the Voluntary Pre-kindergarten program at the local level which includes registering child care providers and providing applications and information to parents.	14,989	1,446	Online Application
Hillsborough	Hillsborough School District 901 E Kennedy Blvd Tampa, FL 33602 813-272-4050	The Voluntary Prekindergarten Program (VPK) is designed to prepare Florida's children for kindergarten and develop the skills they need to become good readers and successful students. VPK includes standards for literacy skills, strict accountability, appropriate curricula, substantial instruction periods, manageable class sizes and qualified instructors. Parents have the option of enrolling children in a school-year program that consists of 540 instructional hours, OR a summer program, consisting of 300 instructional hours. The Early Learning Coalition of Hillsborough County administers the Voluntary Prekindergarten Program at the local level which includes registering child care providers and providing applications and information to parents.	10,508	1,099	Online Application
Miami-Dade	Miami-Dade Community Action and Human Services Department 2525 NW 62 St Miami, FL 33147 305-574-6000	VPK stands for the Voluntary Prekindergarten Education Program. If you live in Florida, and your child turns 4 four years of age by September 1, your child is eligible to participate in Florida's FREE Voluntary Prekindergarten (VPK) education program. VPK gives children a jump start by preparing them for school and enhancing their pre-reading, pre-math, language and social skills. By developing the skills children need to become strong readers and students at an early age, children are more likely to be successful in school.	20,015	4,296	Online Application

**Committee 1 – Improving the Quality of Miami-Dade County’s Early
Childhood Program**

Guiding Question 2

After review of historical feedback from the funder and other evaluative entities, what must be considered and modified in our approach to maximize quality services delivery for the 2012-2013 school year? If there are different solutions to approach challenges, what are the pros and cons of these solutions? Are there concerns that need to be considered as we prepare our full delegation transition plan?

HEAD START/EARLY HEAD START

**COMMITTEE 1
GUIDING QUESTION #2**

**Head Start/Early Head Start
Resource Materials**

- **Western Kentucky Study**
- **Federal Review 2008**
- **Voluntary Pre-Kindergarten (VPK) Monitoring
Report 2010**

Western Kentucky University

**Miami-Dade Head Start and Early Head Start
Organizational Assessment Metrics Report
November 15, 2010**

The purpose of this report is to provide the Miami-Dade Head Start and Early Head Start Programs with a set of metrics that can be used to determine the progress being made in service delivery and program management. It is a companion piece to the October 15, 2010 *Organizational Assessment Project Report*, which contained two recommendations for structural changes and a series of cost-saving suggestions for the program's consideration.

This report is prepared by a team from Training and Technical Assistance Services, a Department in the College of Education and Behavioral Sciences at Western Kentucky University. Members of the team include the Executive Director and Director of T/TAS, as well as our specialists in Finance, Family and Community Partnerships, Health, and Early Childhood Education.

I. Background

The focus of this report and the attached chart is on "metrics," which is defined, in this instance, as accomplishments which collectively would characterize a Head Start program as acceptable or of high quality. In this report, the metrics are divided into two types. The first are those that assess the degree to which the program is offering comprehensive services (Goal 1 on the chart). The second are those metrics which indicate the degree to which the program has sound management and financial practices.

Each metric has two levels of measurement. The first level is "Acceptable," defined as meeting Head Start Performance Standards, other Code of Federal Regulation 1300 series, or other Federal, state or local requirements. When a standard requirement for a metric does not exist, commonly accepted professional standards or judgments have been used. All metrics have a measure for the "Acceptable" level.

The second level of measurement is "Excellence," defined as exceeding the minimum standards, regulation, or practice. Some metrics do not have an "Excellence" measurement. This is because attaining a higher level of practice other than the "Acceptable" level is not practical, and striving to reach an unattainable level of service or accomplishment may detract from the program focusing on other equally or more important tasks.

The measurement for each metric is framed around a percentage of children/families/others that receive the services or attain a status that is described in that metric. The measurements include program and management outputs (e.g., the number of persons who received a service or completed a milestone) or outcomes (e.g., the number of persons whose attainments can legitimately be attributed to program participation). Because program outcomes are most often found in those situations which meet certain experimental or research criteria, it is fair to say that most of the metrics used by Head Start programs fall into the outputs category. The one exception for this program may be its child outcomes data (see below).

The chart also contains suggestions for tools that can be used to assess the program's progress. Surprisingly to some, perhaps the program may already have sufficient information on hand to conduct this assessment. For example, its use of the ChildPlus Reporting System makes it possible for the program to access real-time data on the quantity of services being provided to both children and families. The same is true of the Galileo Data Management System, which is designed to capture ongoing information on children's accomplishments in all developmental areas. Use of the Early Childhood Environmental Rating System (ECERS), an observational tool that captures information about classroom operations and environments, will be valuable. So too will be the results from the Classroom Assessment System (CLASS), an observational tool that captures the quality and quantity of teacher-child interactions on a variety of dimensions.

The challenge with all these tools is that the data must be timely and accurate in order to provide leadership with a thorough and reliable picture upon which build decision-making. Too often, new employees are provided minimal training in the use of these tools, and those persons who join the program mid-year may receive no training. The program needs to have a training package available for each tool that is mandatory for all new education (ECERS; Galileo; CLASS) and family service (ChildPlus) staff. Thorough review and update sessions need to be provided to all users of the tools each year, either as part of pre-service or another all-staff training day during the year.

Some of the suggested tools are internal documents – for example, meeting minutes, agendas, and reports. Just as these are used to document activities during the monitoring, self-assessment, and Federal review process, they can be used to document the level of performance in this metric system.

II. Implementation

There are a series of steps that the Miami-Dade Head Start Program can take as it reviews this report and the attached chart. *It is critical to note that, other than those metrics and measures that are based on the Performance Standards and other regulations, the two over-arching goals, the metrics themselves, and their suggested measurements are open for discussion, debate, and consensus-building.* The program may choose to eliminate some metrics and substitute others. A different level of measurement could be substituted for any metric, save those covered in the caveat above. Thus, a careful review of this report can result in a consensus by the staff, parents, and Board that everyone is committed to the service and program management strategies implied by the metrics.

The first decision that Miami-Dade Head Start/Early Head Start program will need to make is to define its goals. The report suggests two broad goals that together encompass all required Head Start activities. However, the program may want to break apart those goals into smaller goals.

The program then needs to review all the suggested metrics to ensure that, as proposed, they include all requirements and best practices from the CFR 1300 series, other operative regulations, and the uniquely local initiatives and goals that the Miami-Dade Head Start Program feels are important. As noted above, metrics can be deleted and added. Once the final metrics are in place, program staff needs to reach consensus on the measurement levels for each, as well as the tools that will be used.

The Policy Council and the Board should be involved in the goal-setting process as well, as required by the Head Start Performance Standards. Such involvement not only enriches their understanding of Head Start requirements, but as the representatives of low-income communities, their information about emerging needs and new services in their local areas may inform the goal-setting process.

Once the goals and metrics have been established, the program will need to create a systematic process to routinely and frequently review the program's metrics, so that training and technical assistance and other resources can be targeted appropriately. As the chart attached to this report suggests, key Head Start leaders should reserve one staff meeting per month to review the program's progress on attaining its goals. Each of those meetings should end with a discussion of two key questions:

1. What do these findings suggest, in the short term, about our use of available resources?
2. What trends and information are we discovering that need to be incorporated into our strategic planning process at the end of this year?

Board, Policy Council, and delegate agency input at every step will enrich this process. Also, while it may slow down the process, the end result – a sense of metrics ownership by all key program decision-makers and a richer set of metrics because of diverse input – makes the slower process worthwhile. At a minimum, the information on progress towards meeting goals should be shared quarterly with the Policy Council and the Board. Program leadership should couple this report with a description of how the information is being used to make short-term improvements, and what long-term trends are appearing that may impact planning.

Miami-Dade County Head Start/Early Head Start Organizational Assessment Report II
Assessing for Success: Metrics and Measurement
November 15, 2010

Goal 1: To provide comprehensive services of high quality to young children and their families.

Metric	Acceptable	Excellence	Measurement Tool
A. Health			
Physical exams are completed.	100% completion by 30 days after entrance into the program.		ChildPlus Child Records
Children are receiving follow-up medical treatment.	100% of the children needing medical treatment are receiving it by the end of the program year.	100% of the children needing medical treatment are receiving it by 30 days after concern is identified.	ChildPlus Child Records
Children have a medical home.	100% of the children have a medical home by the end of the year.	100% of the children have a medical home within 90 days after entrance into the program.	ChildPlus Child Records
Nutrition assessments are completed for those children suspected of having a nutritional concern.	100% of the children suspected of having nutritional concerns have had an assessment by the program's year-end and are involved in a treatment plan in partnership with families.	100% of those children suspected of having a nutritional concern are involved in a treatment plan in partnership with families within 60 days of assessment.	ChildPlus Child Records
Dental exams are completed.	100% of the children have a completed exam by 90 days after entrance into the program.		ChildPlus Child Records
Children are receiving follow-up dental treatment.	100% of the children are receiving dental treatment by the end of the year.	100% of the children are receiving dental treatment within 45 days after their dental exams.	ChildPlus Child Records
Children have a dental home.	100% of the children have a dental home by the end of the year.		ChildPlus Child Records
Children's immunizations are current or as up-to-date as possible.	100% of the children are current or up-to-date within-30 days after entrance into the program.	100% of the children are current or up-to-date upon entrance into the program.	ChildPlus Child Records

Metric	Acceptable	Excellence	Measurement Tool
Children are enrolled in a health insurance program.	100% of the children are enrolled in a health insurance program by the end of the year.	100% of the children are enrolled in a health insurance program within 90 days of entrance into the program.	ChildPlus Child Records
The Health Service Advisory Committee meets, as appropriate, and has representation from local health service programs.	The Committee meets twice each year and has members from the medical, dental, mental health, and nutrition fields.	The Committee meets quarterly and as needed and has members from the medical, dental, mental health, and nutrition fields.	HSAC meeting minutes
Socio-emotional behavioral screenings (sometimes as part of developmental screening) are provided to all children.	100% of the children receive a socio-emotional behavioral screening within 45 days of their program entrance.	100% of the children receive socio-emotional behavioral screening within 30 days of their program entrance.	Socio-emotional behavioral/ Developmental Screening Results Child Records
Mental health referrals are made for those children whose screenings suggest a concern.	100% of the children are referred and begin intervention (if appropriate) within 60 days of referral.	100% of the children are referred and begin intervention (if appropriate) within 30 days of referral.	Child Records
B. Family Partnerships			
Family Partnership Agreements are in place.	100% of those families requesting an FPA have one in place within 60 days after program entrance.	100% of those families requesting an FPA have one in place within 45 days after program entrance.	ChildPlus Family Records
Families have been referred to community services.	100% of the families who request or who agree to an agency referral are referred within 30 days of the request.	100% of the families who request or who agree to an agency referral are referred within 10 days of the request.	ChildPlus Family Records
The files of every family that asked for and who received services contain thorough and up-to-date case notes about services offered and used.	Case notes are updated weekly.	Case notes are updated daily.	Family records
Parents have been offered and have attended parent education training.	Four parent trainings are offered at each center during the year, and at least 20% of the parents attend.	At least four parent training events are offered at each center during the year, and at least 50% of the parents attend.	Parent Activity Files
Parents have been offered and have attended GED and other career-related	At least 40% of those parents requesting GED/career training are enrolled in or have	At least 60% of those parents requesting GED/career training are enrolled in or	Family folders Case notes on Family Partnership

Metric	Acceptable	Excellence	Measurement Tool
training.	completed an appropriate experience by the end of the year.	have completed an appropriate experience by the end of the year.	Agreements
C. Community Partnerships			
A signed transition agreement, three years old or less, is in place with the Miami-Dade Public Schools.	The transition agreement defines the roles of HS staff (e.g., Center Director; teacher) and school staff (e.g., principal; teacher), and includes procedures for transfer of records and roles for parents.	In addition to the items listed previously, the agreements also spell out child, teacher, parent school site visits, and reflect parent input. Documentation exists that transition activities do occur.	Transition Agreement Child and Family Folders
Service agreements, three years old or less, are in place with community agencies that provide services to Head Start families.	The agreements define the services and roles that each partner will play, as well as the quantity and cost of services.	In addition to the items listed previously, the agreements define non-federal share contributions of the partner. Documentation exists that services are provided to children and families through this agreement.	Service Agreements Child and Family Folders
A current agreement is in place with the Miami-Dade/Monroe Early Learning Coalition that includes the distribution of and reporting about the program's use of VPK funds.	The agreement defines how the Head Start program will access the various services and funding streams available through the Coalition, including VPK, and how those services will be documented and billed.	In addition to the items listed previously, documentation exists that verifies VPK and other Coalition services are provided to children and families through this agreement.	Coalition Agreement VPK Cost-sharing Paperwork and Fiscal Reports
The program seeks community service and financial resources that can enhance the quality and quantity of Head Start services.	A minimum of one new fiscal and/or service partnership is established during the year.	A minimum of five new fiscal and/or service partnerships are established during the year.	Service agreements
D. Early Childhood Services			
Developmental skills screenings are completed.	All screenings are completed within 45 days of children's entrance into the program, using a valid and reliable tool.	All screenings are completed within 30 days of children's entrance into the program, using a valid and reliable tool.	ChildPlus Screening Scoring Sheets
Individualized child assessment is ongoing.	Assessment data for each child is entered into the Galileo Data Management System at least three times per year.	Assessment data is entered on an ongoing basis, with each child having at least four entries each week.	Galileo Data Management System
Assessment information is used in classrooms for both	These data are used once per month as part of the lesson	These data are used daily, both formally and informally,	Lesson Plans and Notes

Metric	Acceptable	Excellence	Measurement Tool
individualization and classroom planning.	planning process by the teaching team (teacher and teacher assistant).	to inform and change lesson plans, and to enrich each child's experience.	
A developmentally appropriate curriculum is used with fidelity in each classroom.	The curriculum is implemented with fidelity by 75% of the classrooms.	The curriculum is implemented with fidelity by 100% of the classrooms.	QA Reports Reports from center and classroom managers/supervisors
Indoor and outdoor environments are healthy and safe.	100% of the classrooms are rated as safe and healthy by an outside observer (e.g. QA staff) twice per year. Documentation exists at 100% of the centers that a health and safety checklist is completed each morning.	100% of the classrooms are rated as safe and healthy by an outside observer at least three times per year.	QA-completed Health and Safety Checklists Health and Safety Checklists Completed By Center Staff and On File at Each Site
Indoor and outdoor environments are appropriately designed and utilized.	100% of the centers receive a rating of 4 or 5 on the Early Childhood Environmental Rating Scale (ERCERS) once per year.	100% of the centers receive a rating of 6 or 7 on the ECERS.	Completed ECERS for all sites
Child to child and child to teacher classroom interactions are rich with language, problem-solving opportunities, and challenges.	A rating of 4-6 on all three domains in the CLASS (Classroom Assessment Scoring System) at least once per year.	A rating of 7-9 on all three domains in the CLASS Survey at least once per year.	Completed CLASS forms
E. Disability Services			
Agreements, three years old or less, are in place with the local Part C and Part H Agencies.	The agreements specify the roles of the HS program and of the Part C/H agency, including what services each will provide to children and to family members, as well as costs and timeline for service delivery.	In addition to the items mentioned previously, documentation exists verifying that activities and services described in the agreement do exist.	Agreements Minutes from Meetings Child and Family Folders
Children with a suspected disability are referred and diagnosed.	Diagnoses occur within 60 days of referral to a diagnostician.	Diagnoses occur within 30 days of referral to a diagnostician.	Child Folders
Information sharing strategies are in place to communicate with those agencies already serving children who enter the Head Start program.	Communication with agencies is established within 30 days after the child enters Head Start.	Communication with agencies is established within 10 days after the child enters Head Start.	Child Folders

Metric	Acceptable	Excellence	Measurement Tool
Head Start parents and staff actively participate in IEP meetings with other agencies.	Both Head Start staff (if invited by parents) and parents participate in 75% of all IEP meetings.	Both Head Start staff (if invited by parents) and parents participate in 100% of all IEP meetings.	Child Folders Updated IEP Reports
Each child's IEP is used to individualize that child's Head Start experience.	Teaching team members review IEP's monthly and adjust lesson plans and individual experiences.	Teaching team members review IEP's as part of their weekly lesson planning and individualizing.	Child Folders Lessons Plans
Ten percent (10%) of the children enrolled in the program have a diagnosed handicapping condition.	Ten percent (10%) of the children enrolled at the beginning of the program year have a diagnosed handicapping condition.	Children suspected of having a disability are diagnosed within 90 days of enrollment.	Child Folders ChildPlus
F. Facilities Management			
All centers provide safe and healthy environments.	100% of the classrooms are rated as safe and healthy by an outside observer (e.g. QA staff) twice per year. Documentation exists, at 100% of the centers, that a health and safety checklist is completed each morning.	100% of the classrooms are rated as safe and healthy by an outside observer at least three times per year	QA-completed Health and Safety Checklists Health and Safety Checklists Completed By Center Staff and On File at Each Site
Repairs to indoor and outdoor environments are made on a timely basis.	Repairs are made within 10 days after the repair request is received.	Repairs are made within 5 days after the repair request is received.	Review of all repair requests, including completion dates of requests
All centers are licensed.	100% of the centers are licensed by the expiration date of the previous license.		Center licenses

Goal 2: To provide effective, efficient, and timely management of human and financial resources.

Metric	Acceptable	Excellence	Measurement Tool
A. Shared Governance			
All centers have functioning Parent Committees.	100% of the Parent Committees meet at least six times each year, and plan/implement at least one function or training event per year.	In addition to the previous metric, at least 25% of the Parent Committees meet more than six times each year, and have at least two or more events per year.	Parent Committee Minutes
All delegates have Policy Committees that meet regularly and engage in the activities required in 1304.50.	100% of the Policy Committees meet at least ten times a year and engage in all required activities (e.g., approval of grant proposals; review of the delegate's self-assessment and plan; review of fiscal and program reports).	In addition to the previous metric, 100% of the Policy Committees receive and discuss reports from the Policy Council.	Policy Committee Minutes
The Policy Council meets regularly and engages in activities required in 1304.50.	The Policy Council meets monthly and engages in all required activities, including review of monthly fiscal and program reports, and timely approval of all grant applications.	In addition to the previous metric, the required majority of members who are current parents include parents from the delegate agencies.	PC Minutes
The Board meets regularly and engages in activities required in 1304.50.	The Board meets at least eight times a year and engages in all required activities, including review of monthly fiscal and program reports, and timely approval of all grant applications.	In addition to the previous metric, a Board member regularly attends PC meetings, or is a PC member, and PC member(s) attends the Board meeting.	Board minutes
The Board and Policy Council receive and discuss monthly fiscal reports.	Fiscal reports are presented at all meetings, and yearly training on understanding fiscal reports is provided to all members.	Fiscal reports are mailed or emailed to Board and PC members prior to their meetings.	Board and PC Minutes Reports Training Agendas
The Board and Policy Council receive and discuss monthly reports from the Head Start Director.	Director reports are provided at all meetings.	Director reports are mailed or emailed to all members prior to their meetings.	Board and PC Minutes Reports

Metric	Acceptable	Excellence	Measurement Tool
B. Monitoring			
The Quality Assurance Unit is fully staffed with personnel having education and expertise in one or more service areas, and all service and management areas are represented.	Across the QA unit, there is at least one person with education and experience in each service area: health, nutrition, mental health, dental health, early childhood, family and community partnerships, shared governance, management, and finance.	Knowledgeable and qualified consultants are used to supplement and enhance the work of staff, as required.	Job descriptions for all positions Transcripts and resumes for all employees
A thorough monitoring system, including forms and reporting documents, is in place and utilized.	All QA staff uses the same template for reporting monitoring activities.	The reporting system is computerized and accessible "on the road" electronically.	Monitoring Forms and Reports
Each grantee and delegate agency center is monitored.	100% of the grantee and delegate sites are monitored in all service areas at least twice per year. For those centers with findings, at least one follow-up visit is made by a QA staff person in the service area.	At least 25% of the sites receive a second monitoring visit in all service areas.	Monitoring Reports
The results of each monitoring visit are shared in a timely way, and in writing.	Monitoring reports are provided to center directors (grantee) and delegate directors within ten working days of the visit.	Monitoring reports are provided to center directors and delegate directors at the close of the visit.	Monitoring Reports and Cover Letters
The monitoring team meets regularly to share information and prepare aggregated reports to grantee and delegate sites.	All team members receive a copy of all written monitoring reports. The team meets bi-monthly to discuss aggregated findings.	The QA and TTA units meet monthly to discuss findings, and to devise follow-up schedules.	Minutes of Team Meetings
The Quality Assurance and T/TA Units meet regularly to share information and plan improvement strategies.	All team members receive a copy of all written monitoring reports. The team meets bi-monthly to discuss aggregated findings.	The QA and TTA units meet monthly to discuss findings, and to devise follow-up schedules.	Minutes of Team Meetings
C. Self Assessment			
The grantee has a self-assessment plan that was developed with input from and participation by grantee staff, delegate agencies, Policy Council and the	The program uses its current format for its annual self-assessment.	The program reviews options for conducting a self-assessment, gathers input from staff, delegate agencies, PC and Board, and either chooses a new tool or	Self-Assessment Format

Metric	Acceptable	Excellence	Measurement Tool
Board.		confirms its use of the current tool.	
The Self Assessment (SA) plan has been approved by the PC and the Board.	Board and PC approve the self-assessment process during their monthly meetings.	Representatives of the Board and PC are involved in the analysis of options and share results with their governance groups.	Meeting Minutes
The SA is implemented in a timely fashion across all sites and programs.	The self-assessment is conducted by staff during a specified period of time during the year, with the involvement of staff, parents, PC and Board members and community volunteers.		Minutes Other data from the self-assessment process
Using the results of the SA, a program improvement plan is developed that contains goals to be met, timelines, and work assignments.	A program improvement plan is created within 30 days after the completion of the self-assessment.		The Program Improvement Plan
The plan is approved by the Policy Council and Board, who receive regular updates on its progress.	The plan is presented to the Board and PC within 10 days of completion, and updates are provided on a bi-monthly basis.	Updates are provided on a monthly basis, as part of the Head Start Director's Report.	Board and PC minutes
Information from the SA is incorporated into the Grantee's strategic planning process.	SA information is included as part of the program's long-range strategic planning process.	SA information is used each year to update the program's strategic plan.	The Strategic Plan
D. Planning			
A short- and long-range strategic plan, approved by the Policy Council and Board, guides the work of the program.	The program reviews its strategic plan every five years, with yearly updates in the four off-years.	Strategic directions are fully incorporated into all program plans and reports.	The Strategic Plan
The Head Start Strategic Plan is integrated into the plan for the CAA and for the County.	The Head Start program participates in and brings information to the CAA when it conducts its strategic planning process.	The Head Start program provides the CAA with yearly updates so that the CAA plan can be updated as new information emerges.	The CAA Plan
E. Communication			
The program provides periodic updates and news to the leadership and staff	The grantee has at least three program-wide information sessions each year which may	Leadership has an all-program communication strategy that involves	Meeting agendas

Metric	Acceptable	Excellence	Measurement Tool
of the grantee and the delegates, using a variety of communication strategies.	contain trainings as well.	multiple communication modalities to all grantee and delegate staff.	
Staff at all levels has opportunities to share successes, questions, and concerns.	A plan is in place whereby any staff or parent can offer suggestions and ask questions through the use of multi-media options.	Members of the HS leadership team are available electronically or in person to meet with delegate agency and grantee center staff at least once a year to discuss priorities and address questions.	E-mails Meeting Agenda
The program's written and oral communications are available in the home languages of families and staff.	All informational pieces, forms and other written materials are available in English, Spanish, and Creole.	All information is available in any home language found in the program.	Written communication distributed by the program to both staff and parents.
F. Record Keeping and Reporting			
The program maintains a valid and reliable child and family services reporting system that provides accurate real-time data about the quantity of service inputs and outputs.	Accurate and timely information is available 10 days after the program year begins and weekly thereafter.	Accurate and timely information is available immediately at the beginning of the program year and in real time thereafter.	ChildPlus Galileo
Newly-hired staff members who use that system receive extensive training as part of their orientation, and veteran staff receives periodic refresher training.	Staff using ChildPlus or Galileo is trained within 30 days of their hire. Yearly update training is provided to all other staff.	New staff receives training before commencing their job duties. Updates are provided continuously through written and on-line materials.	Meeting Agendas Orientation Packages
The Quality Assurance Unit does reliability checks on data entry as part of their ongoing monitoring.	The QA unit identifies those center/classroom data sets whose reports vary from other centers' reports, and refers them to the TTA unit for training.	In addition to the previous metric, the QA and TTA staff work together to identify ChildPlus and Galileo outliers and create and/or implement an improvement plan.	Written Reports Training Plans
Aggregated data on service delivery is used by the QA and TTA units for planning purposes.	Aggregated ChildPlus and Galileo reports are discussed by each unit at their staff meetings.	In addition to the previous metric, the reports are discussed jointly by the QA and TTA units at monthly meetings.	Aggregated Reports Meeting Notes
The QA Unit prepares a periodic report that aggregates information on service inputs and outputs, and that report is shared	A report is prepared and presented twice per year.	A report is presented six times per year.	QA Reports

Metric	Acceptable	Excellence	Measurement Tool
with the HS leadership team, PC, and Board.			
The program prepares an Annual Report that contains information required in the Head Start Act using outputs and outcomes data. The report is distributed broadly across local communities.	The Annual Report is distributed externally to key government and other local partners.	The Annual Report also is distributed to staff and parents, and is the focus of an information session with staff and with the PC and Board, and is available electronically (e.g., website).	Annual Report and its Distribution List
G. ERSEA			
The program has an ERSEA plan, including selection criteria, that has been approved by the PC and the Board.	The ERSEA plan is approved by the PC and Board.	Using the Policy Committees, parents have an opportunity to discuss current selection criteria and provide recommendations to the PC and Board.	Board, PC, and Policy Council Minutes
The eligibility criteria are used consistently and appropriately to select children and families for the Head Start program.	The QA units reviews 5% of the family folders in each center for accuracy in implementing the criteria, and does an additional 5% if the error rate is greater than 10%.	The QA unit reviews 10% of the family folders, (with an additional 5%, if the error rate is greater than 5%.	QA Reports
The eligibility criteria are reviewed and (if necessary) modified yearly, and are approved by the PC and the Board.	The eligibility criteria are approved by the PC and Board.	Using the Policy Committees, parents have an opportunity to discuss current eligibility criteria and provide recommendations to the PC and Board.	Board, PC, and Policy Council Minutes
Attendance rates are acceptable, however, a plan is in place and used to work with families whose children are absent on a regular basis.	If the average daily attendance rate falls below 85% in any month, the plan to work with absentee children and families is reviewed for implementation.	If the average daily attendance rate falls below 85% in any month at any center, that center staff gives priority to reaching out to absentee children and families.	ChildPlus
A plan is in place and is utilized to ensure that all vacancies are filled within 30 days of a vacancy's being declared.	All vacancies are filled within 30 days	Staff on boarding begins prior to a new employee's first day of work.	ChildPlus
The program is fully enrolled at the beginning of the school year.	All slots are filled with eligible children on the day classes begin.	All slots are filled with eligible children 5 days before classes begin.	ChildPlus

Metric	Acceptable	Excellence	Measurement Tool
H. Human Resources			
Education Coordinators and Curriculum Specialists have a BS/BA or better in ECE (2013).	All ECE leaders have a BA/BS degree in ECE.	All ECE leaders have a BA/BS with 50% of the leaders also having an MS/MA in ECE.	HR Files and official transcripts
Teachers meet the Head Start Act requirement for a BA/BS in early childhood education (50% by 2013).	Fifty percent (50%) of all teachers have a BS/BA in ECE.	More than 50% have the required degree.	HR records, including official transcripts
Teacher assistants meet the Head Start Act requirements for an AA degree in ECE or Child Development or an AA degree plus coursework (by 2011).	100% have an AA degree.	10% of the assistant teacher pool also has a BS/BA in ECE.	HR records and official transcripts
Education and experience requirements are in place for all positions.	Minimum education and experience requirements have been established for all positions.	Minimum and preferred experience and education requirements have been established for all positions, and recruitment strategies have been designed and implemented to identify candidates with preferred requirements.	Job Descriptions
Performance appraisals are conducted with all staff.	All staff receives a performance appraisal once a year.	All staff receives a yearly performance appraisal that involves the active involvement of the staff person in the evaluation process, including self-evaluation.	Performance Appraisals
All staff has professional development plans that result from their performance appraisals.	Teachers have professional development plans.	All staff has professional development plans that identify short-and long-range goals, and anticipated steps that will be taken in the near and far future to meet those goals.	Professional Development Plans
The staff turnover rate is analyzed regularly. Exit interviews are held with all personnel that leave the program.	The turnover rate is analyzed yearly, by position, and 100% of all departing employees are offered an exit interview.	The turnover rate is analyzed three times each year.	Report prepared by HR Director

Metric	Acceptable	Excellence	Measurement Tool
Position vacancies are filled in a timely manner.	Seventy-five percent (75%) of all positions are filled within 30 days of the vacancy occurring.	Seventy-five percent (75%) of all positions are filled within 20 days of vacancies occurring.	HR reports
The wage scale for grantee staff is comparable to that of HS programs of similar size per the most recent Wage Scale Study.	The wage scale has been updated within the last three years and a comparison among the Miami-Dade salary scale and those of similar programs has been completed. A plan is in place to address those positions where the program is considerably above or below the wage range of other programs.		Wage scale study Comparison salary scale study
I. Fiscal Operations			
Accurate and timely monthly expenditure reports are presented to the Head Start leadership, the PC, and the Board.	Accurate and timely monthly reports are presented at the PC and Board meetings, with explanations provided by the HS Director and Fiscal Officer.	Reports are mailed to PC and Board members one week prior to their meetings.	Fiscal Reports
Delegate agency fiscal reports are analyzed in a timely manner, and requests for funding are expedited.	Reports are reviewed within 10 days of submission and requests for funds are acted upon 10 days after the reports are reviewed.		Paper trail of reports, reviews and payment to the delegates
Reporting forms required by funding sources (e.g. OHS' 269) are completed in a timely and accurate fashion.	Accurate reports are completed and submitted no later than the deadlines set by the funding sources.		Reporting forms
Accurate costs per child, by program unit, are available and are updated annually.	Accurate costs per child are available for all delegates, for the grantee-operated program, and for the entire program. These figures are used in the decision-making process.		Costs per child Narratives and minutes that demonstrate the use of the cost-per-child as part of the decision-making process.

2008 Federal Review



DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
Office of Head Start
8th Floor Portal Building
1250 Maryland Avenue, SW
Washington, DC 20024

To: Board Chairperson

Mr. Dennis Moss
Board Chairperson
Dade County Board of County Commissioners
701 NW 1st Ct.
9th FL
Miami, FL 33136

From: Responsible HHS Official

Ms. Yvette Sanchez Fuentes
Director, Office of Head Start

Yvette Sanchez Fuentes
2010/10
Daf

Follow-up Report on Corrective Action Documentation

On 11/16/2009, the Administration for Children and Families (ACF) conducted a monitoring desk review of the Dade County Board of County Commissioners Head Start and Early Head Start Programs to determine whether the previously identified findings had been corrected.

Based on the information gathered during our review, we have closed the previously identified findings. Accordingly, no corrective action is required at this time. If you have questions about this report, please contact your ACF Regional Office.

This Head Start Review Report has been issued to Mr. Dennis Moss, Board Chairperson, as legal notice to your agency of the results of the program review.

Distribution of the Head Start Review Report

Copies of this report will be distributed to the following recipients:

Ms. Marsha Lawrence, Regional Program Manager
Ms. Zola Saffold, Policy Council Chairperson
Ms. Julie Edwards, CEO/Executive Director
Ms. Jane W. McQueen, Head Start Director

Overview Information

Review Type: *Desk Review*
Organization: *Dade County Board of County Commissioners*
Program Type: *HS/EHS*
Team Leader: *Mr. Emilio Colon*

Purpose *Follow-up*
 Funded Enrollment HS: 6210
 Funded Enrollment EHS: 318

Status of Previously Identified Areas of Noncompliance

Date of review in which noncompliance was identified	Applicable Standards	Program Type	Status
Mar 15, 2009	1304.51(i)(3)	HS and EHS	Corrected
Mar 15, 2009	1304.52(f)	EHS	Corrected

1304.51 Management Systems and Procedures.

(i) Program Self-Assessment and Monitoring

(3) Grantees must inform delegate agency governing bodies of any deficiencies in delegate agency operations identified in the monitoring review and must help them develop plans, including timetables, for addressing identified problems.

Follow Up (3/15/2009)

The grantee did not inform four delegate agency governing bodies of deficiencies in delegate operations identified during monitoring reviews or help two delegate agencies develop plans, including timetables, for addressing identified problems. A review of the Fiscal Management Fiscal Year 2009 Protocols--the on-site review report--for reviews conducted during November and December 2008 found 13 of the grantee's 14 delegate agencies were monitored. Of the 13 delegate agencies monitored, concerns regarding Fiscal operations were identified at 6: United Way of Miami-Dade, O'Farrill Learning Center, Family Christian Association of America, Sunflowers Academy, St. Alban's Child Enrichment Center, and Our Little Ones (OLO). However, the Acting Fiscal Coordinator stated the grantee informed only two of the six delegate agencies--OLO and St. Alban's Child Enrichment Center--of the review results.

The grantee's Fiscal staff transmitted the reports to OLO via email on February 27, 2009; however, the email did not request the agency to review and provide feedback or develop corrective action plans. The email report was sent to St. Alban's Child Enrichment Center on February 12, 2009 and requested review and feedback; however, as of the time of the review, none of the delegate agencies was in the process of developing a corrective action plan.

The grantee did not inform four delegate agencies about deficiencies identified during monitoring reviews or help two delegate agencies develop corrective action plans, including timetables, after making them aware of identified problems; therefore, it was not in compliance with the regulation.

Desk Review (11/16/2009) - Corrected

The grantee informed its delegate agencies' governing bodies of deficiencies and areas of noncompliance identified in their operations during monitoring reviews and provided technical

assistance to its delegate agencies to develop plans, including timetables, for addressing identified problems. A review of the grantee's revised agency-wide monitoring plan verified measures were put in place to ensure the governing bodies of all its delegate agencies were notified of and provided documentation from monitoring reviews. Corrective actions included procedures to notify delegate agencies of deficiencies and areas of noncompliance as a result of Office of Head Start triennial monitoring reviews, grantee monitoring reviews, and Self-Assessment outcomes and findings in a timely manner. If a delegate agency or grantee center was determined to have a deficiency, the Head Start/Early Head Start Director was responsible for submitting the Summary Report of Findings to the respective parties within 10 days of receipt from the monitoring team.

An interview with the Head Start/Early Head Start Director and a review of meeting minutes confirmed all delegate agency Directors were notified about the revision to the monitoring procedure during a November 18, 2009 meeting. There was evidence the Head Start Director met with each delegate agency Executive Director monthly to discuss any issues and corrective actions taken. A review of a standard agenda found the Head Start Director discussed any issues of noncompliance found during monitoring reviews and corrective actions planned and completed. The meeting minutes were mailed to each delegate's Board of Directors as appropriate.

The grantee informed its delegate agencies' governing bodies of deficiencies and areas of noncompliance identified in their operations during monitoring reviews and provided technical assistance to the delegate agencies to develop plans, including timetables, for addressing identified problems. This area of noncompliance is corrected.

1304.52 Human Resources Management.

(f) Infant and toddler staff qualifications. Early Head Start and Head Start staff working as teachers with infants and toddlers must obtain a Child Development Associate (CDA) credential for Infant and Toddler Caregivers or an equivalent credential that addresses comparable competencies within one year of the effective date of the final rule or, thereafter, within one year of hire as a teacher of infants and toddlers. In addition, infant and toddler teachers must have the training and experience necessary to develop consistent, stable, and supportive relationships with very young children. The training must develop knowledge of infant and toddler development, safety issues in infant and toddler care (e.g., reducing the risk of Sudden Infant Death Syndrome), and methods for communicating effectively with infants and toddlers, their parents, and other staff members.

Follow Up (3/15/2009)

The grantee and its delegate agencies did not ensure each teacher working exclusively with infants and toddlers was qualified. The grantee had 103 Education/teacher positions in its Early Head Start (EHS) program. A review of the EHS Classroom Staff Status report, which included

all grantee and delegate staff, and a review of Child Development Associate (CDA) credential records for each EHS teacher found the KIDCO Center had 4 EHS teachers, 1 of whom had no record of qualifications; Le Jardin Center had 4 EHS teachers, 1 of whom had a Preschool but not an Infant/Toddler CDA; CPHI-North Center had 6 EHS staff, 1 of whom had a Preschool CDA; Holy Redeemer Center had 12 EHS staff, 1 of whom had a Preschool CDA; Bethune Center had 18 EHS staff, 1 of whom had an expired CDA dated January 1, 2006, 2 of whom had Preschool CDAs, and 2 of whom had no documentation of credentials; and South Miami Center had 2 EHS staff, 1 of whom had a Preschool CDA and 1 of whom had an expired CDA dated July 1, 2007. Each of the teachers was employed by the grantee or a delegate agency for over 1 year.

Eleven delegate EHS teachers lacked appropriate credentials. In an interview, the Infant/Toddler Coordinator and Special Projects Administrator confirmed not all EHS teaching staff employed by the grantee and its delegate agencies had current CDAs with Infant/Toddler endorsements.

The grantee did not ensure 11 teachers working with infants and toddlers for over a year in its grantee and delegate EHS programs had the required credentials; therefore, it was not in compliance with the regulation.

Desk Review (11/16/2009) - Corrected

The grantee and its delegate agencies ensured each teacher working exclusively with infants and toddlers was qualified. The grantee had 83 Education/teacher positions in its Early Head Start (EHS) program. The grantee allocated Federal funds for 58 grantee and 23 delegate staff. In addition, two EHS Staff were paid through County general funds. The grantee enhanced its credential tracking system to have the Infant/Toddler Coordinator track Child Development Associate (CDA) certifications monthly.

A review of the grantee's/delegate agencies' EHS Classroom Staff Status report and a review of the CDA for each EHS teacher found the KIDCO Center had four EHS teachers, two with current certifications and two in the position less than 1 year. The Le Jardin Center had four EHS teachers, three with current certifications and one who began employment November 12, 2009. The CPHI-North Center had six EHS staff, five of whom had current certifications and one employed less than 1 year. The Bethune Center had 18 EHS staff, 13 with current Infant/Toddler CDAs and 5 employed less than 1 year; 3 of the 5 had current Preschool CDAs. The South Miami Center had two EHS staff; both started October 20, 2009 and had current Preschool CDAs.

The grantee's directly operated Holy Redeemer Center was closed effective August 3, 2009, and EHS Education staff were reassigned among the Carrie Meek, Bethune, Colonel Zubkoff, and Liberty Square Centers.

In an interview, the Head Start/Early Head Start Director confirmed all EHS teaching staff employed by the grantee and its delegate agencies had current CDAs with Infant/Toddler endorsements or, if employed in the position less than 1 year, were enrolled in classes to ensure they obtained CDAs.

The grantee ensured all teachers working with infants and toddlers and in the position at least 1 year in its grantee and delegate EHS programs had the required credentials. This area of noncompliance is corrected.

— END OF REPORT —



DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
Office of Head Start
8th Floor Portal Building
1250 Maryland Avenue, SW
Washington, DC 20024

October 3, 2008

Mr. Bruno Barreiro
Board Chairperson
Dade County Board of County Commissioners
701 NW 1st Court, 9th Floor
Miami, FL 33136

Dear Mr. Barreiro,

As you know, Head Start monitoring reviews are organized into ten sections of the Office of Head Start Monitoring Protocol. Based on the monitoring review conducted 5/11/2008 – 5/16/2008, we wish to acknowledge that Dade County Board of County Commissioners had no areas of noncompliance in the following sections:

- Health Services
- Nutritional Services
- Family and Community Services
- Transportation

Your review report provides you with detailed information on the areas where your program's performance did not meet Head Start program performance standards and these must be corrected within the specified time period. However, we also want to recognize your accomplishment in meeting performance standards in the areas referenced above. Full compliance in all program areas is essential to ensuring quality services to children and families. We look forward to working with you to continuously improve Head Start services to children and families.

Sincerely,

Ann Linehan
Director, Division of Quality Assurance
Office of Head Start

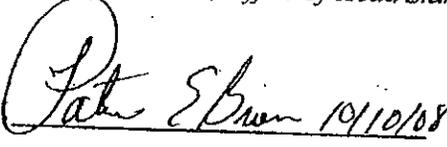


DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
Office of Head Start
8th Floor Portal Building
1250 Maryland Avenue, SW
Washington, DC 20024

To: Board Chairperson
Mr. Bruno Barreiro
Board Chairperson
Dade County Board of County Commissioners
701 NW 1st Court
9th Floor
Miami, FL 33136

From: Responsible HHS Official
Ms. Patricia E. Brown
Acting Director, Office of Head Start


Date

Overview of Findings

From 5/11/2008 to 5/16/2008, the Administration for Children and Families (ACF) conducted an on-site monitoring review of the Dade County Board of County Commissioners Head Start and Early Head Start programs. We wish to thank the Policy Council, staff, and parents of your program for their cooperation and assistance during the review. This Head Start Review Report has been issued to Mr. Bruno Barreiro, Board Chairperson, as legal notice to your agency of the results of the on-site program review.

Based on the information gathered during our review, your Head Start and Early Head Start programs were found to be out of compliance with one or more applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. The report provides you with detailed information in each area where program performance did not meet applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. Each area of noncompliance identified in this report should be corrected within 120 days following receipt of this report. The ACF Regional Office will contact you soon to address any questions you may have concerning this report.

Distribution of the Head Start Review Report

Copies of this report will be distributed to the following recipients:

- Ms. Marsha Lawrence, Regional Program Manager
- Ms. Lawanda Bragg, Policy Council Chairperson
- Ms. Julie Edwards, CEO/Executive Director
- Ms. Jane McQueen, Head Start Director

Overview Information

Review Type: *Triennial*
 Organization: *Dade County Board of County Commissioners*
 Program Type: *HS/EHS*
 Team Leader: *Ms. Evangeline Santiago-Artesona*
 Funded Enrollment HS: *6210*
 Funded Enrollment EHS: *318*

Area of Noncompliance Determination

At least one Area of Noncompliance has been found in Dade County Board of County Commissioners Head Start and Early Head Start programs.

Applicable Standards	Program Type	Status
74.21(b)(3)	HS and EHS	Noncompliant
74.21(b)(6)	HS and EHS	Noncompliant
230. App A(A)(4)(a)(2)	HS and EHS	Noncompliant
1301.30	HS and EHS	Noncompliant
1304.20(a)(1)(iv)	HS and EHS	Noncompliant
1304.20(b)(2)	HS and EHS	Noncompliant
1304.24(a)(2)	HS and EHS	Noncompliant
1304.50(b)(4)	HS and EHS	Noncompliant
1304.50(b)(5)	HS and EHS	Noncompliant
1304.50(g)(1)	HS and EHS	Noncompliant
1304.51(i)(2)	HS and EHS	Noncompliant
1304.52(g)(4)	EHS	Noncompliant
1304.53(a)(7)	HS and EHS	Noncompliant
1304.53(b)(1)	EHS	Noncompliant
1306.20(c)	HS	Noncompliant
1308.19(f)(4)	HS	Noncompliant
1308.19(g)	HS	Noncompliant
1308.19(i)	HS	Noncompliant
A-133(200)(a)	HS and EHS	Noncompliant

74.21 Standards for financial management systems.

(b) Recipients' financial management systems shall provide for the following:

(3) Effective control over and accountability for all funds, property and other assets.

Recipients shall adequately safeguard all such assets and assure they are used solely for authorized purposes.

The grantee did not ensure all delegate agencies maintained effective control over and accountability for all funds, property, and other assets. The grantee's James E. Scott Community Association (JES) delegate experienced inadequate cashflow. A review of the balance sheet for December 31, 2007 found the JES delegate's current ratio was 0.20, meaning 20 cents in current assets was available to satisfy each dollar of current liabilities. The balance sheet reflected a

current liability of \$903,998 associated with a mortgage loan currently due in full. In an interview, a Board member stated the JES delegate was pursuing the sale of a property expected to net the organization approximately \$3.2 million.

The JES delegate's cashflow problems affected the organization's day-to-day ability to pay bills. In its Cost Reports to the grantee, it intentionally overstated disbursement amounts in order to receive a greater reimbursement from the grantee. A review of the Management Letter accompanying the audit report for the year ending December 31, 2006 found the Auditor recommended the JES delegate end its practice of holding back checks while waiting for sufficient funds to become available. In an interview, the Senior Accountant stated the JES delegate was unable to implement the Auditor's recommendation because it lacked adequate cashflow to issue payment without first receiving reimbursement from the grantee. Reimbursement was triggered by the JES delegate's inclusion of the unissued checks on Cost Reports submitted to the grantee. A review of Cost Reports for August 2007 through March 2008 found they contained checks dated and approved for payment but not mailed to vendors.

The JES delegate owed substantial interest and penalties to the Internal Revenue Service (IRS). A review of the audit report for the year ending December 31, 2006 found a footnote indicating the JES delegate owed \$314,854 in connection with nonpayment of payroll taxes; this liability related to an incident that occurred before 1991. In 1995, the JES delegate asked the IRS to abate the interest and penalties because it lacked resources to settle the obligation; however, a review of recent IRS-941 payroll tax returns determined the IRS did not grant the request.

The JES delegate did not provide for timely reconciliation of bank accounts. A review of statements for its six bank accounts found the most recent reconciliations were performed for December 2007. For certain accounts, no reconciliations for any months in 2007 were available.

The grantee's Our Little Ones (OLO) delegate did not provide for adequate segregation of duties. In an interview, the OLO Fiscal Officer stated he handled all activity in the Fiscal department as a volunteer, and he was the only person assigned to the department.

Conditions observed at two delegate agencies (cashflow problems, holding of checks, significant penalties and interest owed the IRS, and lack of segregation of duties and bank reconciliations) established the grantee was not in compliance with the regulation to ensure all its delegates provided control over and accountability for all funds.

74.21 Standards for financial management systems.

- (b) Recipients' financial management systems shall provide for the following:**
- (6) Written procedures for determining the reasonableness, allocability and allowability of costs in accordance with the provisions of the applicable Federal cost principles and the**

terms and conditions of the award.

The grantee did not ensure its James E. Scott Community Association (JES) and St. Albans Child Development Center (SA) delegate agencies had written procedures for determining the reasonableness, allocability, and allowability of costs. A review of the JES delegate's Accounting Policies and Procedures manual and the SA delegate's Accounting and Financial Control manual found neither addressed written procedures for determining allowability, allocability, and reasonableness of costs. The SA delegate's Financial Manager stated the procedure was part of the Accounting and Financial Control manual, but no written procedure was available for review.

The grantee was not in compliance with the regulation because it did not ensure all its delegates had written policies and procedures for determining the reasonableness, allocability, and allowability of costs.

2 CFR Part 230, Appendix A - General Principles**(A) Basic Considerations****(4) Allocable costs.**

(a) A cost is allocable to a particular cost objective, such as a grant, contract, project, service, or other activity, in accordance with the relative benefits received. A cost is allocable to a Federal award if it is treated consistently with other costs incurred for the same purpose in like circumstances and if it:

(2) Benefits both the award and other work and can be distributed in reasonable proportion to the benefits received, or

The grantee did not ensure all its delegate agencies allocated costs between Head Start and other programs in proportion to the benefits received by each. The Interim Chief Financial Officer (CFO) at the grantee's James E. Scott Community Association (JES) delegate agency stated the Head Start program shared office and classroom space with other JES programs at eight sites. A review of the JES delegate's Statement of Financial Position found the cost of leased space was allocated between Head Start (\$470,926) and the Early Childhood and Development program (\$2,873). A review of the pay schedule and organizational chart found it identified positions benefiting both Head Start and Early Childhood and Development--7 Center Directors, 4 janitors, and 3 clerical staff--as fully allocated to Head Start. The Interim CFO stated the grantee was working to develop a written cost allocation plan.

Cost allocations at the Family Christian Association of America (FCAA) delegate agency were not in agreement with the written cost allocation plan and not supported by documentation. A comparison of the Employee Allocation spreadsheet with timesheets for February and March 2008 found the FCAA delegate's CFO was allocated 55 percent to Head Start and 2 percent to Early Head Start, and another staff person was allocated 35 percent to Head Start and 2 percent to Early Head Start. A review of their timesheets found they reflected only total time worked and did not support the distribution of salaries. A review of the cost allocation plan

found it called for salaries to be allocated based on actual time spent on each program or grant. In an interview, the FCAA delegate's CFO acknowledged the current allocation methodology was not in agreement with the cost allocation plan.

One grantee delegate allocated almost all shared costs to Head Start, and a second delegate did not maintain documentation to support its allocation of shared costs. The grantee was not in compliance with the regulation because two delegates did not allocate costs in proportion to the benefits received by each program.

1301.30 General requirements.

Head Start agencies and delegate agencies shall conduct the Head Start program in an effective and efficient manner, free of political bias or family favoritism. Each agency shall also provide reasonable public access to information and to the agency's records pertaining to the Head Start program.

The grantee did not ensure that delegate agencies conducted the Head Start program in a manner free of family favoritism. The Grants Policy Statement accepted by the grantee in connection with the Head Start award requires establishment of safeguards to prevent employees from using their positions for purposes that are, or gave the appearance of being, motivated by a desire for private financial gain for themselves or others, such as those with whom they had family, business, or other ties.

At the O'Farrill Learning Center (OFLC), a review of personnel records found the OFLC Executive Director was the daughter of the OFLC Head Start Center Director and supervised her mother and conducted her annual evaluations. A review of the OFLC's personnel policies found they stated: "No person shall hold a job where a member of his or her immediate family exercises supervisory authority." In an interview, the Head Start Center Director stated the familial ties were disclosed to the OFLC Board of Directors, which approved the supervisory relationship. This was confirmed in a review of Board meeting minutes. A review of two letters, dated April 19, 2002 and January 10, 2005, respectively, provided evidence the OFLC delegate disclosed the mother-daughter relationship to the grantee.

At Our Little Ones (OLO) delegate agency, a review of the July 10, 2007 administrative lease agreement between Our Child Care--doing business as OLO--and Le Groupe Management (LGM) found the Managing Member of LGM was also the OLO delegate's Fiscal Officer, and until January 2008, he was a member of the delegate's Board of Directors. In an interview, the OLO Fiscal Officer acknowledged he owned LGM, and the lease arrangement between LGM and OLO began in July 2006. A review of the General Ledger found OLO paid LGM \$9,462 each month--for a total of \$56,775--between August 1, 2007 and May 1, 2008 in connection with the lease.

The grantee was not in compliance with the regulation because it did not establish effective

safeguards to prevent the appearance or reality of personal gain or family favoritism.

1304.20 Child Health and Developmental Services.

(a) Determining Child Health Status

(1) In collaboration with the parents and as quickly as possible, but no later than 90 calendar days (with the exception noted in paragraph (a)(2) of this section) from the child's entry into the program (for the purposes of 45 CFR 1304.20(a)(1), 45 CFR 1304.20(a)(2), and 45 CFR 1304.20(b)(1), "entry" means the first day that Early Head Start or Head Start services are provided to the child), grantee and delegate agencies must:

(iv) Develop and implement a follow-up plan for any condition identified in 45 CFR 1304.20(a)(1)(ii) and (iii) so that any needed treatment has begun.

The grantee did not ensure all its delegate agencies and directly operated centers developed and implemented follow-up plans for any identified health conditions so needed treatment could begin. A review of the HSFIS Child Health Report at the grantee's Haitian Youth and Community Center of Florida, Inc., delegate agency found 6 children identified with hemoglobin values of 35.30 or lower before October 2007 received no follow-up. The Nutrition Consultant prepared Health Alerts to be given to families 2 days before the review. In an interview, the Head Start Program Director stated the new Nutrition Consultant began services in March 2008.

A review of Health files found evidence children at grantee-operated centers with elevated blood pressures did not receive follow-up. A review of the HSFIS Child Health Summary-Condensed at the grantee's Colonel Zubkoff Center found 6 of 32 children were identified with elevated blood pressures; however, a file review found no documentation of follow-up for any of them. At Carrie B. Meek, 8 of 21 children had elevated blood pressures; at the CPHI-South Center, 5 of 20 children had elevated blood pressures; at the Isaac A. Withers Center, 12 of 79 children had elevated blood pressures; and at the Leisure City Mobiles Center, 12 of 79 children had elevated blood pressures. In interviews, the grantee's Health Coordinator and Quality Assurance Nurse stated they did not develop a system to follow up on screenings detecting elevated blood pressure.

A review of 13 files from the James E. Scott Community Association delegate agency's Caleb and Culmer Centers and the St. Albans Child Enrichment Center delegate agency's Coconut Grove and South Miami Centers found 6 children identified as in need of dental treatment for caries; however, only 1 child was currently in treatment.

A review of the HSFIS reports for the grantee-operated Isaac A. Withers Center found children received dental examinations with fluoride varnish in February 2008. The dentist provided follow-up treatment plans for each child, but the grantee did not implement the follow-up plans for 16 children identified with dental concerns. In interviews, the grantee Health Coordinator

and a University of Miami dentist stated many children were unable to obtain appointments within the current school year after screenings were completed.

The grantee was not in compliance with the regulation because it did not develop or implement follow-up plans for children with dental needs, elevated blood pressures, or low iron values.

1304.20 Child Health and Developmental Services.

(b) Screening for Developmental, Sensory, and Behavioral Concerns

(2) Grantee and delegate agencies must obtain direct guidance from a mental health or child development professional on how to use the findings to address identified needs.

The grantee did not ensure its delegate agencies obtained guidance from a mental health professional on how to use findings to address identified needs. A review of four children's files at Our Little Ones (OLO) delegate agency found three children were identified with behavioral concerns, with no guidance from a mental health professional on how to use the behavioral findings. In an interview, the OLO delegate's Mental Health Consultant stated she did not review behavioral screening results.

A review of two files from the Landow Friends of Lubavitch of Florida, Inc. (LFOL), delegate agency's Yeshiva Center found one child with screening results identifying behavioral concerns with no evidence of guidance from a mental health professional on how to use the findings. In an interview, the LFOL Director of Pre-School/Head Start Program/Curriculum Coordinator/Mental Health/Disability Coordinator stated the delegate did not have a Mental Health Consultant.

In an interview, the grantee's Interim Mental Health/Disability Services Coordinator stated she was not aware the delegate agencies did not all obtain guidance from a mental health professional to address identified needs. The grantee was not in compliance with the regulation because two of its delegate agencies did not obtain direct guidance from mental health professionals about how to use information from screenings identifying behavioral concerns.

1304.24 Child Mental Health.

(a) Mental health services.

(2) Grantee and delegate agencies must secure the services of mental health professionals on a schedule of sufficient frequency to enable the timely and effective identification of and intervention in family and staff concerns about a child's mental health; and

The grantee did not ensure all its delegate agencies secured the services of mental health professionals. In an interview, the Landow Friends of Lubavitch of Florida, Inc. (LFOL), delegate agency's Head Start Program Director stated no Mental Health Consultant visited or consulted with the delegate since August 2007. A review of two LFOL children's files found no evidence of provision of Mental Health services although one of the two children was identified with mental health needs. In an interview, the grantee's Interim Mental Health/Disability Services Coordinator stated some delegate agencies opted to choose their own Mental Health

Consultants.

The grantee was not in compliance with the regulation because its delegate agencies did not all secure the services of mental health professionals.

1304.50 Program Governance.

(b) Policy Group Composition and Formation

(4) All parent members of Policy Councils or Policy Committees must stand for election or re-election annually. All community representatives also must be selected annually.

The grantee did not ensure parent members of its O'Farrill Learning Center (OFLC) delegate agency Policy Committee stood for election or re-election annually. In an interview, the OFLC Head Start Center Director stated parent participation on the delegate's Policy Committee was automatic and unlimited, and there were no elections. The OFLC delegate operated with one Parent Committee, which also served as its Policy Committee, and all parents of enrolled children were automatically members as long as they maintained eligibility. A review of Article III in the Parent/Policy Committee by-laws found it stated all parents, legal/temporary guardians, and custodians with children enrolled at the center were members of the Parent/Policy Committee.

The grantee was not in compliance with the regulation because members of the Policy Committee at O'Farrill Learning Center were not elected.

1304.50 Program Governance.

(b) Policy Group Composition and Formation

(5) Policy Councils and Policy Committees must limit the number of one-year terms any individual may serve on either body to a combined total of three terms.

The grantee did not ensure its O'Farrill Learning Center (OFLC) delegate agency limited the number of 1-year terms an individual was permitted to serve on the Policy Committee to a combined total of three. In an interview, the OFLC Head Start Center Director stated parent participation on the delegate's Policy Committee was unlimited. Parents continued to be eligible for services when younger siblings were enrolled.

The OFLC delegate operated with one Parent Committee, which also served as its Policy Committee, and all parents of enrolled children were automatically members as long as they maintained eligibility. A review of Article III in the Parent/Policy Committee by-laws found it stated all parents, legal/temporary guardians, and custodians with children enrolled at the center were members of the Parent/Policy Committee.

The grantee was not in compliance with the regulation because one of its delegates did not limit the time parents served on the Policy Committee to three 1-year terms.

1304.50 Program Governance.

(g) Governing Body Responsibilities

(1) Grantee and delegate agencies must have written policies that define the roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high quality program.

The grantee did not ensure roles and responsibilities of governing body members were defined. The grantee had two Boards: the Board of County Commissioners and the Miami-Dade County Community Action Agency (CAA) Board. The grantee's written policies did not properly define the roles and responsibilities of Board of County Commissioners members because they were delegated to the CAA Board. In an interview with four Board of County Commissioners members, the Vice-Chair stated fiscal responsibility for the Head Start grant was the role of the County Commissioners, and all other Head Start program operations were delegated to the Miami-Dade County CAA Board.

The Board of County Commissioners members stated delegation was done through a resolution many years ago, and a copy was sent to the Head Start Regional Office. The Commissioners were currently working on an ordinance to renew the delegation of responsibility to the Miami-Dade CAA. A review of the resolution provided evidence the Dade County Board of County Commissioners was the permanent community action agency.

A review of the Miami-Dade CAA Board by-laws, Article 1, page 3, found the CAA was established by the Miami-Dade County Board of County Commissioners as a policy-making body of the agency and held such powers as delegated by the Board of County Commissioners and the rules and regulations of the various funding sources. A review of the Miami-Dade CAA Written Plans 2005-2008, Subpart D--Program Design and Management, page 83, (b) Policy Group Composition and Formation (1), found it stated the CAA Board had legal and fiscal responsibility for administering the Head Start/Early Head Start Program. Policy Group Responsibilities--General, pages 84 through 89, reflected responsibilities of the CAA Board, Policy Council, Policy Committee, and management staff.

The responsibilities of the Miami-Dade County Board of County Commissioners were not reflected in this document. On page 85, the document stated the CAA Board would review and approve/disapprove all funding applications and amendments to the applications for Head Start/Early Head Start prior to submission to Health and Human Services. However, a review of the Refunding Application 2007-08 Form 424 found it was signed by the Chair of the Board of County Commissioners.

A review of the April 16 and November 19, 2007 and February 11, March 10, and April 12, 2008 CAA Board meeting minutes provided evidence of consideration and approval of Head Start/Early Head Start issues including planning, work plans, the decision-making process, Policy Council composition, the grant application, and a critical situation with a delegate agency. The minutes also recorded confusion among members regarding who

would meet with the monitoring team.

The Miami-Dade Community Action Agency Written Plans 2005-2008, Subpart D--Program Design and Management, indicated on page 85, under Shared Decision-Making, the final document would be presented to the CAA Board for approval/disapproval. Page 86 indicated the CAA Board would provide final recommendations and approval of all work plans. Page 87 stated the CAA Board would determine the composition of the Policy Council, and page 89 stated the CAA Board would approve/disapprove decisions to hire or terminate the grantee's Head Start/Early Head Start Director. Page 92, under (h) Internal Dispute Resolution, Definitions--Executive Leadership, addressed the CAA Board as the grantee's governing body. The procedures on pages 93 and 94 continued to address the CAA Board rather than the Miami-Dade County Board of County Commissioners.

In an interview, the Head Start/Early Head Start Director confirmed the program operated under two Boards, with the Board of County Commissioners responsible for fiscal operations and the CAA Board responsible for day-to-day operations. She also confirmed the Board of County Commissioners was in the process of finalizing the issue of distribution of responsibilities between the two Boards. Communication between the CAA Board and the Board of County Commissioners was on a one-to-one basis since each Commissioner had a designee on the CAA Board.

The grantee was not in compliance with the regulation because it did not properly define and fulfill its fiscal responsibilities for the Head Start program as distinguished from its expectations for the CAA Board.

1304.51 Management Systems and Procedures.

(i) Program Self-Assessment and Monitoring

(2) Grantees must establish and implement procedures for the ongoing monitoring of their own Early Head Start and Head Start operations, as well as those of each of their delegate agencies, to ensure that these operations effectively implement Federal regulations.

The grantee did not implement a comprehensive ongoing monitoring system to consistently and accurately ensure the implementation of Fiscal Management; Early Childhood Development and Health; and Facilities, Materials, and Equipment services as defined in the Head Start Program Performance Standards, as well as subsequent follow-up of corrective actions taken by its delegate agencies and directly operated sites. The grantee's monitoring system did not ensure effective implementation of Fiscal regulations at its James E. Scott Community Association (JES), Landow Friends of Lubavitch of Florida, Inc. (LFOL), and Our Little Ones (OLO) delegate agencies.

A review of the 2007-08 Delegate Monitoring Results found the grantee identified negative monthly cash balances resulting from checks recorded but not issued at the JES delegate. This

situation remained uncorrected at the time of the review. The grantee's monitoring system did not identify a financial conflict of interest at the OLO delegate, where the Fiscal Officer also served as landlord to the program, nor did it determine an audit was not performed at the LFOL delegate in accordance with OMB Circular A-133.

A review of the HSFIS Child Health Summary for the grantee-operated Isaac A. Withers (IAW), Carrie Meek, Leisure City Mobiles, CPHI-South, and Colonel Zubkoff Centers found the grantee did not identify a need to assist parents in arranging health follow-ups. In addition, the grantee's monitoring did not ensure the development or implementation of follow-up plans for children at grantee-operated sites with elevated blood pressures or low iron values.

In the areas of Mental Health and Disabilities services, grantee monitoring did not ensure the OLO and LFOL delegate agencies obtained guidance from mental health professionals, nor did it ensure its Landow Yeshiva Head Start and Catholic Charities of the Archdiocese of Miami Head Start delegates acquired the necessary services, including evaluations, for children with special needs.

The grantee's monitoring system did not ensure safe environments at all grantee- and delegate agency-operated sites. Observations found a lack of safe environments at the grantee-operated IAW Center and at the St. Albans Child Enrichment Center's (SA) KIDCO Childcare, Inc.; Family Christian Association of America (FCAA); Le Jardin Community Center, Inc. (LJCC); and JES delegates. The FCAA delegate's Early Head Start (EHS) playground steps and gate were unsafe for toddlers, and bolts protruded from a rotting board. EHS playgrounds at the LJCC, Catholic Charities of the Archdiocese of Miami (CC), and FCAA delegates had inadequate playground surfacing.

Observations during a visit to the FCAA delegate's EHS site found one teacher with eight children. At the SA delegate's South site, there was 1 teacher to 14 children. In addition, parents at the FCAA and LJCC delegates were required to provide diapers and wipes for their infants.

In an interview, the Monitoring Unit Coordinator stated the grantee's new December 2007 system for monitoring delegates was not fully implemented to capture all issues at all delegates. The grantee was not in compliance with the regulation because it did not implement an effective system for ongoing monitoring of its directly operated and delegate agencies' sites.

1304.52 Human Resources Management.

(g) Classroom Staffing and Home Visitors

(4) Grantee and delegate agencies must ensure that each teacher working exclusively with infants and toddlers has responsibility for no more than four infants and toddlers and that no more than eight infants and toddlers are placed in any one group. However, if State, Tribal or local regulations specify staff:child ratios and group sizes more stringent than

this requirement, the State, Tribal, or local regulations must apply.

The grantee did not ensure one of its delegate agencies, Family Christian Association of America (FCAA) Early Head Start (EHS), hired qualified teachers to work with all infants and toddlers. A review of documents and an interview with the FCAA Curriculum Specialist Assistant, who also held the title of EHS Manager, provided evidence that two of four teachers had expired CDAs. She also stated the four teachers assigned to infant/toddler classrooms 1 and 2 did not meet the requirements for the position of teacher because of the grantee's strict requirements for teachers.

The grantee was not in compliance with the regulation because the FCAA delegate did not assign qualified teachers to EHS classrooms 1 and 2.

1304.53 Facilities, Materials, and Equipment.

(a) Head Start Physical Environment and Facilities

(7) Grantee and delegate agencies must provide for the maintenance, repair, safety, and security of all Early Head Start and Head Start facilities, materials and equipment

The grantee did not ensure its delegate agencies and directly operated centers provided for the maintenance and safety of all facilities and equipment. At the Family Christian Association of America (FCAA) Early Head Start (EHS) Opa-Locka toddler playground, a toddler was observed coming through the gate into the playground. The latch on the gate was broken and therefore not completely closed and hung slanted towards the playground. As the toddler pushed the gate, it opened, and the child fell approximately 27 inches down the three wooden steps on the other side.

A wooden border holding the square soft-surface mat in place was rotting, and bolts protruded from 0.5 to 0.75 inches in places. The soft surface was not sufficient for the height of the climber, which included a tunnel, platform, and slide. A measurement of the climber platform found it was 59 inches from the ground to the top edge. Some railings on the platform were 4 inches apart, and a board above the tube-tunnel was 7 inches below the platform. There was a gap in the fence ranging from 2 to 6 inches, creating both a choking and a fall hazard.

An observation at the FCAA delegate's preschool playground found the sand used as a soft surface was pushed away from the base of the slide, leaving rock exposed directly below the slide. An observation at the Le Jardin Community Center, Inc. (LJCC), delegate's EHS playground found the large, square puzzle-piece soft surface had a 1-inch gap between the squares, creating a tripping hazard.

Observations at the grantee-operated Isaac A. Withers (IAW) EHS and Head Start Centers found cabinets in two classrooms in need of repair. In classroom 16, cabinets under sinks used by children were broken and had no hinges. In classroom 6, cabinets were broken and lacked hinges.

Several playground areas at the IAW Head Start Center were in disrepair. Yellow caution tape was placed on play equipment, and the playground was not available for children to use. The IAW Center Director stated there were broken hinges on one sliding board, and the sliding board on a second piece of equipment was cracked.

The grantee was not in compliance with the regulation because equipment at both delegate- and grantee-operated centers was in need of repair.

1304.53 Facilities, Materials, and Equipment.

(b) Head Start Equipment, Toys, Materials, and Furniture

(1) Grantee and delegate agencies must provide and arrange sufficient equipment, toys, materials, and furniture to meet the needs and facilitate the participation of children and adults. Equipment, toys, materials, and furniture owned or operated by the grantee or delegate agency must be:

The grantee did not ensure two of its delegate agencies, Family Christian Association of America (FCAA) Early Head Start (EHS) and Le Jardin Community Center (LJCC), provided sufficient materials to meet the needs and facilitate the participation of children. In an interview, the FCAA Curriculum Specialist and an FCAA Opa-Locka infant-room teacher stated parents were required to supply their own diapers and wipes. Parents were given a list of all items they were required to provide for their children.

In an interview, the LJCC Education Specialist stated parents were required to provide diapers and wipes for their children. A review of the FCAA and LJCC Center Enrollment Acceptance letters confirmed parents were required to provide diapers, disposable training pants, and wipes for their children. The grantee was not in compliance with the regulation because it required parents to supply diapers, disposable training pants, and wipes.

1306.20 Program staffing patterns.

(c) Grantees operating center-based program options must employ two paid staff persons (a teacher and a teacher aide or two teachers) for each class. Whenever possible, there should be a third person in the classroom who is a volunteer.

The grantee did not ensure one of its delegates, St. Albans Child Enrichment Center (SA), employed two paid staff persons in all classrooms. A review of the Centers/Classes/Hours/Staffing chart and an observation provided evidence classroom 1 at the South Miami site did not have two paid staff members. The SA teacher and Curriculum Specialist confirmed only one teacher was assigned to classroom 1. The Education Services Manager stated she was not aware the SA delegate had a classroom with only one teacher. The grantee was not in compliance because a delegate did not employ two paid staff persons in all classrooms.

1308.19 Developing individualized education programs (IEPs).

(f) When Head Start develops the IEP, the team must include:

(4) At least one of the professional members of the multi-disciplinary team which evaluated the child.

The grantee did not ensure two delegate agencies, Catholic Charities of the Archdiocese of Miami, Inc. (CC), and the Landow Friends of Lubavitch of Florida, Inc. (LFOL), included the professional member of the multi-disciplinary team that evaluated the child in the child's Individualized Education Program (IEP) development meeting. A review of a child file at the CC delegate's Sagrada Familia site found the November 2, 2007 IEP meeting was conducted without the presence of the professional member of the multi-disciplinary team that evaluated the child. In addition, a review of a November 12, 2007 Individualized Family Service Plan (IFSP) completed at the Sagrada Familia site found the meeting did not include the professional member of the multi-disciplinary team that evaluated the child. In an interview, the CC delegate's Disability Coordinator stated she was not aware the evaluator was required to be included as part of the Head Start team at IEP meetings.

A review of two IEPs, dated October 8 and December 25, 2007, respectively, at the LFOL delegate's Yeshiva site found no evidence the professional member of the multi-disciplinary team that evaluated the children was present at the IEP meetings. In an interview, the LFOL Yeshiva Center Director confirmed the professional member of the multi-disciplinary team was not invited when the delegate met to develop an IEP. In an interview, the grantee's Interim Mental Health/Disability Services Coordinator stated all IEP meetings were required to include at least one professional member of the multi-disciplinary team that evaluated the child.

The grantee was not in compliance with the regulation because two delegate agencies did not include the professional member of the multi-disciplinary team that evaluated a child in the meetings at which IEPs were developed.

1308.19 Developing individualized education programs (IEPs).

(g) An LEA representative must be invited in writing if Head Start is initiating the request for a meeting.

The grantee did not ensure all its delegate agencies invited a Local Education Agency (LEA) representative when Head Start conducted an IEP meeting. In an interview, the grantee's Interim Mental Health/Disability Services Coordinator stated no LEA representative was invited to Head Start-initiated IEP meetings. An interview with the Catholic Charities for the Archdiocese of Miami, Inc. (CC), delegate agency's Disability Coordinator and a review of four children's files containing IEPs provided evidence no LEA representative was invited to participate in the CC delegate's IEP meetings.

An interview with the Our Little Ones (OLO) delegate agency's Program Director and a review of two children's files containing IEPs provided evidence no LEA representative was invited to participate in OLO's IEP meetings, and a review of four children's files at the Landow Friends

of Lubavitch of Florida, Inc. (LFOL), delegate agency provided evidence no LEA representative was invited to participate in LFOL's IEP meetings. The grantee was not in compliance with the regulation because it did not ensure LEA representatives were invited in writing to its delegates' Head Start-initiated IEP meetings.

1308.19 Developing individualized education programs (IEPs).

(i) A meeting must be held at a time convenient for the parents and staff to develop the IEP within 30 calendar days of a determination that the child needs special education and related services. Services must begin as soon as possible after the development of the IEP. The grantee did not ensure all delegate agencies initiated services as soon as possible after the development of an Individualized Education Program (IEP). A review of one file at the St. Albans Child Enrichment Center (SA) delegate agency's Coconut Grove site, dated December 12, 2007, and one file at the SA delegate's South Miami site, as well as five files at the Catholic Charities of the Archdiocese of Miami (CC) delegate, found the children listed in the files did not receive services as soon as possible after the development of their IEPs. Services were not provided because the delegate agencies did not have speech and language consultants under contract.

A review of two children's records at the Landow Friends of Lubavitch of Florida, Inc. (LFOL), delegate's Yeshiva Head Start found one IEP was completed November 8, and the other was completed November 25, 2007. The LFOL delegate's Director of Pre-School/Head Start Program/Curriculum Coordinator/Delegate Mental Health/Disability Coordinator stated one child did not receive IEP-related services because he did not qualify for Medicaid.

The grantee was not in compliance with the regulation because it did not ensure services were initiated as soon as possible after the development of each child's IEP.

(200) Audit requirements.

(a) Audit required. Non-Federal entities that expend \$300,000 (\$500,000 for fiscal years ending after December 31, 2003) or more in a year in Federal awards shall have a single or program-specific audit conducted for that year in accordance with the provisions of this part. Guidance on determining Federal awards expended is provided in § .205. The grantee did not ensure the Landow Friends of Lubavitch of Florida, Inc. (LFOL), delegate agency obtained a single audit in accordance with OMB Circular A-133. The LFOL delegate received Federal funding for Head Start (\$358,022) and FEMA (\$471,317). A review of the delegate's audit report for the year ending June 30, 2007 found it did not include the information on internal controls or compliance required by A-133. The grantee's Fiscal Coordinator acknowledged the LFOL delegate's audit reports were not prepared in compliance with A-133. The grantee was not in compliance with the regulation because it did not ensure its LFOL delegate complied with audit requirements, filing an incomplete audit report for a year in which it expended over \$500,000 in Federal funds.

Timeframe for Corrective Action

The area(s) of noncompliance cited in this report must be corrected within 120 days of the receipt of this report. Pursuant to Section 637(2)(C) of the Head Start Act, a grantee that fails to correct an area of noncompliance within the prescribed time period will be judged to have a deficiency that must be corrected within the time period required by the responsible HHS official.

— END OF REPORT —



DEPARTMENT OF HEALTH & HUMAN SERVICES

ADMINISTRATION FOR CHILDREN AND FAMILIES
Office of Head Start
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1250 Maryland Avenue, SW
Washington, DC 20024

To: Board Chairperson

Mr. Dennis Moss
Board Chairperson
Dade County Board of County Commissioners
701 NW 1st Ct.
9th Fl.
Miami, FL 33136

From: Responsible HHS Official

Ms. Patricia E. Brown
Acting Director, Office of Head Start


Date

Overview of Findings

From 03/15/2009 to 03/20/2009, the Administration for Children and Families (ACF) conducted an on-site monitoring follow-up review of the Dade County Board of County Commissioners Head Start program to determine whether the previously identified findings had been corrected. We wish to thank the governing body, Policy Council, staff, and parents of your program for their cooperation and assistance during the review. This Head Start Review Report has been issued to Mr. Dennis Moss, Board Chairperson, as legal notice to your agency of the results of the on-site program review.

Based on the information gathered during our review, we have closed the previously identified findings but have determined that your Head Start program is out of compliance with one or more applicable Head Start Program Performance Standards, laws, regulations, and policy requirements. The report provides you with detailed information on each area of noncompliance. Each area of noncompliance identified in this report should be corrected within 120 days following receipt of this report. The ACF Regional Office will contact you soon to address any questions you may have concerning this report.

Distribution of the Head Start Review Report

Copies of this report will be distributed to the following recipients:

- Ms. Marsha Lawrence, Regional Program Manager
- Ms. Zola Saffold, Policy Council Chairperson
- Ms. Julie Edwards, CEO/Executive Director
- Ms. Jane McQueen, Head Start Director

Overview Information

Review Type: *Follow Up*
 Organization: *Dade County Board of County Commissioners*
 Program Type: *HS*
 Team Leader: *Mr. Emilio Colon*
 Funded Enrollment HS: *6210*
 Funded Enrollment EHS: *318*

Status of Previously Identified Areas of Noncompliance

Date of review in which noncompliance was identified	Applicable Standards	Program Type	Status
May 11, 2008	74.21(b)(3)	HS and EHS	Corrected
May 11, 2008	74.21(b)(6)	HS and EHS	Corrected
May 11, 2008	230, App A(A)(4)(a)(2)	HS and EHS	Corrected
May 11, 2008	1301.30	HS and EHS	Corrected
May 11, 2008	1304.20(a)(1)(iv)	HS and EHS	Corrected
May 11, 2008	1304.20(b)(2)	HS and EHS	Corrected
May 11, 2008	1304.24(a)(2)	HS and EHS	Corrected
May 11, 2008	1304.50(b)(4)	HS and EHS	Corrected
May 11, 2008	1304.50(b)(5)	HS and EHS	Corrected
May 11, 2008	1304.50(g)(1)	HS and EHS	Corrected
May 11, 2008	1304.51(i)(2)	HS and EHS	Corrected
May 11, 2008	1304.52(g)(4)	EHS	Withdrawn
May 11, 2008	1304.53(a)(7)	HS and EHS	Corrected
May 11, 2008	1304.53(b)(1)	EHS	Corrected
May 11, 2008	1306.20(c)	HS	Corrected
May 11, 2008	1308.19(f)(4)	HS	Corrected
May 11, 2008	1308.19(g)	HS	Corrected
May 11, 2008	1308.19(i)	HS	Corrected
May 11, 2008	A-133(200)(a)	HS and EHS	Corrected

74.21 Standards for financial management systems.

(b) Recipients' financial management systems shall provide for the following:

(3) Effective control over and accountability for all funds, property and other assets.

Recipients shall adequately safeguard all such assets and assure they are used solely for authorized purposes.

Triennial (5/11/2008)

The grantee did not ensure all delegate agencies maintained effective control over and accountability for all funds, property, and other assets. The grantee's James E. Scott Community Association (JES) delegate experienced inadequate cashflow. A review of the balance sheet for December 31, 2007 found the JES delegate's current ratio was 0.20, meaning 20 cents in current assets was available to satisfy each dollar of current liabilities. The balance sheet reflected a current liability of \$903,998 associated with a mortgage loan currently due in full. In an

interview, a Board member stated the JES delegate was pursuing the sale of a property expected to net the organization approximately \$3.2 million.

The JES delegate's cashflow problems affected the organization's day-to-day ability to pay bills. In its Cost Reports to the grantee, it intentionally overstated disbursement amounts in order to receive a greater reimbursement from the grantee. A review of the Management Letter accompanying the audit report for the year ending December 31, 2006 found the Auditor recommended the JES delegate end its practice of holding back checks while waiting for sufficient funds to become available. In an interview, the Senior Accountant stated the JES delegate was unable to implement the Auditor's recommendation because it lacked adequate cashflow to issue payment without first receiving reimbursement from the grantee. Reimbursement was triggered by the JES delegate's inclusion of the unissued checks on Cost Reports submitted to the grantee. A review of Cost Reports for August 2007 through March 2008 found they contained checks dated and approved for payment but not mailed to vendors.

The JES delegate owed substantial interest and penalties to the Internal Revenue Service (IRS). A review of the audit report for the year ending December 31, 2006 found a footnote indicating the JES delegate owed \$314,854 in connection with nonpayment of payroll taxes; this liability related to an incident that occurred before 1991. In 1995, the JES delegate asked the IRS to abate the interest and penalties because it lacked resources to settle the obligation; however, a review of recent IRS-941 payroll tax returns determined the IRS did not grant the request.

The JES delegate did not provide for timely reconciliation of bank accounts. A review of statements for its six bank accounts found the most recent reconciliations were performed for December 2007. For certain accounts, no reconciliations for any months in 2007 were available.

The grantee's Our Little Ones (OLO) delegate did not provide for adequate segregation of duties. In an interview, the OLO Fiscal Officer stated he handled all activity in the Fiscal department as a volunteer, and he was the only person assigned to the department.

Conditions observed at two delegate agencies (cashflow problems, holding of checks, significant penalties and interest owed the IRS, and lack of segregation of duties and bank reconciliations) established the grantee was not in compliance with the regulation to ensure all its delegates provided control over and accountability for all funds.

Follow up - Corrected

The grantee ensured its delegate agencies maintained effective control over and accountability for all funds, property, and other assets. The Acting Fiscal Coordinator reported the grantee's delegate, James E. Scott Community Association, was defunded on November 17, 2008 and was no longer a delegate agency.

A review of a letter from the Our Little Ones Learning Center (OLO) delegate agency's Board of Directors Treasurer to the grantee's Acting Fiscal Coordinator found it stated the Board member who provided pro bono fiscal services to OLO resigned from the volunteer position in July 2008. As a result of the resignation, a Financial Coordinator I/Fiscal Clerk was hired to handle day-to-day fiscal operations of the program. The letter further stated the Financial Coordinator I/Fiscal Clerk received training, technical assistance, and supervision from both the OLO Board of Directors Treasurer and the Financial Consultant.

A review of the Administrative Financial Policies and Procedures section found the responsibilities of the fiscal component were for daily fiscal activities to be completed by the Finance Coordinator I, supervised daily by the Assistant Director and monthly by the Fiscal Coordinator. The Assistant Director was responsible to the Executive Director for all program financial operations.

A review of the minutes of the July 17, 2008, Special Meeting of Directors 2008 found they stated a Fiscal Clerk would be hired to maintain day-to-day financial operations and would work closely with the organization's Financial Consultant. A review of the Financial Consultant Agreement found it was signed and dated April 15, 2008 and provided for services in the areas of Fiscal Management; Program Design and Management, including responsibilities for fulfilling fiscal component specifications as stipulated in the Head Start Program Performance Standards; and performance of other, related activities as agreed upon by both parties.

The grantee's Acting Fiscal Coordinator stated OLO's volunteer Fiscal Officer resigned, and OLO hired a Financial Coordinator I/Fiscal Clerk to handle daily financial activities. The Financial Coordinator I/Fiscal Clerk was supervised by the delegate's Assistant Director, and a Financial Consultant was hired to both assist in and review the work of the Financial Coordinator I/Clerk.

The grantee defunded one delegate agency and ensured a second delegate agency provided for segregation of fiscal duties; therefore, it was in compliance with the regulation.

74.21 Standards for financial management systems.

(b) Recipients' financial management systems shall provide for the following:

(6) Written procedures for determining the reasonableness, allocability and allowability of costs in accordance with the provisions of the applicable Federal cost principles and the terms and conditions of the award.

Triennial (5/11/2008)

The grantee did not ensure its James E. Scott Community Association (JES) and St. Albans Child Development Center (SA) delegate agencies had written procedures for determining the reasonableness, allocability, and allowability of costs. A review of the JES delegate's

Accounting Policies and Procedures manual and the SA delegate's Accounting and Financial Control manual found neither addressed written procedures for determining allowability, allocability, and reasonableness of costs. The SA delegate's Financial Manager stated the procedure was part of the Accounting and Financial Control manual, but no written procedure was available for review.

The grantee was not in compliance with the regulation because it did not ensure all its delegates had written policies and procedures for determining the reasonableness, allocability, and allowability of costs.

Follow up - Corrected

The grantee ensured its St. Alban's Child Enrichment Center delegate agency had written procedures for determining the reasonableness, allocability, and allowability of costs. A review of the February 26, 2009 revised and approved St. Alban's Child Enrichment Center Accounting and Finance Control manual determined it contained a written policy entitled "Internal Accounting System: Cost Allowability, Allocability, and Reasonableness." In an interview, the Acting Fiscal Coordinator stated the St. Alban's Child Enrichment Center had written procedures for determining reasonableness, allocability, and allowability of costs. He also stated the James E. Scott Community Association was defunded on November 17, 2008 and was no longer a delegate agency of the grantee.

The grantee ensured its St. Alban's Child Enrichment Center delegate had written procedures for determining the reasonableness, allocability, and allowability of costs; therefore, it was in compliance with the regulation.

2 CFR Part 230, Appendix A - General Principles

(A) Basic Considerations

(4) Allocable costs.

(a) A cost is allocable to a particular cost objective, such as a grant, contract, project, service, or other activity, in accordance with the relative benefits received. A cost is allocable to a Federal award if it is treated consistently with other costs incurred for the same purpose in like circumstances and if it:

(2) Benefits both the award and other work and can be distributed in reasonable proportion to the benefits received, or

Triennial (5/11/2008)

The grantee did not ensure all its delegate agencies allocated costs between Head Start and other programs in proportion to the benefits received by each. The Interim Chief Financial Officer (CFO) at the grantee's James E. Scott Community Association (JES) delegate agency stated the Head Start program shared office and classroom space with other JES programs at eight sites. A review of the JES delegate's Statement of Financial Position found the cost of leased space was

allocated between Head Start (\$470,926) and the Early Childhood and Development program (\$2,873). A review of the pay schedule and organizational chart found it identified positions benefiting both Head Start and Early Childhood and Development--7 Center Directors, 4 janitors, and 3 clerical staff--as fully allocated to Head Start. The Interim CFO stated the grantee was working to develop a written cost allocation plan.

Cost allocations at the Family Christian Association of America (FCAA) delegate agency were not in agreement with the written cost allocation plan and not supported by documentation. A comparison of the Employee Allocation spreadsheet with timesheets for February and March 2008 found the FCAA delegate's CFO was allocated 55 percent to Head Start and 2 percent to Early Head Start, and another staff person was allocated 35 percent to Head Start and 2 percent to Early Head Start. A review of their timesheets found they reflected only total time worked and did not support the distribution of salaries. A review of the cost allocation plan found it called for salaries to be allocated based on actual time spent on each program or grant. In an interview, the FCAA delegate's CFO acknowledged the current allocation methodology was not in agreement with the cost allocation plan.

One grantee delegate allocated almost all shared costs to Head Start, and a second delegate did not maintain documentation to support its allocation of shared costs. The grantee was not in compliance with the regulation because two delegates did not allocate costs in proportion to the benefits received by each program.

Follow up - Corrected

The grantee ensured its Family Christian Association of America, Inc. (FCAA), delegate agency allocated costs between the Head Start/Early Head Start program and its other programs in proportion to the benefits received by each. The Vice President/Chief Financial Officer for FCAA explained employees did not identify time on the timesheets for payroll purposes, and the function of the payroll timesheet was only to document total time worked.

Once a month, each employee completed a Cost Allocation worksheet to document time spent on programs. Employees were required to identify job functions from their job descriptions and the number of hours spent for each program. The percentages of time allocated to each program were developed based on the hours spent and were then transferred to FCAA's Employee Allocation, which in turn was used to develop FCAA's Payroll Allocation. The Payroll Allocation generated the closing journal entries for distributing salary costs among the programs.

A review of eight employee Cost Allocation worksheets for December 2008 confirmed employees identified their time by job function allocated to the General Fund, Head Start, DJJ, STARS, OGC, and "Other." Percentages of time from the Cost Allocation worksheets were

tracked to FCAA's Employee Allocation and then to FCAA's Payroll Allocation. The closing journal entries generated from the Payroll Allocation were reviewed, and no discrepancies were noted.

In an interview, the Acting Fiscal Coordinator stated the James E. Scott Community Association was defunded on November 17, 2008 and was no longer a delegate agency of the grantee. The grantee ensured its FCAA delegate agency used actual time spent on each program to allocate costs among its programs; therefore, it was in compliance with the regulation.

1301.30 General requirements.

Head Start agencies and delegate agencies shall conduct the Head Start program in an effective and efficient manner, free of political bias or family favoritism. Each agency shall also provide reasonable public access to information and to the agency's records pertaining to the Head Start program.

Triennial (5/11/2008)

The grantee did not ensure that delegate agencies conducted the Head Start program in a manner free of family favoritism. The Grants Policy Statement accepted by the grantee in connection with the Head Start award requires establishment of safeguards to prevent employees from using their positions for purposes that are, or gave the appearance of being, motivated by a desire for private financial gain for themselves or others, such as those with whom they had family, business, or other ties.

At the O'Farrill Learning Center (OFLC), a review of personnel records found the OFLC Executive Director was the daughter of the OFLC Head Start Center Director and supervised her mother and conducted her annual evaluations. A review of the OFLC's personnel policies found they stated: "No person shall hold a job where a member of his or her immediate family exercises supervisory authority." In an interview, the Head Start Center Director stated the familial ties were disclosed to the OFLC Board of Directors, which approved the supervisory relationship. This was confirmed in a review of Board meeting minutes. A review of two letters, dated April 19, 2002 and January 10, 2005, respectively, provided evidence the OFLC delegate disclosed the mother-daughter relationship to the grantee.

At Our Little Ones (OLO) delegate agency, a review of the July 10, 2007 administrative lease agreement between Our Child Care--doing business as OLO--and Le Groupe Management (LGM) found the Managing Member of LGM was also the OLO delegate's Fiscal Officer, and until January 2008, he was a member of the delegate's Board of Directors. In an interview, the OLO Fiscal Officer acknowledged he owned LGM, and the lease arrangement between LGM and OLO began in July 2006. A review of the General Ledger found OLO paid LGM \$9,462 each month--for a total of \$56,775--between August 1, 2007 and May 1, 2008 in connection with the lease.

The grantee was not in compliance with the regulation because it did not establish effective safeguards to prevent the appearance or reality of personal gain or family favoritism.

Follow up - Corrected

The grantee and delegate agencies conducted the Head Start program in a manner free of family favoritism. A review of the O'Farrill Learning Center delegate's November 14, 2008 Board meeting minutes provided evidence the former Center Director retired, and a new staff person was assigned to the position. The retirement of the O'Farrill Learning Center delegate's former Center Director was confirmed through interviews with the delegate's Early Childhood Coordinator and the grantee's Head Start/Early Head Start Director.

A review of a March 17, 2009 letter to the grantee from the Our Little Ones delegate agency provided evidence the delegate's former Fiscal Officer resigned his volunteer position with the agency in July 2008. This was confirmed in an interview with the Acting Financial Coordinator.

The grantee ensured its delegate agencies conducted Head Start programs in a manner to avoid the appearance of bias or family favoritism; therefore, it was in compliance with the regulation.

1304.20 Child Health and Developmental Services.

(a) Determining Child Health Status

(1) In collaboration with the parents and as quickly as possible, but no later than 90 calendar days (with the exception noted in paragraph (a)(2) of this section) from the child's entry into the program (for the purposes of 45 CFR 1304.20(a)(1), 45 CFR 1304.20(a)(2), and 45 CFR 1304.20(b)(1), "entry" means the first day that Early Head Start or Head Start services are provided to the child), grantee and delegate agencies must:

(iv) Develop and implement a follow-up plan for any condition identified in 45 CFR 1304.20(a)(1)(ii) and (iii) so that any needed treatment has begun.

Triennial (5/11/2008)

The grantee did not ensure all its delegate agencies and directly operated centers developed and implemented follow-up plans for any identified health conditions so needed treatment could begin. A review of the HSFIS Child Health Report at the grantee's Haitian Youth and Community Center of Florida, Inc., delegate agency found 6 children identified with hemoglobin values of 35.30 or lower before October 2007 received no follow-up. The Nutrition Consultant prepared Health Alerts to be given to families 2 days before the review. In an interview, the Head Start Program Director stated the new Nutrition Consultant began services in March 2008.

A review of Health files found evidence children at grantee-operated centers with elevated

blood pressures did not receive follow-up. A review of the HSFIS Child Health Summary-Condensed at the grantee's Colonel Zubkoff Center found 6 of 32 children were identified with elevated blood pressures; however, a file review found no documentation of follow-up for any of them. At Carrie B. Meek, 8 of 21 children had elevated blood pressures; at the CPHI-South Center, 5 of 20 children had elevated blood pressures; at the Isaac A. Withers Center, 12 of 79 children had elevated blood pressures; and at the Leisure City Mobiles Center, 12 of 79 children had elevated blood pressures. In interviews, the grantee's Health Coordinator and Quality Assurance Nurse stated they did not develop a system to follow up on screenings detecting elevated blood pressure.

A review of 13 files from the James E. Scott Community Association delegate agency's Caleb and Culmer Centers and the St. Albans Child Enrichment Center delegate agency's Coconut Grove and South Miami Centers found 6 children identified as in need of dental treatment for caries; however, only 1 child was currently in treatment.

A review of the HSFIS reports for the grantee-operated Isaac A. Withers Center found children received dental examinations with fluoride varnish in February 2008. The dentist provided follow-up treatment plans for each child, but the grantee did not implement the follow-up plans for 16 children identified with dental concerns. In interviews, the grantee Health Coordinator and a University of Miami dentist stated many children were unable to obtain appointments within the current school year after screenings were completed.

The grantee was not in compliance with the regulation because it did not develop or implement follow-up plans for children with dental needs, elevated blood pressures, or low iron values.

Follow up - Corrected

The grantee ensured its delegate agency- and grantee-operated centers developed and implemented follow-up plans for identified health conditions so needed treatment could begin. A review of the Head Start Family Information System (HSFIS) health-tracking system for the Isaac A. Withers Center found 212 dental examinations were completed. A review of 88 dental examination records for children at the Isaac A. Withers Center found 8 children required dental treatment. A review of the dental plans provided evidence all children received the required follow-up, as documented in each child's health record. All treatment plans were developed by a dentist, and follow-up services were monitored by the Health Coordinator.

In addition, a review of 17 follow-up dental treatment plans at the Culmer Community Center found they included a description of the type of service provided and status of children's oral health, as completed by the dentist. The grantee's Health Services Area Coordinator, who was responsible for monitoring child files for completion of Health services, stated all health care was tracked through use of the HSFIS health-tracking system.

A review of the HSFIS Health Tracking report and a review of nine children's hemoglobin follow-up reports at the Haitian Youth and Community Services Center of Florida found a health alert was sent home, and parents were encouraged to take their children to see a physician to have lab values re-evaluated or obtain medical treatment. Parents were also referred to Women, Infants and Children program services in response to abnormal hemoglobin/hematocrit levels. In addition, a review of 15 children's physical examinations found no blood pressure readings taken during the well-child check had a physician's notation of need for further assessments or tests.

A review of the Health Services Procedures (HSH-002) found the grantee's policy was to provide oral health screenings for obvious abnormalities, such as cavities, infections, and malocclusions. Dental examinations were to occur every 12 months, and oral health examinations started at 12 months of age.

Primary health care providers used their medical judgment to determine applicability of laboratory tests and analyses. An anemia test for hemoglobin or hematocrit was required once, upon enrollment, unless follow-up was needed. Any result below 11.0 mg/dl for hemoglobin or above 33 percent for hematocrit was to be referred to Health and Nutrition Services for follow-up. Blood retesting was completed within 3 months. The Center Director and Social Services staff each received a copy of the Health Status Report form, and Social Services followed up on services needed.

The grantee developed and implemented follow-up plans and procedures for identifying health, nutrition, and dental conditions at both the grantee and its delegate agencies; therefore, it was in compliance with the regulation.

1304.20 Child Health and Developmental Services.

(b) Screening for Developmental, Sensory, and Behavioral Concerns

(2) Grantee and delegate agencies must obtain direct guidance from a mental health or child development professional on how to use the findings to address identified needs.

Triennial (5/11/2008)

The grantee did not ensure its delegate agencies obtained guidance from a mental health professional on how to use findings to address identified needs. A review of four children's files at Our Little Ones (OLO) delegate agency found three children were identified with behavioral concerns, with no guidance from a mental health professional on how to use the behavioral findings. In an interview, the OLO delegate's Mental Health Consultant stated she did not review behavioral screening results.

A review of two files from the Landow Friends of Lubavitch of Florida, Inc. (LFOL), delegate agency's Yeshiva Center found one child with screening results identifying behavioral concerns

with no evidence of guidance from a mental health professional on how to use the findings. In an interview, the LFOL Director of Pre-School/Head Start Program/Curriculum Coordinator/Mental Health/Disability Coordinator stated the delegate did not have a Mental Health Consultant.

In an interview, the grantee's Interim Mental Health/Disability Services Coordinator stated she was not aware the delegate agencies did not all obtain guidance from a mental health professional to address identified needs. The grantee was not in compliance with the regulation because two of its delegate agencies did not obtain direct guidance from mental health professionals about how to use information from screenings identifying behavioral concerns.

Follow up - Corrected

The grantee obtained direct guidance from a mental health professional for its Our Little Ones (OLO) delegate agency on how to use behavioral screening results to address identified needs. A review of 11 case notes, dated December 16, 2008 through March 13, 2009, completed by a Licensed Clinical Social Worker (LCSW) assigned to OLO found they documented community health provider and parent involvement in addressing concerns and providing classroom strategies.

A review of Head Start Family Information System case notes provided evidence of the LCSW's involvement related to behavioral screening results and included consultation with teachers and parents regarding behavioral concerns. The LCSW was responsible for reviewing the Devereaux Early Childhood Assessment behavioral screenings, providing guidance to staff and parents on how to use screening results, and meeting with parents and staff to determine the need for Mental Health services. The grantee's Health Services Area Administrator confirmed a licensed mental health professional was assigned to OLO.

The grantee obtained direct guidance from a mental health professional to address identified behavioral needs of children at its OLO delegate agency; therefore, it was in compliance with the regulation.

1304.24 Child Mental Health.

(a) Mental health services.

(2) Grantee and delegate agencies must secure the services of mental health professionals on a schedule of sufficient frequency to enable the timely and effective identification of and intervention in family and staff concerns about a child's mental health; and

Triennial (5/11/2008)

The grantee did not ensure all its delegate agencies secured the services of mental health professionals. In an interview, the Landow Friends of Lubavitch of Florida, Inc. (LFOL), delegate agency's Head Start Program Director stated no Mental Health Consultant visited or

consulted with the delegate since August 2007. A review of two LFOL children's files found no evidence of provision of Mental Health services although one of the two children was identified with mental health needs. In an interview, the grantee's Interim Mental Health/Disability Services Coordinator stated some delegate agencies opted to choose their own Mental Health Consultants.

The grantee was not in compliance with the regulation because its delegate agencies did not all secure the services of mental health professionals.

Follow up - Corrected

The grantee ensured all delegate agencies secured the services of a mental health professional to enable the timely and effective identification of and intervention in family and staff concerns about a child's mental health. A review of Head Start Family Information System (HSFIS) reports and the Mental Health Services Schedule found they recorded the frequency of services provided by the Licensed Clinical Social Workers and dates centers were visited.

The grantee's Health Service Area Administrator stated a Mental Health services contract was in place for the Landow Friends of Lubavitch delegate agency. The HSFIS Mental Health Assessment, Follow-up report, and Activity Service Delivery Tracking were used to monitor and document delegate agencies' mental health activities.

The grantee secured professional mental health services using contractors and qualified grantee staff to provide Mental Health services on a schedule of sufficient frequency to enable timely and effective identification of and intervention in concerns about children's mental health at both its directly operated and delegate agency centers; therefore, it was in compliance with the regulation.

1304.50 Program Governance.

(b) Policy Group Composition and Formation

(4) All parent members of Policy Councils or Policy Committees must stand for election or re-election annually. All community representatives also must be selected annually.

Triennial (5/11/2008)

The grantee did not ensure parent members of its O'Farrill Learning Center (OFLC) delegate agency Policy Committee stood for election or re-election annually. In an interview, the OFLC Head Start Center Director stated parent participation on the delegate's Policy Committee was automatic and unlimited, and there were no elections. The OFLC delegate operated with one Parent Committee, which also served as its Policy Committee, and all parents of enrolled children were automatically members as long as they maintained eligibility. A review of Article III in the Parent/Policy Committee by-laws found it stated all parents, legal/temporary guardians, and custodians with children enrolled at the center were members of the

Parent/Policy Committee.

The grantee was not in compliance with the regulation because members of the Policy Committee at O'Farrill Learning Center were not elected.

Follow up - Corrected

The grantee ensured its O'Farrill Learning Center delegate agency's parent and community representatives to the Policy Committee were elected or re-elected annually. The O'Farrill Learning Center delegate agency established a Policy Committee in addition to its Parent Committee. A review of the Policy Committee by-laws--originally dated September 16, 2008 and revised February 5, 2009--found they stated on page 3, Section 4: "Parent members and Community Representatives elected to the Committee shall serve a one (1) year term beginning in October and ending [when] upon the new Committee is elected. Members may be re-elected, but not to exceed three (3) years. Any part of a year served is considered as a full term." On page 6--revised February 2009--Article X-Policy Committee Representatives stated: "Section 2-The Executive Committee is elected to serve as the official representatives to the Policy Committee (parent governing body)."

A review of the September 6, 2008, Parent Committee meeting minutes provided evidence parent representatives, community representatives, and a Governing Board representative were elected to the Policy Committee. In an interview, the O'Farrill Learning Center's Early Childhood Coordinator confirmed four parent representatives (Parent Committee executive members), two community representatives, and a Governing Board representative were elected to the Policy Committee.

The grantee's O'Farrill Learning Center delegate agency established and implemented policies to ensure parent and community representatives were elected or re-elected to its Policy Committee annually; therefore, it was in compliance with the regulation.

1304.50 Program Governance.**(b) Policy Group Composition and Formation**

(5) Policy Councils and Policy Committees must limit the number of one-year terms any individual may serve on either body to a combined total of three terms.

Triennial (5/11/2008)

The grantee did not ensure its O'Farrill Learning Center (OFLC) delegate agency limited the number of 1-year terms an individual was permitted to serve on the Policy Committee to a combined total of three. In an interview, the OFLC Head Start Center Director stated parent participation on the delegate's Policy Committee was unlimited. Parents continued to be eligible for services when younger siblings were enrolled.

The OFLC delegate operated with one Parent Committee, which also served as its Policy Committee, and all parents of enrolled children were automatically members as long as they maintained eligibility. A review of Article III in the Parent/Policy Committee by-laws found it stated all parents, legal/temporary guardians, and custodians with children enrolled at the center were members of the Parent/Policy Committee.

The grantee was not in compliance with the regulation because one of its delegates did not limit the time parents served on the Policy Committee to three 1-year terms.

Follow up - Corrected

The grantee ensured its O'Farrill Learning Center delegate agency's Policy Committee limited the number of 1-year terms an individual could serve on the Policy Committee to a combined total of three. The O'Farrill Learning Center delegate established a Policy Committee separate from its Parent Committee. A review of the O'Farrill Learning Center Head Start Program Policy Committee by-laws--originally dated September 16, 2008 and revised February 5, 2009--stated on page 3: "Section 4, Parent members and Community Representatives elected to the Committee shall serve a one (1) year term beginning in October and ending [when] upon the new Committee is elected. Members may be re-elected, but not to exceed three (3) years. Any part of a year served is considered as a full term." In an interview, the O'Farrill Learning Center's Early Childhood Coordinator confirmed a Policy Committee was established at the delegate in addition to the Parent Committee; Policy Committee members were limited to 1-year terms; and no member of the Policy Committee could serve more than three terms.

The grantee's O'Farrill Learning Center delegate agency limited the number of 1-year terms any individual might serve on the Policy Committee to a combined total of three; therefore, it was in compliance with the regulation.

1304.50 Program Governance.

(g) Governing Body Responsibilities

(1) Grantee and delegate agencies must have written policies that define the roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high quality program.

Triennial (5/11/2008)

The grantee did not ensure roles and responsibilities of governing body members were defined. The grantee had two Boards: the Board of County Commissioners and the Miami-Dade County Community Action Agency (CAA) Board. The grantee's written policies did not properly define the roles and responsibilities of Board of County Commissioners members because they were delegated to the CAA Board. In an interview with four Board of County Commissioners members, the Vice-Chair stated fiscal responsibility for the Head Start grant was the role of the County Commissioners, and all other Head Start program operations were delegated to the

Miami-Dade County CAA Board.

The Board of County Commissioners members stated delegation was done through a resolution many years ago, and a copy was sent to the Head Start Regional Office. The Commissioners were currently working on an ordinance to renew the delegation of responsibility to the Miami-Dade CAA. A review of the resolution provided evidence the Dade County Board of County Commissioners was the permanent community action agency.

A review of the Miami-Dade CAA Board by-laws, Article 1, page 3, found the CAA was established by the Miami-Dade County Board of County Commissioners as a policy-making body of the agency and held such powers as delegated by the Board of County Commissioners and the rules and regulations of the various funding sources. A review of the Miami-Dade CAA Written Plans 2005-2008, Subpart D--Program Design and Management, page 83; (b) Policy Group Composition and Formation (1), found it stated the CAA Board had legal and fiscal responsibility for administering the Head Start/Early Head Start Program. Policy Group Responsibilities--General, pages 84 through 89, reflected responsibilities of the CAA Board, Policy Council, Policy Committee, and management staff.

The responsibilities of the Miami-Dade County Board of County Commissioners were not reflected in this document. On page 85, the document stated the CAA Board would review and approve/disapprove all funding applications and amendments to the applications for Head Start/Early Head Start prior to submission to Health and Human Services. However, a review of the Refunding Application 2007-08 Form 424 found it was signed by the Chair of the Board of County Commissioners.

A review of the April 16 and November 19, 2007 and February 11, March 10, and April 12, 2008 CAA Board meeting minutes provided evidence of consideration and approval of Head Start/Early Head Start issues including planning, work plans, the decision-making process, Policy Council composition, the grant application, and a critical situation with a delegate agency. The minutes also recorded confusion among members regarding who would meet with the monitoring team.

The Miami-Dade Community Action Agency Written Plans 2005-2008, Subpart D--Program Design and Management, indicated on page 85, under Shared Decision-Making, the final document would be presented to the CAA Board for approval/disapproval. Page 86 indicated the CAA Board would provide final recommendations and approval of all work plans. Page 87 stated the CAA Board would determine the composition of the Policy Council, and page 89 stated the CAA Board would approve/disapprove decisions to hire or terminate the grantee's Head Start/Early Head Start Director. Page 92, under (h) Internal Dispute Resolution, Definitions--Executive Leadership, addressed the CAA Board as the grantee's governing body. The procedures on pages 93 and 94 continued to address the CAA Board rather than the

Miami-Dade County Board of County Commissioners.

In an interview, the Head Start/Early Head Start Director confirmed the program operated under two Boards, with the Board of County Commissioners responsible for fiscal operations and the CAA Board responsible for day-to-day operations. She also confirmed the Board of County Commissioners was in the process of finalizing the issue of distribution of responsibilities between the two Boards. Communication between the CAA Board and the Board of County Commissioners was on a one-to-one basis since each Commissioner had a designee on the CAA Board.

The grantee was not in compliance with the regulation because it did not properly define and fulfill its fiscal responsibilities for the Head Start program as distinguished from its expectations for the CAA Board.

Follow up - Corrected

The grantee had written policies to define the roles and responsibilities of governing body members. The Miami-Dade County Board of County Commissioners (BCC) was the grantee for the Head Start/Early Head Start program. The BCC delegated fiscal and operational oversight of the Head Start/Early Head Start program to the Community Action Agency (CAA) Board as an Advisory Board to the County through an Ordinance detailing the roles and responsibilities of each body. A review of CAA Board meeting minutes for March 10, April 14, May 12, June 10, September 8, October 20, and December 8, 2008 and February 9, 2009 provided evidence the Ordinance was in development for over a year.

A review of the Ordinance found it directed the CAA Board's composition in section I and included the Mayor of Miami-Dade County, the Mayor of the City of Miami, and the 13 members of the BCC of Miami-Dade County or their appointed designees to serve on their behalf. A review found section 6(b)(1-7) detailed CAA Board "Powers and Duties" with regard to the Head Start/Early Head Start funding and program. A review of the February 9, 2009 CAA Board meeting minutes provided evidence of approval of the CAA Board Ordinance.

The Head Start/Early Head Start Director and the CAA Board Chair stated the Ordinance was completed but not approved by the BCC. They also stated the Ordinance was acceptable to the BCC, CAA Board, Head Start/Early Head Start program, Administration for Children and Families, and other stakeholders, and it provided a formal document detailing the roles and responsibilities of the two governing bodies. While the Ordinance was completed, it was not yet approved by the BCC due to timelines the BCC was required to follow.

On February 17, 2009, the Ordinance was presented to the BCC for a first reading. It was scheduled for a public hearing at the Economic Development and Human Services Committee

meeting of the BCC on April 15, 2009 and was scheduled to be presented to the BCC for the second reading and final vote on May 5, 2009.

After the review, the Regional Office was informed the BCC approved the CAA Board Ordinance at second reading on May 5, 2009. Pursuant to the procedure, there was a 10-day waiting period during which the Mayor was able to veto the item. However, the Ordinance was not vetoed, and therefore, it became law. Pursuant to the Ordinance, the Interim Board was put in place, and CAA was in the process of convening the Nominating Committee to select the 12 members to represent Community Interests/Organizations.

The grantee had written policies in the form of its CAA Board Ordinance to define the roles and responsibilities of the BCC and the CAA Board; therefore, it was in compliance with the regulation.

1304.51 Management Systems and Procedures.

(i) Program Self-Assessment and Monitoring

(2) Grantees must establish and implement procedures for the ongoing monitoring of their own Early Head Start and Head Start operations, as well as those of each of their delegate agencies, to ensure that these operations effectively implement Federal regulations.

Triennial (5/11/2008)

The grantee did not implement a comprehensive ongoing monitoring system to consistently and accurately ensure the implementation of Fiscal Management; Early Childhood Development and Health; and Facilities, Materials, and Equipment services as defined in the Head Start Program Performance Standards, as well as subsequent follow-up of corrective actions taken by its delegate agencies and directly operated sites. The grantee's monitoring system did not ensure effective implementation of Fiscal regulations at its James E. Scott Community Association (JES), Landow Friends of Lubavitch of Florida, Inc. (LFOL), and Our Little Ones (OLO) delegate agencies.

A review of the 2007-08 Delegate Monitoring Results found the grantee identified negative monthly cash balances resulting from checks recorded but not issued at the JES delegate. This situation remained uncorrected at the time of the review. The grantee's monitoring system did not identify a financial conflict of interest at the OLO delegate, where the Fiscal Officer also served as landlord to the program, nor did it determine an audit was not performed at the LFOL delegate in accordance with OMB Circular A-133.

A review of the HSFIS Child Health Summary for the grantee-operated Isaac A. Withers (IAW), Carrie Meek, Leisure City Mobiles, CPHI-South, and Colonel Zubkoff Centers found the grantee did not identify a need to assist parents in arranging health follow-ups. In addition, the grantee's monitoring did not ensure the development or implementation of follow-up plans for children at grantee-operated sites with elevated blood pressures or low iron values.

In the areas of Mental Health and Disabilities services, grantee monitoring did not ensure the OLO and LFOL delegate agencies obtained guidance from mental health professionals, nor did it ensure its Landow Yeshiva Head Start and Catholic Charities of the Archdiocese of Miami Head Start delegates acquired the necessary services, including evaluations, for children with special needs.

The grantee's monitoring system did not ensure safe environments at all grantee- and delegate agency-operated sites. Observations found a lack of safe environments at the grantee-operated IAW Center and at the St. Albans Child Enrichment Center's (SA) KIDCO Childcare, Inc.; Family Christian Association of America (FCAA); Le Jardin Community Center, Inc. (LJCC); and JES delegates. The FCAA delegate's Early Head Start (EHS) playground steps and gate were unsafe for toddlers, and bolts protruded from a rotting board. EHS playgrounds at the LJCC, Catholic Charities of the Archdiocese of Miami (CC), and FCAA delegates had inadequate playground surfacing.

Observations during a visit to the FCAA delegate's EHS site found one teacher with eight children. At the SA delegate's South site, there was 1 teacher to 14 children. In addition, parents at the FCAA and LJCC delegates were required to provide diapers and wipes for their infants.

In an interview, the Monitoring Unit Coordinator stated the grantee's new December 2007 system for monitoring delegates was not fully implemented to capture all issues at all delegates. The grantee was not in compliance with the regulation because it did not implement an effective system for ongoing monitoring of its directly operated and delegate agencies' sites.

Follow up - Corrected

The grantee established and implemented ongoing monitoring procedures for its directly operated Head Start and Early Head Start operations and those of each delegate to ensure effective implementation of Federal regulations in the Fiscal and teacher qualifications areas. A review of the Fiscal Monitoring Procedures in the Miami County Community Action Agency Head Start Fiscal Procedures manual found they indicated Head Start Fiscal staff would monitor the delegate agencies once a year using the Head Start Monitoring Protocol. A review of the Fiscal Management Fiscal Year 2009 Protocols--the on-site review report--for reviews conducted during November and December 2008 found 13 of the grantee's 14 delegate agencies were monitored. Of the 13 delegate agencies monitored, concerns regarding Fiscal operations were identified at 6: United Way of Miami-Dade, O'Farrill Learning Center, Family Christian Association of America, Sunflowers Academy, St. Alban's Child Enrichment Center, and Our Little Ones.

The grantee also implemented ongoing monitoring procedures to ensure qualified teachers were

hired. The grantee's Special Project Administrator stated she monitored the hiring of staff at both the grantee and its delegate agencies. She reviewed hiring approval letters from the delegate agencies and verified all new staff credentials. She said she maintained reports on teacher qualifications to track training and required degrees/credentials.

The grantee ensured it established and implemented a system for the ongoing monitoring of fiscal management and teacher qualifications at its directly operated and delegate agency sites; therefore, it was in compliance with the regulation.

1304.52 Human Resources Management.

(g) Classroom Staffing and Home Visitors

(4) Grantee and delegate agencies must ensure that each teacher working exclusively with infants and toddlers has responsibility for no more than four infants and toddlers and that no more than eight infants and toddlers are placed in any one group. However, if State, Tribal or local regulations specify staff:child ratios and group sizes more stringent than this requirement, the State, Tribal, or local regulations must apply.

Triennial (5/11/2008)

The grantee did not ensure one of its delegate agencies, Family Christian Association of America (FCAA) Early Head Start (EHS), hired qualified teachers to work with all infants and toddlers. A review of documents and an interview with the FCAA Curriculum Specialist Assistant, who also held the title of EHS Manager, provided evidence that two of four teachers had expired CDAs. She also stated the four teachers assigned to infant/toddler classrooms 1 and 2 did not meet the requirements for the position of teacher because of the grantee's strict requirements for teachers.

The grantee was not in compliance with the regulation because the FCAA delegate did not assign qualified teachers to EHS classrooms 1 and 2.

Follow up - Withdrawn

The evidence presented in this area of noncompliance was cited with the incorrect Head Start Program Performance Standard during the triennial review. For that reason, it is being withdrawn and cited as a new area of noncompliance under 1304.52(f), which includes the requirements for Early Head Start teachers.

1304.53 Facilities, Materials, and Equipment.

(a) Head Start Physical Environment and Facilities

(7) Grantee and delegate agencies must provide for the maintenance, repair, safety, and security of all Early Head Start and Head Start facilities, materials and equipment

Triennial (5/11/2008)

The grantee did not ensure its delegate agencies and directly operated centers provided for the

maintenance and safety of all facilities and equipment. At the Family Christian Association of America (FCAA) Early Head Start (EHS) Opa-Locka toddler playground, a toddler was observed coming through the gate into the playground. The latch on the gate was broken and therefore not completely closed and hung slanted towards the playground. As the toddler pushed the gate, it opened, and the child fell approximately 27 inches down the three wooden steps on the other side.

A wooden border holding the square soft-surface mat in place was rotting, and bolts protruded from 0.5 to 0.75 inches in places. The soft surface was not sufficient for the height of the climber, which included a tunnel, platform, and slide. A measurement of the climber platform found it was 59 inches from the ground to the top edge. Some railings on the platform were 4 inches apart, and a board above the tube-tunnel was 7 inches below the platform. There was a gap in the fence ranging from 2 to 6 inches, creating both a choking and a fall hazard.

An observation at the FCAA delegate's preschool playground found the sand used as a soft surface was pushed away from the base of the slide, leaving rock exposed directly below the slide. An observation at the Le Jardin Community Center, Inc. (LJCC), delegate's EHS playground found the large, square puzzle-piece soft surface had a 1-inch gap between the squares, creating a tripping hazard.

Observations at the grantee-operated Isaac A. Withers (IAW) EHS and Head Start Centers found cabinets in two classrooms in need of repair. In classroom 16, cabinets under sinks used by children were broken and had no hinges. In classroom 6, cabinets were broken and lacked hinges.

Several playground areas at the IAW Head Start Center were in disrepair. Yellow caution tape was placed on play equipment, and the playground was not available for children to use. The IAW Center Director stated there were broken hinges on one sliding board, and the sliding board on a second piece of equipment was cracked.

The grantee was not in compliance with the regulation because equipment at both delegate- and grantee-operated centers was in need of repair.

Follow up - Corrected

The grantee ensured delegate agencies and grantee-operated centers provided for the maintenance and safety of all facilities and equipment. An observation at the Family Christian Association of America (FCAA) Early Head Start Opa-Locka delegate's toddler playground found the latch to the gate through which toddlers entered the playground was replaced; the gap in the fence railing was closed; the ground at the base of the slide was filled with sand; and two sections of the wooden border around the playground surface were repaired, and no

bolts protruded through the board surfaces.

An observation at the Issac A. Withers Center (IAW) found classrooms 6 and 16 had new hinges installed on the cabinets. The playground impact surfacing observed at IAW was replaced with new soft surfaces under all equipment, and the rail at the bottom of the fence was replaced. In addition, a review of a photograph provided evidence the soft surface at the Le Jardin Community Center, Inc. (LJCC), delegate's EHS playground no longer had gaps and was smooth and seamless and did not pose a tripping hazard.

A review of the February 2009 Monitoring Follow-up Status report for the playgrounds confirmed the corrections were made. The grantee's Infant/Toddler Coordinator stated case notes were used to document visits to the delegates' Head Start and Early Head Start programs to verify corrections of facility and playground issues were completed.

The grantee provided maintenance and repairs to the classrooms and playground areas at the FCAA Early Head Start and LJCC delegate programs and its directly operated IAW Center; therefore, it was in compliance with the regulation.

1304.53 Facilities, Materials, and Equipment.

(b) Head Start Equipment, Toys, Materials, and Furniture

(1) Grantee and delegate agencies must provide and arrange sufficient equipment, toys, materials, and furniture to meet the needs and facilitate the participation of children and adults. Equipment, toys, materials, and furniture owned or operated by the grantee or delegate agency must be:

Triennial (5/11/2008)

The grantee did not ensure two of its delegate agencies, Family Christian Association of America (FCAA) Early Head Start (EHS) and Le Jardin Community Center (LJCC), provided sufficient materials to meet the needs and facilitate the participation of children. In an interview, the FCAA Curriculum Specialist and an FCAA Opa-Locka infant-room teacher stated parents were required to supply their own diapers and wipes. Parents were given a list of all items they were required to provide for their children.

In an interview, the LJCC Education Specialist stated parents were required to provide diapers and wipes for their children. A review of the FCAA and LJCC Center Enrollment Acceptance letters confirmed parents were required to provide diapers, disposable training pants, and wipes for their children. The grantee was not in compliance with the regulation because it required parents to supply diapers, disposable training pants, and wipes.

Follow up - Corrected

The grantee provided sufficient materials to meet the needs and facilitate the participation of

children at the Family Christian Association of America (FCAA) Early Head Start and Le Jardin Community Center (LJCC) delegate agencies. Observations in the FCAA-Opa-Locka Infant/Toddler classroom and the Infant/Toddler classroom at the LJCC found adequate diapers, wipes, and disposable training pants were stored and available in the classrooms. A review of handouts provided evidence parents were informed diapers, wipes, and disposable training pants were provided by the programs. In addition, a review of the February 27, 2009 Policies and Procedures-Supplies found diapers were included among the supplies provided by the program.

A sample review of February 9, 2009 Wal-Mart receipts and payments in the amount of \$736 verified LJCC's purchase of diapers, disposable training pants, and wipes. In an interview, the grantee's Infant/Toddler Coordinator confirmed written policies stated the programs were responsible for providing diapers, wipes, and disposable training pants for enrolled children.

The grantee provided sufficient diapers, training pants, and wipes to meet the needs of children in the Early Head Start program; therefore, it was in compliance with the regulation.

1306.20 Program staffing patterns.

(c) Grantees operating center-based program options must employ two paid staff persons (a teacher and a teacher aide or two teachers) for each class. Whenever possible, there should be a third person in the classroom who is a volunteer.

Triennial (5/11/2008)

The grantee did not ensure one of its delegates, St. Albans Child Enrichment Center (SA), employed two paid staff persons in all classrooms. A review of the Centers/Classes/Hours/Staffing chart and an observation provided evidence classroom 1 at the South Miami site did not have two paid staff members. The SA teacher and Curriculum Specialist confirmed only one teacher was assigned to classroom 1. The Education Services Manager stated she was not aware the SA delegate had a classroom with only one teacher. The grantee was not in compliance because a delegate did not employ two paid staff persons in all classrooms.

Follow up - Corrected

The grantee ensured its St. Alban's Child Enrichment Center delegate agency employed two paid staff--a teacher and a teacher assistant--for each class. A review of the classroom staff roster for St. Alban's and verification of personnel records found two paid staff--a teacher and a teacher assistant--were assigned to and working in each of the delegate's nine Head Start classrooms. The delegate's Executive Director and Human Resources Manager and the grantee's Special Project Administrator confirmed two paid staff were in each Head Start classroom.

The grantee's St. Alban's Child Enrichment Center delegate agency had two paid Education staff in each of its nine Head Start classrooms; therefore, the grantee was in compliance with



the regulation.

1308.19 Developing individualized education programs (IEPs).

(f) When Head Start develops the IEP, the team must include:

(4) At least one of the professional members of the multi-disciplinary team which evaluated the child.

Triennial (5/11/2008)

The grantee did not ensure two delegate agencies, Catholic Charities of the Archdiocese of Miami, Inc. (CC), and the Landow Friends of Lubavitch of Florida, Inc. (LFOL), included the professional member of the multi-disciplinary team that evaluated the child in the child's Individualized Education Program (IEP) development meeting. A review of a child file at the CC delegate's Sagrada Familia site found the November 2, 2007 IEP meeting was conducted without the presence of the professional member of the multi-disciplinary team that evaluated the child. In addition, a review of a November 12, 2007 Individualized Family Service Plan (IFSP) completed at the Sagrada Familia site found the meeting did not include the professional member of the multi-disciplinary team that evaluated the child. In an interview, the CC delegate's Disability Coordinator stated she was not aware the evaluator was required to be included as part of the Head Start team at IEP meetings.

A review of two IEPs, dated October 8 and December 25, 2007, respectively, at the LFOL delegate's Yeshiva site found no evidence the professional member of the multi-disciplinary team that evaluated the children was present at the IEP meetings. In an interview, the LFOL Yeshiva Center Director confirmed the professional member of the multi-disciplinary team was not invited when the delegate met to develop an IEP. In an interview, the grantee's Interim Mental Health/Disability Services Coordinator stated all IEP meetings were required to include at least one professional member of the multi-disciplinary team that evaluated the child.

The grantee was not in compliance with the regulation because two delegate agencies did not include the professional member of the multi-disciplinary team that evaluated a child in the meetings at which IEPs were developed.

Follow up - Corrected

The grantee ensured a professional member of the multidisciplinary team evaluating children participated in Individual Education Program (IEP) meetings. The grantee's Service Area Administrator stated Miami-Dade County Public Schools was now the Local Education Agency (LEA) and responsible for developing IEPs. The LEA required each multidisciplinary team to include at least one professional who evaluated the child.

A review of 15 IEPs found the signatures and positions of those attending the IEP meetings and confirmed they included the parent/guardian, LEA representative, Early Special Education

representative, Evaluation Specialist, general education teacher, and interpreter. The grantee required at least one professional member of the multi-disciplinary teams evaluating children to attend IEP meetings; therefore, it was in compliance with the regulation.

1308.19 Developing individualized education programs (IEPs).

(g) An LEA representative must be invited in writing if Head Start is initiating the request for a meeting.

Triennial (5/11/2008)

The grantee did not ensure all its delegate agencies invited a Local Education Agency (LEA) representative when Head Start conducted an IEP meeting. In an interview, the grantee's Interim Mental Health/Disability Services Coordinator stated no LEA representative was invited to Head Start-initiated IEP meetings. An interview with the Catholic Charities for the Archdiocese of Miami, Inc. (CC), delegate agency's Disability Coordinator and a review of four children's files containing IEPs provided evidence no LEA representative was invited to participate in the CC delegate's IEP meetings.

An interview with the Our Little Ones (OLO) delegate agency's Program Director and a review of two children's files containing IEPs provided evidence no LEA representative was invited to participate in OLO's IEP meetings, and a review of four children's files at the Landow Friends of Lubavitch of Florida, Inc. (LFOL), delegate agency provided evidence no LEA representative was invited to participate in LFOL's IEP meetings. The grantee was not in compliance with the regulation because it did not ensure LEA representatives were invited in writing to its delegates' Head Start-initiated IEP meetings.

Follow up - Corrected

The grantee verified a Local Education Agency (LEA) representative was invited to Individual Education Program (IEP) meetings. A review of notifications from the Miami-Dade Public Schools found the grantee was informed in writing of meetings, along with other professionals required to participate in developing IEPs. The notification clearly identified Miami-Dade Public Schools as the LEA. A review of a sample of IEPs found grantee staff were in attendance at all IEP meetings, including those for the delegate agencies.

The grantee's Health Services Area Administrator stated neither the grantee nor its delegate agencies conducted IEP meetings; all IEP meetings were conducted by the LEA. The LEA was required to have a full team of professionals at the IEP meetings, and grantee and delegate staff were invited to participate.

The grantee did not initiate the request for IEP meetings, but it confirmed written notifications were sent by the LEA for all IEP meetings held for Head Start children initiated and conducted by the LEA; therefore, it was in compliance with the regulation.

1308.19 Developing individualized education programs (IEPs).

(i) A meeting must be held at a time convenient for the parents and staff to develop the IEP within 30 calendar days of a determination that the child needs special education and related services. Services must begin as soon as possible after the development of the IEP.

Triennial (5/11/2008)

The grantee did not ensure all delegate agencies initiated services as soon as possible after the development of an Individualized Education Program (IEP). A review of one file at the St. Albans Child Enrichment Center (SA) delegate agency's Coconut Grove site, dated December 12, 2007, and one file at the SA delegate's South Miami site, as well as five files at the Catholic Charities of the Archdiocese of Miami (CC) delegate, found the children listed in the files did not receive services as soon as possible after the development of their IEPs. Services were not provided because the delegate agencies did not have speech and language consultants under contract.

A review of two children's records at the Landow Friends of Lubavitch of Florida, Inc. (LFOL), delegate's Yeshiva Head Start found one IEP was completed November 8, and the other was completed November 25, 2007. The LFOL delegate's Director of Pre-School/Head Start Program/Curriculum Coordinator/Delegate Mental Health/Disability Coordinator stated one child did not receive IEP-related services because he did not qualify for Medicaid.

The grantee was not in compliance with the regulation because it did not ensure services were initiated as soon as possible after the development of each child's IEP.

Follow up - Corrected

The grantee ensured its delegate agencies initiated services as soon as possible after the development of an Individualized Education Program (IEP). A review of the IEP Disabilities Tracking report provided evidence all IEPs were initiated within 1 week to 30 days after the development of the IEP. The grantee's Health Services Area Administrator stated all Special Education services were the responsibility of the LEA; however, if services were delayed, the grantee arranged services through contracted providers.

All Special Education contractors were practitioners licensed by the State of Florida Board of Speech, Occupational and/or Physical Therapy, or the Department of Health. The contractors were required to be Medicaid participants for the duration of the contract. A review of the eight service contracts found they included (1) Hantalan, d/b/a Kidz Connection, Inc., to provide speech, occupational, and physical diagnostic and therapeutic services to 273 children in the Hialeah, Northwest, Northeast, and Central Miami-Dade County areas; (2) Dimensions Speech, Language, and Learning Services, Inc., South, d/b/a Dimensions Achievements in Therapy, to provide speech, occupational, and physical diagnostic and therapeutic services to

255 children, effective September 22, 2008; (3) Integrated Rehabilitation Center, Inc., to provide occupational and physical therapy for 100 children, effective September 22, 2008; (4) Therapy Associates of South Florida, Inc., to provide speech and occupational therapy for 199 children, effective September 22, 2008; (5) Hearing and Speech Center of Florida, Inc., to provide occupational and speech therapy for 87 children in the Hialeah, Southwest, Central, and West Central Miami-Dade County areas, effective September 22, 2008; (6) Speech Pathology and Education Center, Inc., to provide speech services for 93 children in Hialeah, Southwest, Central, and West Central Miami-Dade County; (7) On-Site Therapy and Educational Training, Inc., to provide speech and occupational services for 154 children in the Southwest and West Central Miami-Dade County areas, effective September 22, 2008; and (8) Artists of Therapy, Inc., to provide speech, occupational, and physical therapy for 200 children in the Southwest, Northwest, and Central Miami-Dade County areas, effective September 22, 2008.

The grantee secured Special Education service contracts to provide speech, occupational and physical diagnostic and therapeutic services if the LEA did not provide services within 30 days of the IEP; therefore, it was in compliance with the regulation.

(200) Audit requirements.

(a) Audit required. Non-Federal entities that expend \$300,000 (\$500,000 for fiscal years ending after December 31, 2003) or more in a year in Federal awards shall have a single or program-specific audit conducted for that year in accordance with the provisions of this part. Guidance on determining Federal awards expended is provided in § __.205.

Triennial (5/11/2008)

The grantee did not ensure the Landow Friends of Lubavitch of Florida, Inc. (LFOL), delegate agency obtained a single audit in accordance with OMB Circular A-133. The LFOL delegate received Federal funding for Head Start (\$358,022) and FEMA (\$471,317). A review of the delegate's audit report for the year ending June 30, 2007 found it did not include the information on internal controls or compliance required by A-133. The grantee's Fiscal Coordinator acknowledged the LFOL delegate's audit reports were not prepared in compliance with A-133. The grantee was not in compliance with the regulation because it did not ensure its LFOL delegate complied with audit requirements, filing an incomplete audit report for a year in which it expended over \$500,000 in Federal funds.

Follow up - Corrected

The grantee ensured its delegate agencies obtained a single audit in accordance with OMB Circular A-133. A review of the audit report issued on January 20, 2009 for the Friends of Lubavitch of Florida, Inc., delegate for the period ending June 30, 2008 found the audit included a Report on Internal Control Over Financial Reporting and on Compliance and Other Matters. A review of audit reports for the 11 other delegate agencies found all 11 reports met A-133 requirements regarding the Report on Internal Controls Over Financial Reporting and on

Compliance.

The standard contract for the grantee's delegate agencies was reviewed and found to include a clause requiring delegate agencies to ensure audit reports met the requirements of A-133. In an interview, the grantee's Acting Fiscal Coordinator stated the grantee informed its delegate agencies the auditors were required to ensure the audit report met A-133 requirements, and the requirement was specified in the delegate agency contracts.

The grantee ensured its delegate agency audit reports included a report on internal controls and compliance; therefore, it was in compliance with the regulation.

Area of Noncompliance Determination

At least one Area of Noncompliance has been found in Dade County Board of County Commissioners Head Start program.

Applicable Standards	Program Type	Status
1304.51(i)(3)	HS and EHS	Noncompliance
1304.52(f)	EHS	Noncompliance

1304.51 Management Systems and Procedures.

(i) Program Self-Assessment and Monitoring

(3) Grantees must inform delegate agency governing bodies of any deficiencies in delegate agency operations identified in the monitoring review and must help them develop plans, including timetables, for addressing identified problems.

The grantee did not inform four delegate agency governing bodies of deficiencies in delegate operations identified during monitoring reviews or help two delegate agencies develop plans, including timetables, for addressing identified problems. A review of the Fiscal Management Fiscal Year 2009 Protocols--the on-site review report--for reviews conducted during November and December 2008 found 13 of the grantee's 14 delegate agencies were monitored. Of the 13 delegate agencies monitored, concerns regarding Fiscal operations were identified at 6: United Way of Miami-Dade, O'Farrill Learning Center, Family Christian Association of America, Sunflowers Academy, St. Alban's Child Enrichment Center, and Our Little Ones (OLO). However, the Acting Fiscal Coordinator stated the grantee informed only two of the six delegate agencies--OLO and St. Alban's Child Enrichment Center--of the review results.

The grantee's Fiscal staff transmitted the reports to OLO via email on February 27, 2009; however, the email did not request the agency to review and provide feedback or develop corrective action plans. The email report was sent to St. Alban's Child Enrichment Center on February 12, 2009 and requested review and feedback; however, as of the time of the review, none of the delegate agencies was in the process of developing a corrective action plan.

The grantee did not inform four delegate agencies about deficiencies identified during monitoring reviews or help two delegate agencies develop corrective action plans, including timetables, after making them aware of identified problems; therefore, it was not in compliance with the regulation.

1304.52 Human Resources Management.

(f) Infant and toddler staff qualifications. Early Head Start and Head Start staff working as teachers with infants and toddlers must obtain a Child Development Associate (CDA) credential for Infant and Toddler Caregivers or an equivalent credential that addresses comparable competencies within one year of the effective date of the final rule or, thereafter, within one year of hire as a teacher of infants and toddlers. In addition, infant and toddler teachers must have the training and experience necessary to develop consistent, stable, and supportive relationships with very young children. The training must develop knowledge of infant and toddler development, safety issues in infant and toddler care (e.g., reducing the risk of Sudden Infant Death Syndrome), and methods for communicating effectively with infants and toddlers, their parents, and other staff members.

The grantee and its delegate agencies did not ensure each teacher working exclusively with infants and toddlers was qualified. The grantee had 103 Education/teacher positions in its Early Head Start (EHS) program. A review of the EHS Classroom Staff Status report, which included all grantee and delegate staff, and a review of Child Development Associate (CDA) credential records for each EHS teacher found the KIDCO Center had 4 EHS teachers, 1 of whom had no record of qualifications; Le Jardin Center had 4 EHS teachers, 1 of whom had a Preschool but not an Infant/Toddler CDA; CPHI-North Center had 6 EHS staff, 1 of whom had a Preschool CDA; Holy Redeemer Center had 12 EHS staff, 1 of whom had a Preschool CDA; Bethune Center had 18 EHS staff, 1 of whom had an expired CDA dated January 1, 2006, 2 of whom had Preschool CDAs, and 2 of whom had no documentation of credentials; and South Miami Center had 2 EHS staff, 1 of whom had a Preschool CDA and 1 of whom had an expired CDA dated July 1, 2007. Each of the teachers was employed by the grantee or a delegate agency for over 1 year.

Eleven delegate EHS teachers lacked appropriate credentials. In an interview, the Infant/Toddler Coordinator and Special Projects Administrator confirmed not all EHS teaching staff employed by the grantee and its delegate agencies had current CDAs with Infant/Toddler endorsements.

The grantee did not ensure 11 teachers working with infants and toddlers for over a year in its grantee and delegate EHS programs had the required credentials; therefore, it was not in compliance with the regulation.

Timeframe for Corrective Action

The area(s) of noncompliance cited in this report must be corrected within 120 days of the

receipt of this report. Pursuant to Section 637(2)(C) of the Head Start Act, a grantee that fails to correct an area of noncompliance within the prescribed time period will be judged to have a deficiency that must be corrected within the time period required by the responsible HHS official.

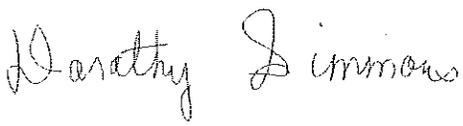
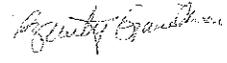
— END OF REPORT —

VPK Monitoring Reports

13. Outside time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Note: center time, small group, or large group activities)
14. Classroom activity observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Adults interact with children and participate in activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16. Children use materials in their own ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Lesson plans are reflective of curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Child file reflects ongoing observation of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Notes (Write the name of the staff member and his/her title if the report is not being reviewed with Director on file): The report was shared with Ms. Florida Roberts via conference call.

Provider's Comments:

Program Monitor's Name (Print): Belinda Jeanty-Gauthier Director/Teacher's Signature: 	Program Monitor's Signature:  Date Reviewed: 4/5/11
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b) _____, TA (Last 4 digits of SS#)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Substitute Information					
Confirm teacher of record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Confirm aide of record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a) _____, Lead Sub. (Last 4 digits of SS#)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) _____, Asst. Sub. (Last 4 digits of SS#)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Readiness Curriculum Monitoring Objectives:	Yes	No	N/A	Observations/Comments
1. Curriculum:				(Note the name of the curriculum)
• Approved SR Curriculum is utilized in Infant/Toddler classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>The site is not a registered SR site</u>
• Approved SR Curriculum is utilized in Preschool classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Curriculum philosophy available to staff and families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Teacher resource materials available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
• Does the center need curriculum training or assistance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

2. Infant/Toddler Classroom Observation Checklist:				
1. Areas clearly defined (at least 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Note: center time, small group, or large group activities)
2. Materials available and accessible to all children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Daily schedule posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Outside time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Classroom activity observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Adults interact with children and participate in activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Children use materials in their own ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Lesson plans are reflective of curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Child file reflects ongoing observation of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Preschool Classroom Observation Checklist:				
10. Areas clearly defined (at least 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Materials available and accessible to all children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Daily schedule posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3. Attendance: <ul style="list-style-type: none"> Attendance sheet complete & accurate Signed Monthly Parent Certification form completed by parent/guardian. Does classroom enrollment match EFS/ Attendance Roster? 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	During the first monitoring conducted on 1/13/11, the following items were in non-compliance: Daily attendance is not being maintained on the monthly parent certification forms. By the second monitoring visit: some monthly parent certification forms for Ms. Brinson-Reid were not completed for the month of March or April.
4. Florida Standards: <ol style="list-style-type: none"> Areas clearly defined (at least 5) Shelves & containers labeled Daily schedule posted (adult) Pictorial schedule (child) Art work at child's eye level Evidence of literacy activities Lesson plan for the day available (evidence of domains) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Classroom #A-B
5. Technical Assistance: Was technical assistance provided on the Florida Standards or on other items that directly affect the VPK children?	Yes <input type="checkbox"/>	NO <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>		
6. Curriculum: <ul style="list-style-type: none"> Curriculum certified on Form AWI-VPK 10 is utilized in classroom. High Scope Curriculum 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Director & Teacher Information	Yes	NO	Standards Training	N/A	Discrepancies (Note center and/or staff documentation that will expire before the end of the VPK program)
Name of Director: Dorothy Simmons Director Credential	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. Classroom A Confirm teacher of record Confirm aide of record a) Dorothy Simmons, LT (5588) b) _____, TA (Last 4 digits of SS#)	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
2. Classroom B Confirm teacher of record Confirm aide of record a) Annette Brinson-Reid, LT (8525)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Date of Monitoring: 4/5/11 Start Time: 10:40a.m. End Time: 11:35a.m.
Voluntary Pre-Kindergarten Program
School Readiness Program
Second Monitoring Tool for Miami-Dade/Monroe

Name of Provider: Charles Drew Elementary Head Start	License Number: C11MD1033
Address of Site: 1775 NW 60 St Miami, FL 33142	Telephone Number: (305) 691-2055 Fax: (305) Email: florida@miamidade.gov

VPK Monitoring Objectives:	Full	Partial	No	N/A	Notes
1. Class Information: <ul style="list-style-type: none"> ▪ Number of VPK Classroom match Form 11 2 ▪ Class days M-F ▪ Class hours 8:30-11:45a.m. 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>During the first monitoring conducted on 1/13/11, the following items were in non-compliance: Lunch is being served during VPK hours from 10:20-10:50a.m. The VPK class schedule needs to be modified to compensate for the lunch break. By the second monitoring visit: the program had the same schedule, but the director informed the Monitor that she does additional instructional activities after VPK hours to make-up for the lunch break.</p>
2. Class Size: <ul style="list-style-type: none"> ▪ Instructor to child ratio requirement met: Class A: 1:10 (0 non-VPK) Class B: 1:10 (0 non-VPK) School Year: 1 instructor to 10 students -2 instructors to 11-18 students (Max. class size is 18) Summer: 1 instructor to 12 students (Max. class size is 12) 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<p>-Upon arrival to Class A (Ms. Simmons) there was a ratio of 1:10. According to attendance records, there are 10 children enrolled in the classroom.</p> <p>During the first monitoring conducted on 1/13/11, the following items were in non-compliance: Upon arrival to Class B (Ms. Brinson-Reid) there was a ratio of 1:17. According to attendance records, there are 10 children enrolled in the classroom. Ms. Sabrina Marshall (1456), the teacher for the non-VPK students, was covering for the class. The lead teacher, Ms. Brinson-Reid, was at an off-site meeting and did not arrive until 11:06a.m.</p> <p>By the second monitoring visit: Upon arrival to Class B (Ms. Brinson-Reid), there was a ratio of 1:10. According to attendance records, there are 10 children enrolled in the class.</p>

Notes (Write the name of the staff member and his/her title if the report is not being reviewed with Director on file):

Provider's Comments:

Program Monitor's Name (Print): Lauren Melley

Program Monitor's Signature:

Lauren Melley

Date Reviewed: 5/4/11

Director/Teacher's Signature:

[Signature]

6. Curriculum: <ul style="list-style-type: none"> ▪ Curriculum certified on Form AWI-VPK 10 is utilized in classroom. ▪ High Scope Curriculum 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Director & Teacher Information	Yes	NO	Standards Training	N/A	Discrepancies <i>(Note center and/or staff documentation that will expire before the end of the VPK program)</i>
Name of Director: Gloria Garcia Director Credential	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. Classroom A Confirm teacher of record Confirm aide of record a) Gloria Garcia, LT (3406)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) _____, TA. (Last 4 digits of SS#)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Classroom B Confirm teacher of record Confirm aide of record a) _____, LT. (Last 4 digits of SS#)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) _____, TA. (Last 4 digits of SS#)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Substitute Information Confirm teacher of record Confirm aide of record a) Lorena Gajardo Lead Sub. (Last 4 digits of SS#)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) _____ Asst. Sub. (Last 4 digits of SS#)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Date of Monitoring: 5/4/11 Start Time: 8:30 AM End Time: 10:08 AM
Voluntary Pre-Kindergarten Program
School Readiness Program
Monitoring Tool for Miami-Dade/Monroe

Name of Provider: South Pointe Elementary Head Start		License Number: C11MD0845			
Address of Site: 1050 4 th Street Miami Beach, FL 33139		Telephone Number: (305)604-3306 Fax: (305)535-4231 Email: garciag@miamidade.gov			
VPK Monitoring Objectives:	Full	Partial	No	N/A	Notes
1. Class Information: <ul style="list-style-type: none"> ▪ Number of VPK Classroom match Form 11 1 ▪ Class days Monday-Friday ▪ Class hours 8:30-11:30 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Class Size: <ul style="list-style-type: none"> ▪ Instructor to child ratio requirement met: Class A: 10 (0 non-VPK) <p>School Year: 1 instructor to 10 students -2 instructors to 11-18 students (Max. class size is 18) Summer: 1 instructor to 12 students (Max. class size is 12)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	At time of arrival to Class A (Ms. Garcia) teacher to student ratio was 1:10. According to attendance records, there are ten children enrolled in the class. All are VPK.
3. Attendance: <ul style="list-style-type: none"> ▪ Attendance sheet complete & accurate ▪ Signed Monthly Parent Certification form completed by parent/guardian. ▪ Does classroom enrollment match EFS/ Attendance Roster? 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Florida Standards: 1. Areas clearly defined (at least 5) 2. Shelves & containers labeled 3. Daily schedule posted (adult) 4. Pictorial schedule (child) 5. Art work at child's eye level 6. Evidence of literacy activities 7. Lesson plan for the day available (evidence of domains)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Classroom #A Lesson plan from the previous week was available. The lesson plan demonstrated evidence of the VPK Standards/ Domains.
5. Technical Assistance: Was technical assistance provided on the Florida Standards or on other items that directly affect the VPK children?		Yes <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>	

If any changes occur with staff and/or students please complete proper forms and submit them to the Early Learning Coalition of Miami-Dade/Monroe, 2555 Ponce De Leon Blvd., 5th Floor, Coral Gables, FL 33134. AWI-VPK Forms 10, 11 and the VPK Notification forms can be downloaded from www.vpkhelp.org.

Please be advised that the Early Learning Coalition of Miami-Dade/Monroe has established a grievance policy and procedures designed to provide prompt and orderly resolution of complaints or disputes arising in the course of conducting business with, receiving services from, and/or providing services to the Coalition. Any party has the right to present their grievance to the Coalition within thirty (30) days of an occurrence, or within thirty (30) days of a party having reasonable knowledge of said matter. Grievance(s) must be submitted in written form (electronic or mail) to the Early Learning Coalition.

If you need assistance, you may contact the Early Learning Coalition of Miami-Dade/Monroe at (305) 646-7220.

Thank you for your cooperation.



VPK Provider Monitoring Report

Date: May 4, 2011
To: Gloria Garcia, Director
South Pointe Elementary Head Start
From: Lauren Melley, Program Monitor *Lauren Melley*
Subject: VPK Monitoring - School Year 2010-2011

Summary of VPK Monitoring Visit:

A monitoring visit was completed in your center on May 4, 2011. The monitor made the following observations during her visit:

- At time of arrival to Class A (Ms. Garcia) teacher to student ratio was 1:10. According to attendance records, there are ten children enrolled in the class. All are VPK.
- Daily attendance was being maintained on the center's classroom attendance.
- Daily attendance was being maintained on the monthly parent certification forms.
- The EFS roster matches that of classroom enrollment roster.
- Most of the items related to the Florida Standards were met within the classroom with the exception of the Lesson plan. The lesson plan available was from the previous week. The lesson plan demonstrated evidence of the VPK Standards/ Domains.
- The teacher was using the High Scope Curriculum as listed on the AWI-VPK Form 10.

Non-Compliance Items:

- **Congratulations, no items were found to be out of compliance during the monitoring visit! We know that it takes hard work and patience to improve the quality of early childhood education, and we commend you and your staff for your continued dedication toward this very important goal.**

Reminders:

- According to developmentally appropriate practices, it is highly recommended that the following be implemented: write a lesson plan at least on a weekly basis showing how skills will be developed based on the developmental standards/benchmarks as outlined in the VPK Standards book.

Suggestions:

- It is recommended that the VPK lead teacher and/or director attend VPK Standards training if they have not already done so. Please visit <http://www.myflorida.com/childcare/training> to register for VPK Standards training.



Penalty:

If the corrections are not made by the due date, adjustments will have to be made—*funds may be disallowed and you may be suspended from administering VPK until you can show that you are in compliance with the aforementioned items.* A repeat visit will also be made to your center in the next few days.

Suggestions:

- It is recommended that the VPK lead teacher and/or director attend VPK Standards training if they have not already done so.
Please visit <http://www.myflorida.com/childcare/training> to register for VPK Standards training.

If any changes occur with staff and/or students please complete proper forms and submit them to the Early Learning Coalition of Miami-Dade/Monroe, 2555 Ponce De Leon Blvd., 5th Floor, Coral Gables, FL 33134. AWI-VPK Forms 10, 11 and the VPK Notification forms can be downloaded from www.vpkhelp.org.

Please be advised that the Early Learning Coalition of Miami-Dade/Monroe has established a grievance policy and procedures designed to provide prompt and orderly resolution of complaints or disputes arising in the course of conducting business with, receiving services from, and/or providing services to the Coalition. Any party has the right to present their grievance to the Coalition within thirty (30) days of an occurrence, or within thirty (30) days of a party having reasonable knowledge of said matter. Grievance(s) must be submitted in written form (electronic or mail) to the Early Learning Coalition.

If you need assistance, you may contact the Early Learning Coalition of Miami-Dade/Monroe at (305) 646-7220.

Thank you for your cooperation.



Second VPK Provider Monitoring Report

Date: April 5, 2011
To: Dorothy Simmons, Director
Charles R Drew Elementary Head Start
From: Belinda Jeanty-Gauthier, Lead Programs Monitor
Subject: VPK Monitoring - School Year 2010-2011

Summary of VPK Monitoring Visit:

A second monitoring visit was completed in your center on April 5, 2011. The monitor made the following observations during her visit:

- Upon arrival to Class A (Ms. Simmons) there was a ratio of 1:10. According to attendance records, there are 10 children enrolled in the classroom.
- Upon arrival to Class B (Ms. Brinson-Reid), there was a ratio of 1:10. According to attendance records, there are 10 children enrolled in the class.
- During the last monitoring visit conducted on January 13, 2011 the following items were found to be non-compliant:
 - Lunch is being served during VPK hours from 10:20-10:50a.m. The VPK class schedule needs to be modified to compensate for the lunch break.
 - Upon arrival to Class B (Ms. Brinson-Reid) there was a ratio of 1:17. According to attendance records, there are 10 children enrolled in the classroom. Ms. Sabrina Marshall (1456), the teacher for the non-VPK students, was covering for the class. The lead teacher, Ms. Brinson-Reid, was at an off-site meeting and did not arrive until 11:06a.m.
 - Daily attendance is not being maintained on the monthly parent certification forms.
- All of the above non-compliant items were reviewed and/or observed.
- By the second monitoring visit, the Monitor observed Class B to be in ratio.
- By the second monitoring visit, the Monitor observed the lunch schedule had not changed, but the provider was offering additional instructional time to make-up for the lunch period.
- By the second monitoring visit, the Monitor reviewed the monthly parent certification forms for both classes. Class A was maintaining daily attendance, while Class B was not.

Non-Compliance Items:

- Daily attendance is not being maintained on the monthly parent certification forms for Class B.

Below is your Corrective Action Plan. The items listed should be addressed and brought to compliance by: April 8, 2010.

- Daily attendance must be recorded on the Monthly Parent Certification forms. You must ensure that the forms are not signed by parents prior to the end of the month. If the director and/or teacher would like technical assistance on correct maintenance of the Monthly Parent Certification forms, please contact your VPK Monitor.

Penalty:

If the corrections are not made by the due date, adjustments will have to be made—*funds may be disallowed and you may be suspended from administering VPK until you can show that you are in compliance with the aforementioned items.* A repeat visit will also be made to your center in the next few days. Thank you for your cooperation.

VPK Payments will be suspended for Classes A, F, and G on the date of monitoring, March 30, 2011, due to non-compliance with instructor to child ratio. Payments will also be suspended in Class G due to non-compliance with teacher information submitted and approved by the ELC on the AWI VPK Form 11. Substitute information for the observed teacher was not submitted to the Coalition. Payments will resume for all classes on March 31, 2011.

Reminders:

- Remember to inform the ELC of your substitutes, if you have not yet done so, by completing a VPK Notification form and submitting your substitute's credentials and level-2 background screenings via fax (305) 443-9107.

Suggestions:

- It is recommended that the VPK lead teacher and/or director attend VPK Standards training if they have not already done so. Please visit <http://www.myflorida.com/childcare/training> to register for VPK Standards training.

Please be advised that the Early Learning Coalition of Miami-Dade/Monroe has established a grievance policy and procedures designed to provide prompt and orderly resolution of complaints or disputes arising in the course of conducting business with, receiving services from, and/or providing services to the Coalition. Any party has the right to present their grievance to the Coalition within thirty (30) days of an occurrence, or within thirty (30) days of a party having reasonable knowledge of said matter. Grievance(s) must be submitted in written form (electronic or mail) to the Early Learning Coalition.

If any changes occur with staff and/or students please complete proper forms and submit them to the Early Learning Coalition of Miami-Dade/Monroe, 2555 Ponce De Leon Blvd., 5th Floor, Coral Gables, FL 33134. AWI-VPK Forms 10, 11 and the VPK Notification forms can be downloaded from www.vpkhelp.org.

If you need assistance, you may contact the Early Learning Coalition of Miami-Dade/Monroe at (305) 646-7220.

Thank you for your cooperation.

- The teachers were using High Scope Curriculum as stated on AWI-VPK Form 10.

Non-Compliance Items:

- In Class A the center did not have sufficient staff with the children when the monitor arrived to conduct a headcount. You have exceeded the instructor to child ratio by having a ratio of 1:19.
- In Class F the center did not have sufficient staff with the children when the monitor arrived to conduct a headcount. You have exceeded the instructor to child ratio by having a ratio of 1:17.
- In Class G the center did not have sufficient staff with the children when the monitor arrived to conduct a headcount. You have exceeded the instructor to child ratio by having a ratio of 1:15.
- The lead teacher for Class G, B. Brown, was absent on the day of monitoring. The substitute observed on the day of monitoring, G. Kelly, was not an approved substitute by the Coalition.
- Daily attendance must be recorded on the Monthly Parent Certification forms and you must ensure that the forms are not signed by parents prior to the end of the month. They should be readily available for monitoring purposes. If the director and/or teacher would like technical assistance on correct maintenance of the Monthly Parent Certification forms, please contact your VPK Monitor.

Below is your Corrective Action Plan. The items listed should be addressed and brought to compliance by: April 14, 2011

- You must maintain required ratios in the VPK classes (1 instructor to 10 students; 2 instructors to 11-18 students (Max. class size is 18). You must also have an adequate back-up plan for either planned or un-planned absences of VPK teacher(s). This includes a substitute who can take over for an absent teacher(s) in the VPK classroom to maintain ratios. Possible substitutes' information must be submitted to the Coalition.
- If you choose to change or add any of your teachers, you must submit a VPK Notification form and a new AWI VPK-Form 11 to reflect the change of teachers, along with their credential and/or background screenings, and wait for Coalition approval before making the change. Your VPK teachers on file at the Coalition must match the teachers you have in the class, and your teachers should be present in the classroom during all VPK hours. Possible substitute's background documentation and screenings should be submitted and approved by the Coalition.
- Daily attendance must be recorded on the Monthly Parent Certification forms. You must ensure that the forms are not signed by parents prior to the end of the month. If the director and/or teacher would like technical assistance on correct maintenance of the Monthly Parent Certification forms, please contact your VPK Monitor.



Notification of Non-Compliance to the VPK Provider Agreement

Date: March 30, 2011

To: Gladys Monne, Director
Isaac Withers Head Start and Child Care Center

From: Michelle Meilan, Program Monitor *M. Meilan*

Subject: VPK Monitoring - School Year 2010-2011

Summary of VPK Monitoring Visit:

A monitoring visit was completed in your center on March 30, 2011. The monitor made the following observations during her visit:

- At time of arrival to Class A teacher to student ratio was 1:19. According to attendance records, there are 9 children enrolled in the class. All are VPK. The Head Start teacher was in the role of substitute teacher in Class F. As a result, the VPK teacher was with all Head Start and VPK children. Class A has exceeded its instructor to child ratio.
- At time of arrival to Class B teacher to student ratio was 1:7. According to attendance records, there are 10 children enrolled in the class. Eight are VPK and two are non-VPK.
- At time of arrival to Class C teacher to student ratio was 1:9. According to attendance records, there are 9 children enrolled in the class. All are VPK.
- At time of arrival to Class D teacher to student ratio was 1:10. According to attendance records, there are 10 children enrolled in the class. All are VPK.
- At time of arrival to Class E teacher to student ratio was 1:6. According to attendance records, there are 10 children enrolled in the class. Four are VPK and six are non-VPK.
- At time of arrival to Class F teacher to student ratio was 1:17. According to attendance records, there are 10 children enrolled in the class. All are VPK. The VPK teacher, B. Brown, and the Head Start teacher were both absent on the day of monitoring. The substitute was with all children. Class F has exceeded its instructor to child ratio.
- At time of arrival to Class G teacher to student ratio was 1:15. According to attendance records, there are 5 children enrolled in the class. All are VPK. The Head Start teacher was absent and the VPK teacher was with all children. Class G has exceeded its instructor to child ratio.
- Daily attendance was being maintained on the center's roster.
- Some Monthly Parent Certification forms had been signed but not dated for classes B and C, Monthly Parent Certification forms were not available for Class F and Monthly Parent Certification forms had been signed prior to the end of the month for Class G.
- EFS roster matched the attendance roster.
- All items related to Florida Standards were met in the classroom.

16. Children use materials in their own ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Lesson plans are reflective of curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Child file reflects ongoing observation of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Notes (Write the name of the staff member and his/her title if the report is not being reviewed with Director on file):

Provider's Comments:

Program Monitor's Name (Print): Michelle Meilan Director/Teacher's Signature: 	Program Monitor's Signature:  Date Reviewed: 2/25/11
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3. Substitute Information				
Confirm teacher of record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confirm aide of record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) _____, Lead Sub. (Last 4 digits of SS#)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) _____, Asst. Sub. (Last 4 digits of SS#)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Readiness Curriculum Monitoring Objectives:	Yes	No	N/A	Observations/Comments
1. Curriculum: <ul style="list-style-type: none"> Approved SR Curriculum is utilized in Infant/Toddler classroom. Approved SR Curriculum is utilized in Preschool classroom. Curriculum philosophy available to staff and families Teacher resource materials available Does the center need curriculum training or assistance? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Note the name of the curriculum)
2. Infant/Toddler Classroom Observation Checklist: <ol style="list-style-type: none"> Areas clearly defined (at least 5) Materials available and accessible to all children Daily schedule posted Outside time Classroom activity observed Adults interact with children and participate in activities Children use materials in their own ways Lesson plans are reflective of curriculum Child file reflects ongoing observation of children 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Note: center time, small group, or large group activities)
3. Preschool Classroom Observation Checklist: <ol style="list-style-type: none"> Areas clearly defined (at least 5) Materials available and accessible to all children Daily schedule posted Outside time Classroom activity observed Adults interact with children and participate in activities 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Note: center time, small group, or large group activities)

Director & Teacher Information	Yes	NO	Standards Training	N/A	Discrepancies (Note center and/or staff documentation that will expire before the end of the VPK program)
Name of Director: Michael Burnett Director Credential	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. Classroom A Confirm teacher of record Confirm aide of record a) Caridad Sondon, LT (0608)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b), TA ()	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Classroom B Confirm teacher of record Confirm aide of record a) Maria Bermudez, LT (7113)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M. Bermudez is no longer the teacher for Class B. She retired and her last day at the center was December 17, 2010. A teacher has not been hired to replace her. The head start teacher, Gloria Munoz, has all the children under her care. She stated that twice a week (Tuesday and Thursday) an assistant is provided.
b), TA ()	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VPK Payments will be suspended for Class B on the day of the observation, February 16, 2011, due to non-compliance with instructor to child ratio. Payments will also be suspended for Class B due to non-compliance with teacher information submitted and approved on the AWI VPK Form 11. Payments will REMAIN SUSPENDED until the center submits a VPK Notification Form and a new AWI VPK Form 11 to add a new VPK instructor to Class B.
2. Classroom C Confirm teacher of record Confirm aide of record a) Loretta Storr, LT (7412)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
b), TA ()	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>4. <u>Florida Standards:</u></p> <ol style="list-style-type: none"> 1. Areas clearly defined (at least 5) <input checked="" type="checkbox"/> 2. Shelves & containers labeled <input checked="" type="checkbox"/> 3. Daily schedule posted (adult) <input type="checkbox"/> 4. Pictorial schedule (child) <input type="checkbox"/> 5. Art work at child's eye level <input checked="" type="checkbox"/> 6. Evidence of literacy activities <input checked="" type="checkbox"/> 7. Lesson plan for the day available (evidence of domains) <input checked="" type="checkbox"/> 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Classroom A A daily schedule has been posted, but work time is being conducted as a whole group. The monitor informed the teacher that the schedule must be worked out where both groups are not participating in work time as a whole group in order to be in compliance with teacher to student ratio and to reduce student competition for materials.</p> <p>A pictorial schedule for individual groups (VPK and Head Start) has not been posted. Presently, there is only one pictorial schedule.</p>
<p>4. <u>Florida Standards:</u></p> <ol style="list-style-type: none"> 1. Areas clearly defined (at least 5) <input checked="" type="checkbox"/> 2. Shelves & containers labeled <input checked="" type="checkbox"/> 3. Daily schedule posted (adult) <input type="checkbox"/> 4. Pictorial schedule (child) <input type="checkbox"/> 5. Art work at child's eye level <input checked="" type="checkbox"/> 6. Evidence of literacy activities <input checked="" type="checkbox"/> 7. Lesson plan for the day available (evidence of domains) <input checked="" type="checkbox"/> 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Classroom B A daily schedule has been posted, but work time is being conducted as a whole group. The monitor informed the teacher that the schedule must be worked out where both groups are not participating in work time as a whole group in order to be in compliance with teacher to student ratio and to reduce student competition for materials.</p> <p>A pictorial schedule for individual groups (VPK and Head Start) has not been posted. Presently, there is only one pictorial schedule.</p>
<p>5. <u>Technical Assistance:</u> Was technical assistance provided on the Florida Standards or on other items that directly affect the VPK children?</p>		<p>Yes <input checked="" type="checkbox"/></p>	<p>NO <input type="checkbox"/></p>	<p>N/A <input type="checkbox"/></p>	
<p>6. <u>Curriculum:</u></p> <ul style="list-style-type: none"> ▪ Curriculum certified on Form AWI-VPK 10 is utilized in classroom. <input checked="" type="checkbox"/> ▪ High Scope Curriculum <input type="checkbox"/> 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Date of Monitoring: 2/16/11 Start Time: 10:15 a.m. End Time: 11:45 a.m.
Voluntary Pre-Kindergarten Program
School Readiness Program
Monitoring Tool for Miami-Dade/Monroe

Name of Provider: South Miami Head Start		License Number: C11MD1152			
Address of Site: 6125 SW 68 Street Miami, FL 33143		Telephone Number: (305) 667-5584			
		Fax: (305) 669-4016			
		Email: mburnett@miamidade.gov scottro@miamidade.gov aferrey@miamidade.gov			
VPK Monitoring Objectives:	Full	Partial	No	N/A	Notes
1. Class Information: <ul style="list-style-type: none"> ▪ Number of VPK Classroom match Form 11 3 ▪ Class days Monday-Friday ▪ Class hours 8:30-11:45 	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Currently, there are two classes that have VPK students enrolled. Class C does not have VPK enrollment.</p>
2. Class Size: <ul style="list-style-type: none"> ▪ Instructor to child ratio requirement met: Class A: 10 (0 non-VPK) Class B: 10 (0 non-VPK) Class C: 10 (0 non-VPK) <p>School Year: 1 instructor to 10 students -2 instructors to 11-18 students (Max. class size is 18) Summer: 1 instructor to 12 students (Max. class size is 12)</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<p>At time of arrival to Class A teacher to student ratio was 1:9. According to attendance records, there are ten children enrolled in the class. Eight are VPK and thirteen are two are non-VPK.</p> <p>At time of arrival to Class B teacher to student ratio was 1:16. According to attendance records, there are eighteen children enrolled in the class. Five are VPK and thirteen are non-VPK.</p> <p>VPK Payments will be suspended for Class B on the day of monitoring, February 16, 2011, due to non-compliance with instructor to child ratio.</p> <p>Class C does not have any VPK children enrolled in the class. All the children are from the Head Start program.</p>
3. Attendance: <ul style="list-style-type: none"> ▪ Attendance sheet complete & accurate ▪ Signed Monthly Parent Certification form completed by parent/guardian. ▪ Does classroom enrollment match EFS/ Attendance Roster? 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>EFS roster partially matches attendance roster because L. Scott who is listed on the EFS roster transferred to another center.</p>

Suggestions:

- It is recommended that the VPK lead teacher and/or director attend VPK Standards training if they have not already done so. Please visit <http://www.myflorida.com/childcare/training> to register for VPK Standards training.

Please be advised that the Early Learning Coalition of Miami-Dade/Monroe has established a grievance policy and procedures designed to provide prompt and orderly resolution of complaints or disputes arising in the course of conducting business with, receiving services from, and/or providing services to the Coalition. Any party has the right to present their grievance to the Coalition within thirty (30) days of an occurrence, or within thirty (30) days of a party having reasonable knowledge of said matter. Grievance(s) must be submitted in written form (electronic or mail) to the Early Learning Coalition.

If any changes occur with staff and/or students please complete proper forms and submit them to the Early Learning Coalition of Miami-Dade/Monroe, 2555 Ponce De Leon Blvd., 5th Floor, Coral Gables, FL 33134. AWI-VPK Forms 10, 11 and the VPK Notification forms can be downloaded from www.vpkhelp.org.

If you need assistance, you may contact the Early Learning Coalition of Miami-Dade/Monroe at (305) 646-7220.

Thank you for your cooperation.

Below is your Corrective Action Plan. The items listed should be addressed and brought to compliance by: AS SOON AS POSSIBLE

- You must maintain required ratios in the VPK classes (1 instructor to 10 students; 2 instructors to 11-18 students (Max. class size is 18). You must also have an adequate back-up plan for either planned or un-planned absences of VPK teacher(s). This includes a substitute who can take over for an absent teacher(s) in the VPK classroom to maintain ratios. Possible substitutes' information must be submitted to the Coalition.
- To replace, add or change the role of any of your teachers, you must submit a VPK Notification form and a new AWI VPK-Form 11 to reflect the change of teachers, along with their credential and/or background screenings. Your VPK teachers on file at the Coalition must match the teachers you have in the class, and your teachers should be present in the classroom during all VPK hours. The AWI VPK Form 11 should reflect the teachers who are scheduled to be in your classroom on a regular basis, and your substitutes should be those teachers who can fill in for a regular teacher due to unexpected absences.

Penalty:

If the corrections are not made by the due date, adjustments will have to be made— *funds may be disallowed and you may be suspended from administering VPK until you can show that you are in compliance with the aforementioned items.* A repeat visit will also be made to your center in the next few days. Thank you for your cooperation.

VPK Payments will be suspended for Class B on the day of the observation, February 16, 2011, due to non-compliance with instructor to child ratio. Payments will also be suspended for Class B due to non-compliance with teacher information submitted and approved on the AWI VPK Form 11. Payments will REMAIN SUSPENDED until the center submits a VPK Notification Form and a new AWI VPK Form 11 to add a new VPK instructor to Class B.

Reminders:

- Remember to inform the ELC of your substitutes, if you have not yet done so, by completing a VPK Notification form and submitting your substitute's credentials and level-2 background screenings via fax (305) 443-9107.
- According to developmentally appropriate practices, it is highly recommended that the following things are implemented: both VPK and Head Start students must have work time separately in order to maintain teacher to student ratios; and create a pictorial schedule for the VPK students (where the focus of the schedule is on the pictures to help children navigate through the routines of the day), and post it in the classroom where the children can easily access it to mark the current activities that they are engaged in.



Notification of Non-Compliance to the VPK Provider Agreement

Date: February 25, 2011

To: Michael Burnett, Director
South Miami Head Start

From: Michelle Meilan, Program Monitor *M. Meilan*

Subject: VPK Monitoring - School Year 2010-2011

Summary of VPK Monitoring Visit:

A monitoring visit was completed in your center on February 16, 2011. The monitor made the following observations during her visit:

- At time of arrival to Class A teacher to student ratio was 1:9. According to attendance records, there are ten children enrolled in the class. Eight are VPK and two are non-VPK.
- At time of arrival to Class B teacher to student ratio was 1:16. According to attendance records, there are eighteen children enrolled in the class. Five are VPK and thirteen are non-VPK.
- Currently, there are two classes that have VPK students enrolled. Class C does not have any VPK children enrolled in the class. All the children are from the Head Start program.
- M. Bermudez is no longer the teacher for Class B. She retired and her last day at the center was December 17, 2010. A teacher has not been hired to replace her. The head start teacher, Gloria Munoz, has all the children under her care. She stated that twice a week (Tuesday and Thursday) an assistant is provided.
- Daily attendance was being maintained on the center's roster.
- Daily attendance had been maintained on the Monthly Parent Certification forms.
- EFS roster partially matches attendance roster because L. Scott who is listed on the EFS roster transferred to another center.
- Most of the items related to the Florida Standards were met with the following exceptions: a daily schedule has been posted, but work time is being conducted as a whole group. The monitor informed the teacher that the schedule must be worked out where both groups are not participating in work time as a whole group in order to be in compliance with teacher to student ratio and to reduce competition for materials among children. A pictorial schedule for individual groups (VPK and Head Start) has not been posted. Presently, there is only one pictorial schedule.
- The teachers were using High Scope Curriculum as stated on AWI-VPK Form 10.

Non-Compliance Items:

- In Class B, the center did not have sufficient staff with the children when the monitor arrived to conduct a headcount. You have exceeded the teacher to student ratio by having a ratio of 1:16.
- You did not inform the Coalition that M. Bermudez was no longer the lead teacher in Classroom B.



Notification of Non-Compliance to the VPK Provider Agreement

Date: February 25, 2011

To: Michael Burnett, Director
South Miami Head Start

From: Michelle Meilan, Program Monitor *M. Meilan*

Subject: VPK Monitoring - School Year 2010-2011

Summary of VPK Monitoring Visit:

A monitoring visit was completed in your center on February 16, 2011. The monitor made the following observations during her visit:

- At time of arrival to Class A teacher to student ratio was 1:9. According to attendance records, there are ten children enrolled in the class. Eight are VPK and thirteen are two are non-VPK.
- At time of arrival to Class B teacher to student ratio was 1:16. According to attendance records, there are eighteen children enrolled in the class. Five are VPK and thirteen are non-VPK.
- Currently, there are two classes that have VPK students enrolled. Class C does not have any VPK children enrolled in the class. All the children are from the Head Start program.
- M. Bermudez is no longer the teacher for Class B. She retired and her last day at the center was December 17, 2010. A teacher has not been hired to replace her. The head start teacher, Gloria Munoz, has all the children under her care. She stated that twice a week (Tuesday and Thursday) an assistant is provided.
- Daily attendance was being maintained on the center's roster.
- Daily attendance had been maintained on the Monthly Parent Certification forms.
- EFS roster partially matches attendance roster because L. Scott who is listed on the EFS roster transferred to another center.
- Most of the items related to the Florida Standards were met with the following exceptions: a daily schedule has been posted, but work time is being conducted as a whole group. The monitor informed the teacher that the schedule must be worked out where both groups are not participating in work time as a whole group in order to be in compliance with teacher to student ratio and to reduce competition for materials among children. A pictorial schedule for individual groups (VPK and Head Start) has not been posted. Presently, there is only one pictorial schedule.
- The teachers were using High Scope Curriculum as stated on AWI-VPK Form 10.

Non-Compliance Items:

- In Class B, the center did not have sufficient staff with the children when the monitor arrived to conduct a headcount. You have exceeded the teacher to student ratio by having a ratio of 1:16.
- You did not inform the Coalition that M. Bermudez was no longer the lead teacher in Classroom B.

Below is your Corrective Action Plan. The items listed should be addressed and brought to compliance by: AS SOON AS POSSIBLE

- You must maintain required ratios in the VPK classes (1 instructor to 10 students; 2 instructors to 11-18 students (Max. class size is 18). You must also have an adequate back-up plan for either planned or un-planned absences of VPK teacher(s). This includes a substitute who can take over for an absent teacher(s) in the VPK classroom to maintain ratios. Possible substitutes' information must be submitted to the Coalition.
- To replace, add or change the role of any of your teachers, you must submit a VPK Notification form and a new AWI VPK-Form 11 to reflect the change of teachers, along with their credential and/or background screenings. Your VPK teachers on file at the Coalition must match the teachers you have in the class, and your teachers should be present in the classroom during all VPK hours. The AWI VPK Form 11 should reflect the teachers who are scheduled to be in your classroom on a regular basis, and your substitutes should be those teachers who can fill in for a regular teacher due to unexpected absences.

Penalty:

If the corrections are not made by the due date, adjustments will have to be made—*funds may be disallowed and you may be suspended from administering VPK until you can show that you are in compliance with the aforementioned items.* A repeat visit will also be made to your center in the next few days. Thank you for your cooperation.

VPK Payments will be suspended for Class B on the day of the observation, February 16, 2011, due to non-compliance with instructor to child ratio. Payments will also be suspended for Class B due to non-compliance with teacher information submitted and approved on the AWI VPK Form 11. Payments will REMAIN SUSPENDED until the center submits a VPK Notification Form and a new AWI VPK Form 11 to add a new VPK instructor to Class B.

Reminders:

- Remember to inform the ELC of your substitutes, if you have not yet done so, by completing a VPK Notification form and submitting your substitute's credentials and level-2 background screenings via fax (305) 443-9107.
- According to developmentally appropriate practices, it is highly recommended that the following things are implemented: both VPK and Head Start students must have work time separately in order to maintain teacher to student ratios; and create a pictorial schedule for the VPK students (where the focus of the schedule is on the pictures to help children navigate through the routines of the day), and post it in the classroom where the children can easily access it to mark the current activities that they are engaged in.

Suggestions:

- It is recommended that the VPK lead teacher and/or director attend VPK Standards training if they have not already done so. Please visit <http://www.myflorida.com/childcare/training> to register for VPK Standards training.

Please be advised that the Early Learning Coalition of Miami-Dade/Monroe has established a grievance policy and procedures designed to provide prompt and orderly resolution of complaints or disputes arising in the course of conducting business with, receiving services from, and/or providing services to the Coalition. Any party has the right to present their grievance to the Coalition within thirty (30) days of an occurrence, or within thirty (30) days of a party having reasonable knowledge of said matter. Grievance(s) must be submitted in written form (electronic or mail) to the Early Learning Coalition.

If any changes occur with staff and/or students please complete proper forms and submit them to the Early Learning Coalition of Miami-Dade/Monroe, 2555 Ponce De Leon Blvd., 5th Floor, Coral Gables, FL 33134. AWI-VPK Forms 10, 11 and the VPK Notification forms can be downloaded from www.vpkhelp.org.

If you need assistance, you may contact the Early Learning Coalition of Miami-Dade/Monroe at (305) 646-7220.

Thank you for your cooperation.

16. Children use materials in their own ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Lesson plans are reflective of curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. Child file reflects ongoing observation of children	<input type="checkbox"/>			

Notes (Write the name of the staff member and his/her title if the report is not being reviewed with Director on file):

Provider's Comments:

Program Monitor's Name (Print): Michelle Meilan Director/Teacher's Signature: 	Program Monitor's Signature:  Date Reviewed: 2/25/11
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3. Substitute Information					
Confirm teacher of record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Confirm aide of record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a) _____, Lead Sub. (Last 4 digits of SS#)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) _____, Asst. Sub. (Last 4 digits of SS#)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

School Readiness Curriculum Monitoring Objectives:	Yes	No	N/A	Observations/Comments
1. Curriculum:				<i>(Note the name of the curriculum)</i>
<ul style="list-style-type: none"> • Approved SR Curriculum is utilized in Infant/Toddler classroom. • Approved SR Curriculum is utilized in Preschool classroom. • Curriculum philosophy available to staff and families • Teacher resource materials available • Does the center need curriculum training or assistance? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Infant/Toddler Classroom Observation Checklist:				
1. Areas clearly defined (at least 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>(Note: center time, small group, or large group activities)</i>
2. Materials available and accessible to all children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Daily schedule posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Outside time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Classroom activity observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Adults interact with children and participate in activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Children use materials in their own ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Lesson plans are reflective of curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Child file reflects ongoing observation of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Preschool Classroom Observation Checklist:				
10. Areas clearly defined (at least 5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>(Note: center time, small group, or large group activities)</i>
11. Materials available and accessible to all children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Daily schedule posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Outside time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Classroom activity observed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. Adults interact with children and participate in activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>4. <u>Florida Standards:</u></p> <p>1. Areas clearly defined (at least 5)</p> <p>2. Shelves & containers labeled</p> <p>3. Daily schedule posted (adult)</p> <p>4. Pictorial schedule (child)</p> <p>5. Art work at child's eye level</p> <p>6. Evidence of literacy activities</p> <p>7. Lesson plan for the day available (evidence of domains)</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Classroom A</p> <p>A daily schedule has been posted, but work time is being conducted as a whole group. The monitor informed the teacher that the schedule must be worked out where both groups are not participating in work time as a whole group in order to be in compliance with teacher to student ratio and to reduce student competition for materials.</p> <p>A pictorial schedule for individual groups (VPK and Head Start) has not been posted. Presently, there is only one pictorial schedule.</p>
<p>4. <u>Florida Standards:</u></p> <p>1. Areas clearly defined (at least 5)</p> <p>2. Shelves & containers labeled</p> <p>3. Daily schedule posted (adult)</p> <p>4. Pictorial schedule (child)</p> <p>5. Art work at child's eye level</p> <p>6. Evidence of literacy activities</p> <p>7. Lesson plan for the day available (evidence of domains)</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Classroom B</p> <p>A daily schedule has been posted, but work time is being conducted as a whole group. The monitor informed the teacher that the schedule must be worked out where both groups are not participating in work time as a whole group in order to be in compliance with teacher to student ratio and to reduce student competition for materials.</p> <p>A pictorial schedule for individual groups (VPK and Head Start) has not been posted. Presently, there is only one pictorial schedule.</p>
<p>5. <u>Technical Assistance:</u></p> <p>Was technical assistance provided on the Florida Standards or on other items that directly affect the VPK children?</p>	<p>Yes</p> <input checked="" type="checkbox"/>	<p>NO</p> <input type="checkbox"/>	<p>N/A</p> <input type="checkbox"/>		
<p>6. <u>Curriculum:</u></p> <ul style="list-style-type: none"> ▪ Curriculum certified on Form AWI-VPK 10 is utilized in classroom. ▪ High Scope Curriculum 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Date of Monitoring: 2/16/11 Start Time: 10:15 a.m. End Time: 11:45 a.m.
Voluntary Pre-Kindergarten Program
School Readiness Program
Monitoring Tool for Miami-Dade/Monroe

Name of Provider: South Miami Head Start	License Number: C11MD1152
Address of Site: 6125 SW 68 Street Miami, FL 33143	Telephone Number: (305) 667-5584 Fax: (305) 669-4016 Email: mburnett@miamidade.gov scottro@miamidade.gov aferrey@miamidade.gov

VPK Monitoring Objectives:	Full	Partial	No	N/A	Notes
1. Class Information: <ul style="list-style-type: none"> ▪ Number of VPK Classroom match Form 11 3 ▪ Class days Monday-Friday ▪ Class hours 8:30-11:45 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Currently, there are two classes that have VPK students enrolled. Class C does not have VPK enrollment.
2. Class Size: <ul style="list-style-type: none"> ▪ Instructor to child ratio requirement met: Class A: 10 (0 non-VPK) Class B: 10 (0 non-VPK) Class C: 10 (0 non-VPK) <p>School Year: 1 instructor to 10 students -2 instructors to 11-18 students (Max. class size is 18) Summer: 1 instructor to 12 students (Max. class size is 12)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>At time of arrival to Class A teacher to student ratio was 1:9. According to attendance records, there are ten children enrolled in the class. Eight are VPK and thirteen are two are non-VPK.</p> <p>At time of arrival to Class B teacher to student ratio was 1:16. According to attendance records, there are eighteen children enrolled in the class. Five are VPK and thirteen are non-VPK.</p> <p>VPK Payments will be suspended for Class B on the day of monitoring, February 16, 2011, due to non-compliance with instructor to child ratio.</p> <p>Class C does not have any VPK children enrolled in the class. All the children are from the Head Start program.</p>
3. Attendance: <ul style="list-style-type: none"> ▪ Attendance sheet complete & accurate ▪ Signed Monthly Parent Certification form completed by parent/guardian. ▪ Does classroom enrollment match EFS/ Attendance Roster? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EFS roster partially matches attendance roster because L. Scott who is listed on the EFS roster transferred to another center.



VPK Provider Monitoring Report

Date: May 17, 2011
To: Ana Fonseca, Director
Treasure Island Elementary Head Start and Child Care Center
From: Lauren Melley, Program Monitor *Lauren Melley*
Subject: VPK Monitoring - School Year 2010-2011

Summary of VPK Monitoring Visit:

A monitoring visit was completed in your center on May 17, 2011. The monitor made the following observations during her visit:

- At time of arrival to Class A (Ms. Fonseca) teacher to student ratio was 1:10. According to attendance records, there are five VPK children and 5 non-VPK child enrolled in the class.
- At time of arrival to Class B (Ms. Rivas) teacher to student ratio was 1:6. According to attendance records, there are eight VPK children and 2 non-VPK children enrolled in the class.
- Daily attendance was being maintained on the center's classroom attendance.
- Daily attendance was being maintained on the monthly parent certification forms.
- The EFS roster matches that of classroom enrollment roster:
- All of the items related to the Florida Standards were met within classrooms A and B.
- The teacher was using the High Scope Curriculum as listed on the AWI-VPK Form 10.
- The following documents have expired: DCF license expired on 4/12/11. Director faxed copy to CS during monitoring.

Non-Compliance Items:

- **Congratulations, no items were found to be out of compliance during the monitoring visit! We know that it takes hard work and patience to improve the quality of early childhood education, and we commend you and your staff for your continued dedication toward this very important goal.**

Suggestions:

- It is recommended that the VPK lead teacher and/or director attend VPK Standards training if they have not already done so. Please visit <http://www.myflorida.com/childcare/training> to register for VPK Standards training.

If any changes occur with staff and/or students please complete proper forms and submit them to the Early Learning Coalition of Miami-Dade/Monroe, 2555 Ponce De Leon Blvd., 5th Floor, Coral Gables, FL 33134. AWI-VPK Forms 10, 11 and the VPK Notification forms can be downloaded from www.vpkhelp.org.

Please be advised that the Early Learning Coalition of Miami-Dade/Monroe has established a grievance policy and procedures designed to provide prompt and orderly resolution of complaints or disputes arising in the course of conducting business with, receiving services from, and/or providing services to the Coalition. Any party has the right to present their grievance to the Coalition within thirty (30) days of an occurrence, or within thirty (30) days of a party having reasonable knowledge of said matter. Grievance(s) must be submitted in written form (electronic or mail) to the Early Learning Coalition.

If you need assistance, you may contact the Early Learning Coalition of Miami-Dade/Monroe at (305) 646-7220.

Thank you for your cooperation.



Date of Monitoring: 5/17/11 Start Time: 8:30 AM End Time: 10:00AM

**Voluntary Pre-Kindergarten Program
School Readiness Program
Monitoring Tool for Miami-Dade/Monroe**

Name of Provider: Treasure Island Elementary Head Start and Child Care Center	License Number: C11MD0853
Address of Site: 7540 E Treasure DR North Bay Village, FL 33141	Telephone Number: (305) 868-3698 Fax: (305) 868-3698 Email: sealyb@miamidade.gov Anafon@miamidade.gov

VPK Monitoring Objectives:	Full	Partial	No	N/A	Notes
1. Class Information: <ul style="list-style-type: none"> ▪ Number of VPK Classroom match Form 11 2 ▪ Class days Monday-Friday ▪ Class hours 8:30-11:45 AM 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Class Size: <ul style="list-style-type: none"> ▪ Instructor to child ratio requirement met: Class A: 10 (0 non-VPK) Class B: 10 (0 non-VPK) <p>School Year: 1 instructor to 10 students -2 instructors to 11-18 students (Max. class size is 18) Summer: 1 instructor to 12 students (Max. class size is 12)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	At time of arrival to Class A (Ms.Fonseca) teacher to student ratio was 1:10. According to attendance records, there are five VPK children and 5 non-VPK child enrolled in the class. At time of arrival to Class B (Ms. Rivas) teacher to student ratio was 1:6. According to attendance records, there are eight VPK children and 2 non-VPK children enrolled in the class.
3. Attendance: <ul style="list-style-type: none"> ▪ Attendance sheet complete & accurate ▪ Signed Monthly Parent Certification form completed by parent/guardian. ▪ Does classroom enrollment match EFS/ Attendance Roster? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Florida Standards: 1. Areas clearly defined (at least 5) 2. Shelves & containers labeled 3. Daily schedule posted (adult) 4. Pictorial schedule (child) 5. Art work at child's eye level 6. Evidence of literacy activities 7. Lesson plan for the day available (evidence of domains)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Classroom #A



Second Notification of Non-Compliance to the VPK Provider Agreement

Date: May 6, 2011
To: Louvon Johnson, Director
Culmer Neighborhood Head Start
From: Tamara N. Ryland, Program Monitor ^{Tamara}
Subject: VPK Monitoring - School Year 2010-2011

Summary of VPK Monitoring Visit:

A second monitoring visit was completed in your center on May 5, 2011. The monitor made the following observations during her visit:

- Upon arrival to Class A, there was a ratio of 1:9. According to attendance records, there are nine children enrolled. There are eight VPK students and one non VPK student.
- Upon arrival to Class B, there was a ratio of 1:10. According to attendance records, there are ten children enrolled. There are eight VPK and two non VPK students.
- Upon arrival to Class C, there was a ratio of 1:7. According to attendance records, there are eight children enrolled. There are eight VPK students.
- **During the first monitoring visit conducted on 1/26/11, the following items were non-compliant:**
 - VPK Payments were suspended for Class C on January 26, 2011 due to non-compliance with instructor to child ratio. Payments resumed on January 27, 2011. The ELC was not aware of the change in the number of VPK students in Class A, B, and C.
 - Ms. Evers, the LT assigned to Class C, was absent on the day of the observation because she was sick. Ms. Avian Wise (3326) was serving as the lead teacher for the classroom on the day of the observation. The ELC has not approved this teacher for that role.
- **During this second monitoring:**
 - Instructor to child ratios was in compliance for Classrooms A, B & C on the day of the observation.
 - Ms. G. Evers, the LT assigned to Class C, was absent on the day of the observation because she was sick. Ms. E. Pena, the lead teacher assigned to Class B, was serving as the lead teacher for the classroom on the day of the observation. The ELC has approved this teacher for that role.
 - E. Pena was not serving as the teacher assistant for Class B on the day of the observation. Instead, A. Smiley (6492) was in the role of substitute teacher for Class B. The ELC has not approved the teacher for this role.

Non-Compliance Items:

- E. Pena was not serving as the teacher assistant for Class B on the day of the observation. Instead, A. Smiley (6492) was in the role of substitute teacher for Class B. The ELC has not approved the teacher for this role.



Date of Monitoring: 05/05/11 Start Time: 11:52 a.m. End Time: 12:40 p.m.

**Voluntary Pre-Kindergarten Program
School Readiness Program
Second Monitoring Tool for Miami-Dade/Monroe**

Name of Provider: Culmer Neighborhood Head Start	License Number: C11MD1654
Address of Site: 1600 NW 3 AVE Miami, FL 33136	Telephone Number: (305) 329-3040 Fax: (305) 371-3843 Email: jones@miamidade.gov

VPK Monitoring Objectives:	Full	Partial	No	N/A	Notes
1. Class Information: <ul style="list-style-type: none"> Number of VPK Classroom match Form 11 3 Class days M-F Class hours 8:30am-11:45am 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Class Size: <ul style="list-style-type: none"> Instructor to child ratio requirement met: Class A: 10(0 non-VPK) Class B: 10(0 non-VPK) Class C: 10(0 non-VPK) School Year: 1 instructor to 10 students -2 instructors to 11-18 students (Max. class size is 18) Summer: 1 instructor to 12 students (Max. class size is 12)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Upon arrival to Class A, there was a ratio of 1:9. According to attendance records, there are nine children enrolled. There are eight VPK students and one non VPK student.</p> <p>Upon arrival to Class B, there was a ratio of 1:10. According to attendance records, there are ten children enrolled. There are eight VPK and two non VPK students.</p> <p>Upon arrival to Class C, there was a ratio of 1:7. According to attendance records, there are eight children enrolled. There are eight VPK students.</p> <p>During the 1st monitoring visit, VPK Payments were suspended for Class C on January 26, 2011 due to non-compliance with instructor to child ratio. Payments resumed on January 27, 2011.</p> <p>The ELC was not aware of the change in the number of VPK students in Class A, B, and C.</p> <p>During this monitoring: Instructor to child ratios was in compliance for Classrooms A, B & C on the day of the observation.</p>
3. Attendance: <ul style="list-style-type: none"> Attendance sheet complete & accurate Signed Monthly Parent 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	

Certification form completed by parent/guardian. ▪ Does classroom enrollment match EFS/ Attendance Roster?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4. <u>Florida Standards:</u> 1. Areas clearly defined (at least 5) 2. Shelves & containers labeled 3. Daily schedule posted (adult) 4. Pictorial schedule (child) 5. Art work at child's eye level 6. Evidence of literacy activities 7. Lesson plan for the day available (evidence of domains)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Classroom #A
5. <u>Technical Assistance:</u> Was technical assistance provided on the Florida Standards or on other items that directly affect the VPK children?		Yes <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>	
6. <u>Curriculum:</u> ▪ Curriculum certified on Form AWI-VPK 10 is utilized in classroom. ▪ High Scope Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Director & Teacher Information	Yes	NO	Standards Training	N/A	Discrepancies <i>(Note center and/or staff documentation that will expire before the end of the VPK program)</i>
<u>Name of Director:</u> Louvon Johnson Director Credential	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. <u>Classroom A</u> Confirm teacher of record Confirm aide of record a) Louvon Johnson , LT (1151) b) ,TA ()	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
2. <u>Classroom B</u> Confirm teacher of record Confirm aide of record a) Elsa Pena, LT (9615)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E. Pena was not serving as the teacher assistant for Class B on the day of the observation. Instead, A. Smiley (6492) was in the role of substitute teacher for Class B. The ELC has not approved the teacher for this role. VPK Payments will be suspended for Class B on the date of monitoring, May 5, 2011, due to non-compliance with teacher information submitted and approved on the AWI VPK Form 11. No substitute information

Notes (Write the name of the staff member and his/her title if the report is not being reviewed with Director on file):

Provider's Comments:

Program Monitor's Name (Print): Belinda Jeanty-Gauthier

Program Monitor's
Signature:

Belinda Jeanty-Gauthier

Director/Teacher's Signature:

Francesca Hanks

Date Reviewed: 10/5/11

5. Technical Assistance: Was technical assistance provided on the Florida Standards or on other items that directly affect the VPK children?	Yes <input type="checkbox"/>	<input checked="" type="checkbox"/>	NO <input type="checkbox"/>	N/A <input type="checkbox"/>	
5. Curriculum: <ul style="list-style-type: none"> ▪ Curriculum certified on Form AWI-VPK 10 is utilized in classroom. ▪ High Scope Curriculum 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Director & Teacher Information	Yes	NO	Standards Training	N/A	Discrepancies <i>(Note center and/or staff documentation that will expire before the end of the VPK program)</i>
Name of Director: Frances Hanks Director Credential	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	DCF License expired 9/27/11 The new document was faxed to the ELC
1. Classroom A Confirm teacher of record Confirm aide of record a) Frances Hanks, LT (9169) b) _____, TA (Last 4 digits of SS#)	<input checked="" type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
2. Classroom B Confirm teacher of record Confirm aide of record a) _____, LT (Last 4 digits of SS#) b) _____, TA (Last 4 digits of SS#)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
3. Substitute Information Confirm teacher of record Confirm aide of record a) _____, Lead Sub. (Last 4 digits of SS#) b) _____, Asst. Sub. (Last 4 digits of SS#)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	



Date of Monitoring: 10/5/11 Start Time: 10:15a.m. End Time: 11:30a.m.

**Voluntary Pre-Kindergarten Program
School Readiness Program
Monitoring Tool for Miami-Dade/Monroe**

Name of Provider: Oak Grove Head Start & Child Care Center	License Number: C11MD0663
Address of Site: 15640 N E 8 Ave N. Miami Beach, FL 33162	Telephone Number: (305) 940-7256 Fax: (305) 770-3136 Email: glenn@miamidade.gov fhanks@miamidade.gov

VPK Monitoring Objectives:	Full	Partial	No	N/A	Notes
1. Class Information: <ul style="list-style-type: none"> ▪ Number of VPK Classroom match Form 11 1 ▪ Class days M-F ▪ Class hours 8:30-11:45a.m. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Class Size: <ul style="list-style-type: none"> ▪ Instructor to child ratio requirement met: Class A: 1:11 (Onon-VPK) School Year: 1 instructor to 10 students -2 instructors to 11-18 students (Max. class size is 18) Summer: 1 instructor to 12 students (Max. class size is 12)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Upon arrival to Class A, there was a ratio of 1:8. According to attendance records, there are 10 VPK children enrolled in the class.
3. Attendance: <ul style="list-style-type: none"> ▪ Attendance sheet complete & accurate ▪ Signed Monthly Parent Certification form completed by parent/guardian. ▪ Does classroom enrollment match EFS/ Attendance Roster? 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Florida Standards: <ul style="list-style-type: none"> 1. Areas clearly defined (at least 5) 2. Shelves & containers labeled 3. Daily schedule posted (adult) 4. Pictorial schedule (child) 5. Free art work at child's eye level 6. Evidence of literacy activities 7. Lesson plan for the day available (evidence of domains) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Classroom #A (Ms. Hanks) -There was no lesson plan available on the day of the observation.

- According to developmentally appropriate practices, it is highly recommended that the following things are implemented: write a lesson plan at least on a weekly basis showing how skills will be developed based on the developmental standards/benchmarks as outlined in the VPK Standards book.

If any changes occur with staff and/or students please complete proper forms and submit them to the Early Learning Coalition of Miami-Dade/Monroe, 2555 Ponce De Leon Blvd., 5th Floor, Coral Gables, FL 33134. AWI-VPK Forms 10, 11 and the VPK Notification forms can be downloaded from www.vpkhelp.org.

Please be advised that the Early Learning Coalition of Miami-Dade/Monroe has established a grievance policy and procedures designed to provide prompt and orderly resolution of complaints or disputes arising in the course of conducting business with, receiving services from, and/or providing services to the Coalition. Any party has the right to present their grievance to the Coalition within thirty (30) days of an occurrence, or within thirty (30) days of a party having reasonable knowledge of said matter. Grievance(s) must be submitted in written form (electronic or mail) to the Early Learning Coalition.

If you need assistance, you may contact the Early Learning Coalition of Miami-Dade/Monroe at (305) 646-7220.

Thank you for your cooperation.



VPK Provider Monitoring Report

Date: October 5, 2011
To: Frances Hanks, Director
Oak Grove Head Start & Child Care Center
From: Belinda Jeanty-Gauthier, Program Monitor *Belinda Jeanty-Gauthier*
Subject: VPK Monitoring - School Year 2011-2012

Summary of VPK Monitoring Visit:

A monitoring visit was completed in your center on October 5, 2011. The monitor made the following observations during her visit:

- Upon arrival to Class A, there was a ratio of 1:8. According to attendance records, there are 10 VPK children enrolled in the class.
- Daily attendance was being maintained on the center's classroom attendance.
- Daily attendance was being maintained on the monthly parent certification forms.
- The EFS roster matches that of classroom enrollment roster.
- Most of the items related to the Florida Standards were met with the following exceptions: there was no lesson plan available on the day of the observation.
- The teachers were using the High Scope Curriculum as listed on the AWI-VPK Form 10.
- The following documents expired: The DCF license expired 9/27/11. The new document was faxed to the ELC.

Non-Compliance Items:

- **Congratulations, no items were found to be out of compliance during the monitoring visit! We know that it takes hard work and patience to improve the quality of early childhood education, and we commend you and your staff for your continued dedication toward this very important goal.**

Reminders:

- Remember to send the Coalition updated documentation for your school and background screenings or credentials for teachers/directors if they have expired or will expire prior to the end of the VPK school year.

Suggestions:

- It is recommended that the VPK lead teacher and/or director attend VPK Standards training if they have not already done so. Please visit <http://www.myflorida.com/childcare/training> to register for VPK Standards training.



VPK Provider Monitoring Report

Date: May 18, 2011

To: Vanessa Wallace, Director
Community Partnership Homeless- Head Start South

From: Michelle Meilan, Program Monitor *M. Meilan*

Subject: VPK Monitoring - School Year 2010-2011

Summary of VPK Monitoring Visit:

A monitoring visit was completed in your center on May 18, 2011. The monitor made the following observations during her visit:

- At time of arrival to Class A teacher to student ratio was 1:8. According to attendance records, there are ten children enrolled in the class. Nine are VPK and one is non-VPK.
- At time of arrival to Class B teacher to student ratio was 1:9. According to attendance records, there are ten children enrolled in the class. Nine are VPK and one is non-VPK.
- At time of arrival to Class C teacher to student ratio was 1:6. According to attendance records, there are eight children enrolled in the class. All are VPK.
- At time of arrival to Class D teacher to student ratio was 1:6. According to attendance records, there are eight children enrolled in the class. Five are VPK and three are non-VPK.
- O. Olive is no longer the lead teacher for Class D. Angel Bostic has been in the role of lead teacher since the middle of November 2010. The ELC has not approved the teacher for this role.
- Daily attendance was being maintained on the center's roster.
- Daily attendance had been maintained on the Monthly Parent Certification forms.
- EFS roster matched the attendance roster.
- All items related to Florida Standards were met in the classroom.
- The teachers were using High Scope Curriculum as stated on AWI-VPK Form 10.

Non-Compliance Items:

- O. Olive is no longer the LT for Class D. Angel Bostic has been in the role of LT since the middle of November 2010. The ELC has not approved the teacher for this role.

Below is your Corrective Action Plan. The items listed should be addressed and brought to compliance by: June 1, 2011

- If you choose to change or add any of your teachers, you must submit a VPK Notification form and a new AWI VPK-Form 11 to reflect the change of teachers, along with their credential and/or background screenings. Your VPK teachers on file at the Coalition must match the teachers you have in the class, and your teachers should be present in the classroom during all VPK hours. Possible substitute's background documentation and screenings should be submitted and approved by the Coalition.

Penalty:

If the corrections are not made by the due date, adjustments will have to be made— *funds may be disallowed and you may be suspended from administering VPK until you can show that you are in compliance with the aforementioned items.* A repeat visit will also be made to your center in the next few days. Thank you for your cooperation.

VPK payments will be suspended for Class D on the date of monitoring, May 18, 2011, due to non-compliance with teacher information approved by the ELC on the AWI VPK Form 11. Payments will resume on May 19, 2011.

Suggestions:

- It is recommended that the VPK lead teacher and/or director attend VPK Standards training if they have not already done so. Please visit <http://www.myflorida.com/childcare/training> to register for VPK Standards training.

Please be advised that the Early Learning Coalition of Miami-Dade/Monroe has established a grievance policy and procedures designed to provide prompt and orderly resolution of complaints or disputes arising in the course of conducting business with, receiving services from, and/or providing services to the Coalition. Any party has the right to present their grievance to the Coalition within thirty (30) days of an occurrence, or within thirty (30) days of a party having reasonable knowledge of said matter. Grievance(s) must be submitted in written form (electronic or mail) to the Early Learning Coalition.

If any changes occur with staff and/or students please complete proper forms and submit them to the Early Learning Coalition of Miami-Dade/Monroe, 2555 Ponce De Leon Blvd., 5th Floor, Coral Gables, FL 33134. AWI-VPK Forms 10, 11 and the VPK Notification forms can be downloaded from www.vpkhelp.org.

If you need assistance, you may contact the Early Learning Coalition of Miami-Dade/Monroe at (305) 646-7220.

Thank you for your cooperation.

Notes (Write the name of the staff member and his/her title if the report is not being reviewed with Director on file):

Arma Mathis/Curriculum Specialist

Provider's Comments:

Program Monitor's Name (Print): Michelle Meilan

Program Monitor's Signature:

M. Meilan

Director/Teacher's Signature:

Arma P. Mathis

Date Reviewed: 5/18/11

Director & Teacher Information	Yes	NO	Standards Training	N/A	Discrepancies (Note center and/or staff documentation that will expire before the end of the VPK program)
Name of Director: Vanessa Wallace Director Credential	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1. Classroom A Confirm teacher of record Confirm aide of record a) Almenar Horn, LT (9009)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b), TA ()	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Classroom B Confirm teacher of record Confirm aide of record a) Barbara Robbins, LT (2283)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b), TA ()	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Classroom C Confirm teacher of record Confirm aide of record a) Cassandra Guillian, LT (4946)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b), TA ()	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Classroom D Confirm teacher of record Confirm aide of record a) Olga Olive, LT (0425)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	O. Olive is no longer the LT for Class D. Angel Bostic has been in the role of LT since the middle of November 2010. The ELC has not approved the teacher for this role. VPK payments will be suspended for Class D on the date of monitoring, May 18, 2011, due to non-compliance with teacher information approved by the ELC on the AWI VPK Form 11. Payments will resume on May 19, 2011.
b), TA ()	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Substitute Information Confirm teacher of record Confirm aide of record a) _____, Lead Sub. (Last 4 digits of SS#)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) _____, Asst. Sub. (Last 4 digits of SS#)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

parent/guardian. ▪ Does classroom enrollment match EFS/ Attendance Roster?					
3. <u>Florida Standards:</u> 1. Areas clearly defined (at least 5) 2. Shelves & containers labeled 3. Daily schedule posted (adult) 4. Pictorial schedule (child) 5. Art work at child's eye level 6. Evidence of literacy activities 7. Lesson plan for the day available (evidence of domains)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Classroom A It is recommended that the lesson plan includes references to the domains/benchmarks as listed in the VPK Standards book.
4. <u>Florida Standards:</u> 1. Areas clearly defined (at least 5) 2. Shelves & containers labeled 3. Daily schedule posted (adult) 4. Pictorial schedule (child) 5. Art work at child's eye level 6. Evidence of literacy activities 7. Lesson plan for the day available (evidence of domains)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Classroom B It is recommended that the lesson plan includes references to the domains/benchmarks as listed in the VPK Standards book.
4. <u>Florida Standards:</u> 1. Areas clearly defined (at least 5) 2. Shelves & containers labeled 3. Daily schedule posted (adult) 4. Pictorial schedule (child) 5. Art work at child's eye level 6. Evidence of literacy activities 7. Lesson plan for the day available (evidence of domains)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Classroom C It is recommended that the lesson plan includes references to the domains/benchmarks as listed in the VPK Standards book.
4. <u>Florida Standards:</u> 1. Areas clearly defined (at least 5) 2. Shelves & containers labeled 3. Daily schedule posted (adult) 4. Pictorial schedule (child) 5. Art work at child's eye level 6. Evidence of literacy activities 7. Lesson plan for the day available (evidence of domains)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Classroom D It is recommended that the lesson plan includes references to the domains/benchmarks as listed in the VPK Standards book.
5. <u>Technical Assistance:</u> Was technical assistance provided on the Florida Standards or on other items that directly affect the VPK children?		Yes <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	N/A <input type="checkbox"/>	
6. <u>Curriculum:</u> ▪ Curriculum certified on Form AWI-VPK 10 is utilized in classroom. ▪ High Scope Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Date of Monitoring: 5/18/11 Start Time: 8:50 a.m. End Time: 11:00 a.m.

**Voluntary Pre-Kindergarten Program
School Readiness Program
Monitoring Tool for Miami-Dade/Monroe**

Name of Provider: Community Partnership Homeless- South Head Start	License Number: C11MD0443
Address of Site: 28205 SW 125 Avenue Homestead, FL 33039	Telephone Number: (305) 416-7189
	Fax: (305) 416-7114 Email: wvc@miamidade.gov

VPK Monitoring Objectives:	Full	Partial	No	N/A	Notes
1. Class Information: <ul style="list-style-type: none"> ▪ Number of VPK Classroom match Form 11 4 ▪ Class days Monday-Friday ▪ Class hours 8:30-11:45 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Class Size: <ul style="list-style-type: none"> ▪ Instructor to child ratio requirement met: Class A: 10 (0 non-VPK) Class B: 10 (0 non-VPK) Class C: 10 (0 non-VPK) Class D: 10 (0 non-VPK) <p>School Year: 1 instructor to 10 students -2 instructors to 11-18 students (Max. class size is 18) Summer: 1 instructor to 12 students (Max. class size is 12)</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>At time of arrival to Class A teacher to student ratio was 1:8. According to attendance records, there are ten children enrolled in the class. Nine are VPK and one is non-VPK.</p> <p>At time of arrival to Class B teacher to student ratio was 1:9. According to attendance records, there are ten children enrolled in the class. Nine are VPK are non-VPK.</p> <p>At time of arrival to Class C teacher to student ratio was 1:6. According to attendance records, there are eight children enrolled in the class. All are VPK.</p> <p>At time of arrival to Class D teacher to student ratio was 1:6. According to attendance records, there are eight children enrolled in the class. Five are VPK and three are non-VPK.</p>
3. Attendance: <ul style="list-style-type: none"> ▪ Attendance sheet complete & accurate ▪ Signed Monthly Parent Certification form completed by 	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Child Care Food Program Review

Name and Address of sponsoring Organization: Miami Dade Community Action Agency 701 NW 1st Court Miami FL. 33136	 FLORIDA DEPARTMENT OF HEALTH CHILD CARE FOOD PROGRAM SPONSORING ORGANIZATION REVIEW FORM (FOR DOH USE)	Name of Responsible Principal(s): Ruthie White	
	Authorization Number: 5-724	RPS #: S-6	
	Telephone #: (786) 469-4692	First Claim Review? <input type="checkbox"/>	

Arrival Time 9:00am	Review Date 1-21-11	Type of Sponsor <input checked="" type="radio"/> CCC <input type="radio"/> ASP <input type="radio"/> HCNP	Number of Sites 43	Review Month/Year OCTOBER, 2010	Fiscal Year 2011	Reimbursement 207,833
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TEST MONTH CLAIM												
	Free (CCC)	Reduced (CCC)	Non-Needy (CCC)	Food Costs	Total Operating Costs	Admin. Costs	Break-fast	M Snack	Lunch	A Snack	Supper	E Snack
Claimed	2531	/	/	162505	162506	10359	38894	/	41627	38669	/	/
Verified	2531	/	/	162505	162506	10359	38894	/	41627	38669	/	/
Difference	0	/	/	0	0	0	0	/	0	0	/	/

CLAIM EDIT SECTION (For CCC's, ASP's, and HCNP's, complete each line with the data requested or indicate N/A):

SITE NAME	A LICENSED CAPACITY	B TOTAL # ENROLLED PER CLAIM	C HIGHEST MEAL/SNACK COUNT	D IF FOR-PROFIT, # TITLE XX	E IF FOR-PROFIT, # F/R	F # OF CHILDREN ON ATTENDANCE RECORDS
<p>SCANNED</p> <p><i>See attached document</i></p> <p><i>Attached document was changed to reflect D578.</i></p> <p><i>Pl. still.</i></p> <p><i>Please check the 2/19/11.</i></p>						

PROGRAM ADMINISTRATION	Y	N	N/A	COMMENTS
1. If the sponsor receives meal service from a caterer, appropriate contract procedures have been followed (SPC, ITB, etc.), and the sponsor is receiving the correct menu at agreed upon prices.	✓			
2. For catered sites, the sponsor has a current catering contract on file.	✓			
If the catering contract total exceeds \$50,000, the sponsor received prior written approval from DOH before signing contract.	✓			
4. For catered sites, payments to caterer are disbursed within five working days from the date reimbursements are received from the comptroller's office.	✓			
5. Properly approved Free and Reduced applications are on file in the central office or at each center (CCC's only).			✓	HeadStart (all free).

OPERATING EXPENSES				
6.	The sponsor has an up-to-date and accurate enrollment roster in the central office or at each center (CCC's only).	✓		
7.	The sponsor correctly consolidates the enrollment numbers for all center rosters and reports them accurately on the review month claim (CCCs only).	✓		
8.	Sites are correctly qualified using school zone information (ASPs only).		✓	
9.	The sponsor edits the total number of children enrolled against the daily meal counts reported.	✓		
10.	The sponsor correctly consolidates meal counts and records them accurately on the claim for the review month.	✓		
11.	Operating expenses reported are accurate and are allowable for the review month.	✓		
12.	Administrative expenses reported are accurate and are allowable for the review month.	✓		
13.	Program expenses are equal to or exceed the total reimbursement.	✓		
14.	For the test month, food costs equal or exceed 50% of the total reimbursement, as recommended.	✓		78%
15.	For the test month, operating expenditures equal or exceed 85% of the total reimbursement.	✓		see summary
16.	The sponsor retains program records for the required three years plus the current fiscal year.	✓		
17.	If for-profit, each site claimed has the required number of income eligible children enrolled (CCC's only).	✓		
18.	The sponsor is claiming only approved meal types.			
19.	Sponsor ensures that menus meet meal pattern requirements.	✓		
20.	Claims are submitted on a timely basis.	✓		
21.	Sponsor is following procedures outlined in the Budget and the Management Plan.	✓		
MONITORING VISITS				
22.	The sponsor is using the required DOH monitoring form or an approved alternative.	✓		
23.	The sponsor has performed the required number of monitoring visits for the current fiscal year.	✓		
24.	The sponsor monitors a variety of meal types (CCCs & HCNP's only).	✓		
25.	Milk Usage Tests are performed at least three times annually for each site that prepares its own meals.		✓	catered
26.	The sponsor edits the number of meals observed during their monitoring visits to the number of meals claimed.	✓		
27.	The sponsor edits for block claims and conducts household contacts in accordance with DOH policy (CCCs only).		✓	
28.	The sponsor issues meal disallowances when appropriate.		✓	
29.	Corrective Action Plans are submitted in a timely manner.		✓	
30.	Timely follow-up reviews are performed to ensure that deficiencies found during previous reviews have been corrected.		✓	
31.	The sponsor conducts pre-approval visits for all new sites.			

MONITORING - DOH	Y E S	N O	N / A	COMMENTS
32. The institution has substantially implemented and maintained corrective action for any deficiencies identified during previous reviews. If 'No' is marked, the Program Specialist may need to recommend that the contractor receive a Warning Letter, Serious Deficiency, or Propose to Terminate Letter.	✓			
33. When comparing the number of meals served during all DOH site reviews to the claimed number, the sponsor has claimed the correct number of meals.	✓			
TRAINING	Y E S	N O	N / A	COMMENTS
34. The sponsor has provided adequate training for all CCFP personnel as outlined in the management plan.	✓			
35. The sponsor has agendas and sign in sheets on file for training provided to sponsor and site staff.	✓			
36. New CCFP personnel are trained in a timely fashion.	✓			
CIVIL RIGHTS	Y E S	N O	N / A	COMMENTS
37. The sponsor allows equal access to its sites regardless of race, color, national origin, age, sex, or disability.	✓			
38. The sponsor collects racial/ethnic data for enrolled children at each site annually and keeps this information on file for the required time period.	✓			
39. The sponsor announces publicly that admission is open to all regardless of race, color, national origin, sex, age, or disability.	✓			
40. The non-discrimination "And Justice for All" poster is posted in a conspicuous place.	✓			
41. Informational materials are provided in the appropriate translation concerning the availability and nutritional benefits of the program, as needed.	✓			
42. The sponsor makes CCFP information available to the public upon request.	✓			
REVIEW SUMMARY	Y E S	N O	N / A	COMMENTS
43. Is a revised claim required? Which month?		✓		
44. Is a follow-up review required?		✓		
45. Is an ADR (Additional Documentation Required) necessary?		✓		
46. Is a Warning Letter necessary?		✓		
47. Is a Notice of Serious Deficiency recommended?		✓		
48. Is the contractor required to attend a monthly record keeping class?		✓		

Review Summary

Entrance conference with Ms Ruthie White

All health sanitation & safety requirements were met

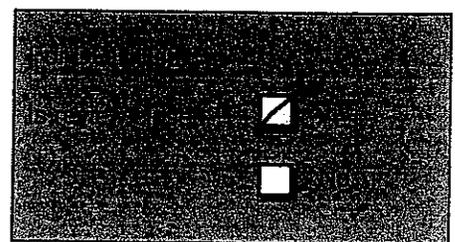
For test month, operating expenditure does not exceed 85%. Total expenditure for test month is 172506 & total reimbursement is \$ 207833. (83%)

No discernable deficiencies were identified at the time of review.

Reviewer must receive a Corrective Action Plan addressing any deficiencies identified above by close of business on N/A. The Corrective Action Plan must describe those actions being taken to correct each deficiency, the person responsible for correcting the deficiency, and the date by which each deficiency will be corrected.

[Signature] 1-31-11
 DOH Representative Mila Delans Date
Ruthie White 1-31-11
 Site or Sponsor Representative Date

Departure Time





Child Care Food Program
MONITORING REVIEW SUMMARY

INSTRUCTIONS: List the names of all the sites sampled. Complete each question block with YES, NO, or N/A. Any items with a "NO" answer must be addressed in the "Monitoring by Sponsor" section of the Review Form.

Sponsor Name: Miami Dade Community Agency S-724 Date(s) of Review: 1-13-11 DOH Reviewer: S-6

REVIEW DATES (List the facility or facilities)	REVIEW DATES	REVIEW DATES
12-8-10	Douglas Elementary	CPH North
L		Lunch
Yes		Yes
Yes		Yes
N/A		N/A
Yes		Yes
No		No
N/A		N/A
Yes		Yes

Name and Address of Site:
Jackson Trade
801 NW 17th Street
Miami FL 33136



CHILD CARE FOOD PROGRAM
 SITE REVIEW FORM
 (FOR DOH USE)

Responsible Principal(s)/Individual(s):
Ruthie White
 Authorization #: S-724 RPS #: S-6
 Telephone #: (305) 545 3430

Read Instructions Before Completing the Review

Type of Site: CCC <input checked="" type="checkbox"/> ASP <input type="checkbox"/> HCNP <input type="checkbox"/> DCH <input type="checkbox"/> (Tier Level: <input type="checkbox"/>)	DCF License or Religious Accreditation Info: License #: <u>C11MD1683</u> Capacity: <u>68</u> Exp. Date: <u>11-13-11</u>	Meals Approved to Claim: B MS <u>L</u> <u>AS</u> S ES	Review Date <u>1-13-11</u>	Arrival Time <u>11:20am</u>
		Meal Observed: B MS <u>L</u> AS S ES Non-Meal Review <input type="checkbox"/>	Fiscal Year <u>2011</u>	First Claim Review? <input type="checkbox"/>

RECORD KEEPING/ELIGIBILITY REQUIREMENTS	YES	NO	N/A	COMMENTS
1. The site has a current food permit or one that was issued between Oct. 1, 2009 and June 30, 2010. Food Permit #: <u>13-48-18782</u>	<input checked="" type="checkbox"/>			
2. The last food permit inspection was satisfactory. Date of last inspection: <u>6/2/10</u>	<input checked="" type="checkbox"/>			
3. The site has a current license and appears to be within licensed capacity, age limits, and provider/child ratio.	<input checked="" type="checkbox"/>			
4. For CCCs, the site has an up-to-date and accurate enrollment roster on file at the site, or if sponsored, at the sponsor's office.				<u>To be checked @ main office</u>
5. For CCCs, completed and correctly approved Free and Reduced applications are on file at the center or if sponsored, at the sponsor's office.				
6. Current Enrollment Forms and CCFP Child Participation Forms are on file for every child.				
7. Complete and accurate Infant Feeding Forms are on file for each child under the age of 12 months.				
8. If a for-profit CCC, the site had the required number of low-income eligible children enrolled to file the test month claim.				
9. The site is taking daily attendance on an approved form.				
10. The contractor or provider retains program records (including signed contracts and agreements) for the prior three years plus the current FY.				
11. The site only claims meals served to children that meet program age requirements.				
12. If the site receives catered meal service, a current catering contract is on file that meets DOH policies.				
13. If the site receives catered meal service, the site followed proper procurement procedures (formal or informal) to secure catered meal service contract.				
14. If the site receives catered meal service and if the initial meal service contract totals \$50,000 or more, the site received prior written approval from DOH before signing the contract.				
15. If the site receives meal service from a caterer, payments to caterer are disbursed within five working days from the date reimbursements are received from the comptroller's office.				
16. If an ASP site, the site is correctly qualified using school zone information and offers educational and/or enrichment activities.			<input checked="" type="checkbox"/>	
17. In a Tier I home, the provider only claims her/his own child(ren) when other child(ren) are present, and an eligible Provider Income Statement is on file.			<input checked="" type="checkbox"/>	
18. In a Tier II home, the sponsor has offered to the provider to collect Tier II Household Income Statements from parents.			<input checked="" type="checkbox"/>	

HEALTH, SAFETY, AND SANITATION REQUIREMENTS	YES	NO	N/A	COMMENTS
19. Employees handling food meet the proper hygiene requirements.	✓			
20. Employees and children wash their hands properly, frequently, and at appropriate times.	✓			
21. Food is obtained from sources that meet federal and state health standards.	✓			
22. Refrigeration units are maintained at 41° F or below.	✓			40°
23. Freezers are maintained at 0° F or below.	✓			0°
24. Cleaning supplies are stored separately from food.	✓			
25. There is no evidence of rodent or insect infestation.	✓			
26. Food is stored at least 6 inches off the floor.	✓			
27. Potentially hazardous foods are cooked and/or reheated to proper internal temperatures.			✓	
28. Prepared food is stored in clean, covered containers that are clearly labeled and marked with date of preparation.	✓			
29. Potentially hazardous foods are maintained, and if catered, delivered at the proper temperatures.	✓			
30. For catered sites renewing with the 2009-2010 catering contract, the site has cold and hot food storage with an adjustable temperature control or food delivery time and temperature is recorded by caterer before transport and by site staff when the food is delivered to the site.	✓			
31. There are no obvious fire, health, or safety hazards.	✓			last MSP. 5-17-10

MEAL OBSERVATION	YES	NO	N/A	COMMENTS
If non-meal review, answer questions marked with an asterisk and mark all others 'N/A'.				
32. Today's Menu:				Steamed cabbage & carrots, brown rice, roasted porkchops Corned with wheat grain & milk
33. Site is serving meals at the proper times.	✓			
34. All meals on the posted menu meet the meal pattern requirements.*	✓			
35. The observed meal corresponds to the posted menu.	✓			
36. The observed meal contains all required components, served in the required quantities. If no, list any missing and/or inadequate components.	✓			
37. The observed meal contains a variety of colors, textures, etc.	✓			
38. The observed meal was served at a safe temperature.	✓			
39. Meals eaten away from the site and claimed for reimbursement adhere to all CCFP meal requirements.*	✓			boxed lunches
40. If exceptions to the meal pattern are made, medical and/or parent letters are available.	✓			
Ready-to-eat cereal products on the posted menu contain no more than 10 grams of sugar per serving.*	✓			

MEAL OBSERVATION (cont.)	YES	NO	N/A	COMMENTS
42. The site is following CCFP policy pertaining to sweet grain/bread products on the posted menus.*	✓			
43. Juice is served no more than once a day.*	✓			
44. "Whole" fruits and vegetables are served at least twice a week at breakfast and twice a week at snack.*	✓			
45. Low-fat (1%) and/or fat-free (skim) milk is being served to children age 2 and older.*	✓			
46. If using commercially processed combination foods, the site is following regulatory guidelines.*	✓			
47. The site follows regulatory requirements for feeding infants.			✓	no infant
48. An accurate meal count is taken at the point of service and recorded within one hour of meal service for all except DCH providers who must record meals by the end of the day.*	✓			
49. If required, the site records meal counts by name.*			✓	
50. If taking meal counts by name, the site consolidates them on the Monthly Meal Count Record form on a daily basis.*			✓	

TRAINING REQUIREMENTS	YES	NO	N/A	COMMENTS
51. Program staff have been adequately trained on CCFP requirements.	✓			
52. If a sponsored site, the sponsor has provided training on CCFP requirements.	✓			

CIVIL RIGHTS REQUIREMENTS	YES	NO	N/A	COMMENTS
53. The organization allows equal access to its site regardless of race, color, national origin, age, sex, or disability.	✓			
54. The organization collects racial/ethnic data for enrolled children at the site annually and keeps this information on file for the required time period.	✓			
55. The organization announces publicly that admission is open to all regardless of race, color, national origin, sex, age or disability.	✓			
56. The "And Justice For All" non-discrimination poster is posted in a conspicuous place.	✓			
57. Informational materials are provided in the appropriate translation concerning the availability and nutritional benefits of the program, if requested.	✓			
58. The organization makes CCFP information available to the public upon request.	✓			
59. The WIC flier is conspicuously posted or distributed to parents.	✓			

60. Record meal counts by racial/ethnic categories below:							
Ethnicity Totals:		Race Totals: (Children can be counted in more than one race category)					
HISPANIC OR LATINO	NOT HISPANIC OR LATINO	AMERICAN INDIAN OR ALASKAN NATIVE	WHITE	BLACK or AFRICAN AMERICAN	ASIAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	
8	36	0	8	36	0	0	

CIVIL RIGHTS REQUIREMENTS (Cont.)

1. Explanation of any possible civil rights problem(s) identified: N/A

SPONSORED SITE REQUIREMENTS	YES	NO	N/A	COMMENTS
62. The sponsor monitor displays photo identification.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
63. The sponsor responds to center staff/provider requests within two days.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
64. The sponsor does not use gifts or incentives to recruit or retain centers/providers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
65. All site reviews are unannounced (excluding the one allowed day care home non-meal review per FY).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
66. The sponsor monitor conducted the review in a fair and unbiased manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
67. The sponsor monitor demonstrated knowledge of program rules and regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
68. If required, the sponsor monitor issued a Disallowance and/or, if applicable, a Notice of Serious Deficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
69. If applicable, the sponsor monitor required the site representative/provider to complete a Corrective Action Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

5-DAY TEST

70. Meal count on day of review 44

Record meal counts for the same meal type observed on the day of the visit for the 5 previous meal service days. Use the 5 previous weekend day meal counts for weekend reviews.

$$\begin{array}{ccccccccc}
 \boxed{49} & + & \boxed{49} & + & \boxed{46} & + & \boxed{53} & + & \boxed{51} & = & \boxed{248} & \text{Divided by } 5 & \boxed{49.6} & \times .85 = & \boxed{42.16} \\
 \frac{1/6}{\text{Date}} & & \frac{1/7}{\text{Date}} & & \frac{1/10}{\text{Date}} & & \frac{1/11}{\text{Date}} & & \frac{1/12}{\text{Date}} & & \text{Meal Count Total} & & \text{Average} & & \\
 \end{array}$$

71. Is the number of meals served on the day of the review equal to or greater than 85% of the average? Yes No
 If no, write the explanation here:

72. If #71 was answered "No," was the explanation provided adequate? Yes (Site "passed" 5-Day Test)
 No (Site "failed" 5-Day Test and further follow-up is required)

FINANCIAL MANAGEMENT REQUIREMENTS

To be checked at main office

Test Month Claim: Complete Items 73-79 for I's, and single-site H's and A's only

REVIEW MONTH:

REIMBURSEMENT:
\$

73.	Breakfast	Morning Snack	Lunch	After-noon Snack	Supper	Even- ing Snack	Free	Re- duced	Non- Needy	Food Costs	Total Oper. Costs	Total Admin. Costs
Claimed												
Verified												
Difference												

	YES	NO	N/A	COMMENTS
74. The number of meals claimed is accurate.				
75. The site has appropriate source documentation to support all costs claimed to the program.				
76. If claiming labor costs, Personnel Activity Reports (PARs) are on file and are correctly completed.				
77. For the test month, total expenditures are equal to or greater than the reimbursement.				
78. For the test month, food costs equal or exceed 50% of the total reimbursement, as recommended.				% spent on food: _____

79. **CLAIM EDIT:** For I's and single-site H's, and A's; complete each line with the data requested.

	A	B	C	D	E	F
Site Name	Licensed Capacity	Total # Enrolled per Claim	Highest Meal/Snack Count	If For-Profit, # Title XX	If For-Profit, # of F/R	# of Children on Attendance Records

MONITORING REVIEW SUMMARY	YES	NO	N/A	COMMENTS
80. The institution has substantially implemented and maintained corrective action for any deficiencies identified during previous reviews. If 'No' is marked, the Program Specialist may need to recommend that the contractor receive a Warning Letter, Serious Deficiency, or Propose to Terminate Letter.	✓			
81. Was a block claim observed during this review? (If yes, complete a Block Claim Report.)		✓		
82. Is a disallowance required?		✓		
83. Is a revised claim required? What month(s)?		✓		
84. Is a follow-up review required?		✓		
85. Is an ADR (Additional Documentation Required) necessary?		✓		
86. Is a Warning Letter necessary?		✓		
87. Is a Notice of Serious Deficiency recommended?		✓		
88. Is the contractor required to attend a Monthly Record Keeping Review class provided by DOH or training by the Sponsor?		✓		

Item #

Review Summary

Entrance conference with Ms deMatas, the Monitor.

All health, sanitation & safety requirements were met

No discernable deficiencies were identified at the time of review.

Reviewer must receive a Corrective Action Plan addressing any deficiencies identified above by close of business on N/A. The Corrective Action Plan must describe those actions being taken to correct each deficiency, the person responsible for correcting the deficiency, and the date by which each deficiency will be corrected.

M. Dedans

JOH Representative Mila Dedans Date 1-13-11

1:50 pm
Departure Time

Susanne DeMatas
Site or Sponsor Representative Date 1-13-11

Susanne DeMatas

For BDR Use	
Is review complete?	<input checked="" type="checkbox"/>
	<input type="checkbox"/>

FIVE-DAY RECONCILIATION WORKSHEET
(For DOH Use – S and U Sponsored Centers)

Center Name: Jackson Dade Licensed Capacity: 68

Date	Enrollment Total	Attendance Total	Total Meal Counts					
			Breakfast	Morning Snack	Lunch	Afternoon Snack	Supper	Evening Snack
1/6	60	49	45	/	49	49	/	/
1/7	60	49	47	/	49	49	/	/
1/10	60	47	47	/	46	46	/	/
1/11	60	53	51	/	53	53	/	/
1/12	60	51	50	/	51	51	/	/

Instructions:

1. Evaluate enrollment and attendance records to ensure that they are current and accurate
2. Compare total meal counts to the center's licensed capacity—meal counts should not exceed licensed capacity for any day unless the center is approved for shift care
3. Compare the center's total enrollment to its recorded daily attendance to ensure that the number of children in attendance does not exceed the number of children enrolled
 - o If attendance does exceed enrollment for any day, the monitor must determine the source of the error (e.g., inaccurate attendance records, missing enrollment forms) before a five-day reconciliation can be completed
4. Compare the center's total daily attendance to its meal counts using five consecutive days of aggregate meal counts for each approved meal type to ensure that meal counts do not exceed the number of participants in attendance on any day
 - o If the facility review is early in the month, the monitor may need to look at meal counts from the prior month
 - o If meal counts and attendance cannot be reconciled, a meal disallowance and/or a Notice of Serious Deficiency may be necessary

Name and Address of Site:
 Olinda Elementary Head Start
 & Child Care Ctr.
 5536 NW 21st Ave
 Miami FL 33142



CHILD CARE FOOD PROGRAM
 SITE REVIEW FORM
 (FOR DOH USE)

Responsible Principal(s)/Individual(s):
 Ruthie White
 Authorization #: S-724
 RPS #: S-6
 Telephone #: (305) 638 4254

FOR USE BY REVIEWERS BEFORE COMPLETING THE REVIEW

Type of Site: CCC <input checked="" type="checkbox"/> ASP <input type="checkbox"/> HCNP <input type="checkbox"/> DCH <input type="checkbox"/> (Tier Level: <input type="checkbox"/>)	DCF License or Religious Accreditation Info: License #: CI1MD1020 Capacity: 40 Exp. Date: 4-20-11	Meals Approved to Claim: B MS L AS S ES	Review Date: 1-20-11	Arrival Time: 1:45pm
		Meal Observed: B MS L AS S ES Non-Meal Review <input type="checkbox"/>	Fiscal Year: 2011	First Claim Review? <input type="checkbox"/>

RECORD KEEPING/ELIGIBILITY REQUIREMENTS

	YES	NO	NA	COMMENTS
1. The site has a current food permit <u>or</u> one that was issued between Oct. 1, 2009 and June 30, 2010. Food Permit #: 13-48-10339	<input checked="" type="checkbox"/>			
2. The last food permit inspection was satisfactory. Date of last inspection: 2/22/10	<input checked="" type="checkbox"/>			
3. The site has a current license and appears to be within licensed capacity, age limits, and provider/child ratio.				To be checked @ main office
4. For CCCs, the site has an up-to-date and accurate enrollment roster on file at the site, or if sponsored, at the sponsor's office.				
5. For CCCs, completed and correctly approved Free and Reduced applications are on file at the center or if sponsored, at the sponsor's office.				
6. Current Enrollment Forms and CCFP Child Participation Forms are on file for every child.				
7. Complete and accurate Infant Feeding Forms are on file for each child under the age of 12 months.				
8. If a for-profit CCC, the site had the required number of low-income eligible children enrolled to file the test month claim.				
9. The site is taking daily attendance on an approved form.				
10. The contractor or provider retains program records (including signed contracts and agreements) for the prior three years plus the current FY.				
11. The site only claims meals served to children that meet program age requirements.				
12. If the site receives catered meal service, a current catering contract is on file that meets DOH policies.				
13. If the site receives catered meal service, the site followed proper procurement procedures (formal or informal) to secure catered meal service contract.				
14. If the site receives catered meal service and if the initial meal service contract totals \$50,000 or more, the site received prior written approval from DOH before signing the contract.				
15. If the site receives meal service from a caterer, payments to caterer are disbursed within five working days from the date reimbursements are received from the comptroller's office.				
16. If an ASP site, the site is correctly qualified using school zone information and offers educational and/or enrichment activities.		<input checked="" type="checkbox"/>		
17. In a Tier I home, the provider only claims her/his own child(ren) when other child(ren) are present, and an eligible Provider Income Statement is on file.		<input checked="" type="checkbox"/>		
18. In a Tier II home, the sponsor has offered to the provider to collect Tier II Household Income Statements from parents.		<input checked="" type="checkbox"/>		

HEALTH, SAFETY, AND SANITATION REQUIREMENTS	YES	NO	N/A	COMMENTS
19. Employees handling food meet the proper hygiene requirements.	✓			
20. Employees and children wash their hands properly, frequently, and at appropriate times.	✓			
21. Food is obtained from sources that meet federal and state health standards.	✓			
22. Refrigeration units are maintained at 41° F or below.	✓			35° & 40°
23. Freezers are maintained at 0° F or below.	✓			
24. Cleaning supplies are stored separately from food.	✓			
25. There is no evidence of rodent or insect infestation.	✓			
26. Food is stored at least 6 inches off the floor.	✓			
27. Potentially hazardous foods are cooked and/or reheated to proper internal temperatures.			✓	Catered
28. Prepared food is stored in clean, covered containers that are clearly labeled and marked with date of preparation.	✓			
29. Potentially hazardous foods are maintained, and if catered, delivered at the proper temperatures.	✓			
30. For catered sites renewing with the 2009-2010 catering contract, the site has cold and hot food storage with an adjustable temperature control or food delivery time and temperature is recorded by caterer before transport and by site staff when the food is delivered to the site.	✓			
31. There are no obvious fire, health, or safety hazards.	✓			last insp 9-1-11

MEAL OBSERVATION	YES	NO	N/A	COMMENTS
------------------	-----	----	-----	----------

If non-meal review, answer questions marked with an asterisk and mark all others 'N/A'.

32. Today's Menu:	peaches & cheerios			
33. Site is serving meals at the proper times.	✓			
34. All meals on the posted menu meet the meal pattern requirements.*	✓			
35. The observed meal corresponds to the posted menu.	✓			
36. The observed meal contains all required components, served in the required quantities. If no, list any missing and/or inadequate components.	✓			
37. The observed meal contains a variety of colors, textures, etc.	✓			
38. The observed meal was served at a safe temperature.	✓			
39. Meals eaten away from the site and claimed for reimbursement adhere to all CCFP meal requirements.*	✓			boxed lunches
40. If exceptions to the meal pattern are made, medical and/or parent letters are available.			✓	currently none
1. Ready-to-eat cereal products on the posted menu contain no more than 10 grams of sugar per serving.*	✓			

CCFP REQUIREMENTS	YES	NO	NA	COMMENTS
42. The site is following CCFP policy pertaining to sweet grain/bread products on the posted menus.*	✓			
43. Juice is served no more than once a day.*	✓			
44. "Whole" fruits and vegetables are served at least twice a week at breakfast and twice a week at snack.*	✓			
45. Low-fat (1%) and/or fat-free (skim) milk is being served to children age 2 and older.*	✓			
46. If using commercially processed combination foods, the site is following regulatory guidelines.*			✓	Catered
47. The site follows regulatory requirements for feeding infants.			✓	no infant
48. An accurate meal count is taken at the point of service and recorded within one hour of meal service for all except DCH providers who must record meals by the end of the day.*	✓			
49. If required, the site records meal counts by name.*			✓	
50. If taking meal counts by name, the site consolidates them on the Monthly Meal Count Record form on a daily basis.*			✓	

TRAINING REQUIREMENTS	YES	NO	NA	COMMENTS
51. Program staff have been adequately trained on CCFP requirements.	✓			
52. If a sponsored site, the sponsor has provided training on CCFP requirements.	✓			

CHILDREN'S REQUIREMENTS	YES	NO	NA	COMMENTS
53. The organization allows equal access to its site regardless of race, color, national origin, age, sex, or disability.	✓			
54. The organization collects racial/ethnic data for enrolled children at the site annually and keeps this information on file for the required time period.	✓			
55. The organization announces publicly that admission is open to all regardless of race, color, national origin, sex, age or disability.	✓			
56. The "And Justice For All" non-discrimination poster is posted in a conspicuous place.	✓			
57. Informational materials are provided in the appropriate translation concerning the availability and nutritional benefits of the program, if requested.	✓			
58. The organization makes CCFP information available to the public upon request.	✓			
59. The WIC flier is conspicuously posted or distributed to parents.	✓			

60. Record meal counts by racial/ethnic categories below:

Ethnicity Totals:		Race Totals: (Children can be counted in more than one race category)				
HISPANIC OR LATINO	NOT HISPANIC OR LATINO	AMERICAN INDIAN OR ALASKAN NATIVE	WHITE	BLACK or AFRICAN AMERICAN	ASIAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
0	30	0	0	30	0	0

SPONSOR MONITOR REQUIREMENTS (cont.)

61. Explanation of any possible civil rights problem(s) identified: N/A

SPONSOR MONITOR REQUIREMENTS	YES	NO	N/A	COMMENTS
62. The sponsor monitor displays photo identification.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
63. The sponsor responds to center staff/provider requests within two days.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
64. The sponsor does not use gifts or incentives to recruit or retain centers/providers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
65. All site reviews are unannounced (excluding the one allowed day care home non-meal review per FY).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
66. The sponsor monitor conducted the review in a fair and unbiased manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
67. The sponsor monitor demonstrated knowledge of program rules and regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
68. If required, the sponsor monitor issued a Disallowance and/or, if applicable, a Notice of Serious Deficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
69. If applicable, the sponsor monitor required the site representative/provider to complete a Corrective Action Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

70. Meal count on day of review 30

Record meal counts for the same meal type observed on the day of the visit for the 5 previous meal service days. Use the 5 previous weekend day meal counts for weekend reviews.

$$\begin{array}{ccccccccc}
 \boxed{35} & + & \boxed{34} & + & \boxed{35} & + & \boxed{33} & + & \boxed{37} & = & \boxed{174} & \text{Divided by } 5 & \boxed{34.8} & \times .85 = & \boxed{29.58} \\
 \text{Date} & & \text{Meal Count} & & \text{Average} & & \\
 \text{1/12} & & \text{1/13} & & \text{1/14} & & \text{1/18} & & \text{1/19} & & \text{Total} & & & & \\
 \hline
 \text{Date} & & & & & &
 \end{array}$$

71. Is the number of meals served on the day of the review equal to or greater than 85% of the average? Yes No
 If no, write the explanation here:

72. If #71 was answered "No," was the explanation provided adequate? Yes (Site "passed" 5-Day Test)
 No (Site "failed" 5-Day Test and further follow-up is required)

DIETITIAN MANAGEMENT REQUIREMENTS

Test Month Claim: Complete Items 73-79 for I's, and single-site H's and A's only										REVIEW MONTH:	REIMBURSEMENT: \$	
73.	Breakfast	Morning Snack	Lunch	Afternoon Snack	Supper	Evening Snack	Free	Reduced	Non-Needy	Food Costs	Total Oper. Costs	Total Admin. Costs
Claimed												
Verified												
Difference												

	YES	NO	N/A	COMMENTS
74. The number of meals claimed is accurate.				
75. The site has appropriate source documentation to support all costs claimed to the program.				
76. If claiming labor costs, Personnel Activity Reports (PARs) are on file and are correctly completed.				
77. For the test month, total expenditures are equal to or greater than the reimbursement.				
78. For the test month, food costs equal or exceed 50% of the total reimbursement, as recommended.				% spent on food: _____

79. CLAIM EDIT: For I's and single-site H's, and A's; complete each line with the data requested.

	A	B	C	D	E	F
Site Name	Licensed Capacity	Total # Enrolled per Claim	Highest Meal/Snack Count	If For-Profit, # Title XX	If For-Profit, # of F/R	# of Children on Attendance Records

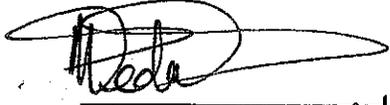
	YES	NO	N/A	COMMENTS
80. The institution has substantially implemented and maintained corrective action for any deficiencies identified during previous reviews. If 'No' is marked, the Program Specialist may need to recommend that the contractor receive a Warning Letter, Serious Deficiency, or Propose to Terminate Letter.	✓			
81. Was a block claim observed during this review? (If yes, complete a Block Claim Report.)		✓		
82. Is a disallowance required?		✓		
83. Is a revised claim required? What month(s)?		✓		
84. Is a follow-up review required?		✓		
85. Is an ADR (Additional Documentation Required) necessary?		✓		
86. Is a Warning Letter necessary?		✓		
87. Is a Notice of Serious Deficiency recommended?		✓		
88. Is the contractor required to attend a Monthly Record Keeping Review class provided by DOH or training by the Sponsor?		✓		

Entrance Conference with Ms Suzanne de Matas
the monitor.

All health, sanitation and safety
requirements were met.

No discernable deficiencies were
identified at the time of review.

Reviewer must receive a Corrective Action Plan addressing any deficiencies identified above by close of business on N/A.
The Corrective Action Plan must describe those actions being taken to correct each deficiency, the person responsible for correcting the
deficiency, and the date by which each deficiency will be corrected.


DOH Representative

Mita Dedan

Date

1-20-11

3:30pm

Departure Time

Suzanne De Matas

Date

1-20-11

Suzanne De Matas

FIVE-DAY RECONCILIATION WORKSHEET

(For DOH Use – S and U Sponsored Centers)

Center Name: Olinda Elementary HeadSt and Day Care Center. Licensed Capacity: 40

Date	Enrollment Total	Attendance Total	Total Meal Counts					
			Breakfast	Morning Snack	Lunch	Afternoon Snack	Supper	Evening Snack
1/12	40	37	27	/	37	35	/	/
1/13	40	35	24	/	35	34	/	/
1/14	40	36	24	/	36	35	/	/
1/18	40	36	26	/	36	33	/	/
1/19	40	37	25	/	37	37	/	/

Instructions:

1. Evaluate enrollment and attendance records to ensure that they are current and accurate
2. Compare total meal counts to the center's licensed capacity—meal counts should not exceed licensed capacity for any day unless the center is approved for shift care
3. Compare the center's total enrollment to its recorded daily attendance to ensure that the number of children in attendance does not exceed the number of children enrolled
 - o If attendance does exceed enrollment for any day, the monitor must determine the source of the error (e.g., inaccurate attendance records, missing enrollment forms) before a five-day reconciliation can be completed
4. Compare the center's total daily attendance to its meal counts using five consecutive days of aggregate meal counts for each approved meal type to ensure that meal counts do not exceed the number of participants in attendance on any day
 - o If the facility review is early in the month, the monitor may need to look at meal counts from the prior month
 - o If meal counts and attendance cannot be reconciled, a meal disallowance and/or a Notice of Serious Deficiency may be necessary

Name and Address of Site:
 CPHI North Headstart
 & Early Headstart
 550 NW Miami Ave
 Miami FL 33136



CHILD CARE FOOD PROGRAM
 SITE REVIEW FORM
 (FOR DOH USE)

Responsible Principal(s)/Individual(s):
 Ruthie White
 Authorization #: 5-724 RPS #: 5-6
 Telephone #: (305) 329 3056

Refer to Instructions Before Completing the Review

Type of Site: CCC <input checked="" type="checkbox"/> ASP <input type="checkbox"/> HCNP <input type="checkbox"/> DCH <input type="checkbox"/> (Tier Level: <input type="checkbox"/>)	DCF License or Religious Accreditation Info: License #: C11MD0247 Capacity: 44 Exp. Date: 3-18-11	Meals Approved to Claim: (B) MS (L) (AS) S ES	Review Date: 1-20-11	Arrival Time: 7:45am
	Meal Observed: (B) MS L AS S ES Non-Meal Review <input type="checkbox"/>	Fiscal Year: 2011	First Claim Review? <input type="checkbox"/>	

RECORD KEEPING/ELIGIBILITY REQUIREMENTS	YES	NO	N/A	COMMENTS
1. The site has a current food permit <u>or</u> one that was issued between Oct. 1, 2009 and June 30, 2010. Food Permit #: 13-48-02990	<input checked="" type="checkbox"/>			
2. The last food permit inspection was satisfactory. Date of last inspection: 1-4-10	<input checked="" type="checkbox"/>			
3. The site has a current license and appears to be within licensed capacity, age limits, and provider/child ratio.	<input checked="" type="checkbox"/>			
4. For CCCs, the site has an up-to-date and accurate enrollment roster on file at the site, or if sponsored, at the sponsor's office.				To be checked @ main office
5. For CCCs, completed and correctly approved Free and Reduced applications are on file at the center or if sponsored, at the sponsor's office. Current Enrollment Forms and CCFP Child Participation Forms are on file for every child.				
7. Complete and accurate Infant Feeding Forms are on file for each child under the age of 12 months.				
8. If a for-profit CCC, the site had the required number of low-income eligible children enrolled to file the test month claim.				
9. The site is taking daily attendance on an approved form.				
10. The contractor or provider retains program records (including signed contracts and agreements) for the prior three years plus the current FY.				
11. The site only claims meals served to children that meet program age requirements.				
12. If the site receives catered meal service, a current catering contract is on file that meets DOH policies.				
13. If the site receives catered meal service, the site followed proper procurement procedures (formal or informal) to secure catered meal service contract.				
14. If the site receives catered meal service and if the initial meal service contract totals \$50,000 or more, the site received prior written approval from DOH before signing the contract.				
15. If the site receives meal service from a caterer, payments to caterer are disbursed within five working days from the date reimbursements are received from the comptroller's office.				
16. If an ASP site, the site is correctly qualified using school zone information and offers educational and/or enrichment activities.			<input checked="" type="checkbox"/>	
17. In a Tier I home, the provider only claims her/his own child(ren) when other child(ren) are present, and an eligible Provider Income Statement is on file.			<input checked="" type="checkbox"/>	
18. In a Tier II home, the sponsor has offered to the provider to collect Tier II Household Income Statements from parents.			<input checked="" type="checkbox"/>	

HEALTH, SAFETY, AND SANITATION REQUIREMENTS	YES	NO	N/A	COMMENTS
19. Employees handling food meet the proper hygiene requirements.	✓			
20. Employees and children wash their hands properly, frequently, and at appropriate times.	✓			
21. Food is obtained from sources that meet federal and state health standards.	✓			
22. Refrigeration units are maintained at 41° F or below.	✓			40°
23. Freezers are maintained at 0° F or below.	✓			0°
24. Cleaning supplies are stored separately from food.	✓			
25. There is no evidence of rodent or insect infestation.	✓			
26. Food is stored at least 6 inches off the floor.	✓			
27. Potentially hazardous foods are cooked and/or reheated to proper internal temperatures.			✓	catered
28. Prepared food is stored in clean, covered containers that are clearly labeled and marked with date of preparation.	✓			
29. Potentially hazardous foods are maintained, and if catered, delivered at the proper temperatures.	✓			
30. For catered sites renewing with the 2009-2010 catering contract, the site has cold and hot food storage with an adjustable temperature control or food delivery time and temperature is recorded by caterer before transport and by site staff when the food is delivered to the site.	✓			
31. There are no obvious fire, health, or safety hazards.	✓			last insps 10-20-10

MEAL OBSERVATION	YES	NO	N/A	COMMENTS
If non-meal review, answer questions marked with an asterisk and mark all others 'N/A'.				
32. Today's Menu:				boiled egg, whole wheat bread, kiwi strawberry juice, milk
33. Site is serving meals at the proper times.	✓			
34. All meals on the posted menu meet the meal pattern requirements.*	✓			
35. The observed meal corresponds to the posted menu.	✓			
36. The observed meal contains all required components, served in the required quantities. If no, list any missing and/or inadequate components.				
37. The observed meal contains a variety of colors, textures, etc.	✓			
38. The observed meal was served at a safe temperature.	✓			
39. Meals eaten away from the site and claimed for reimbursement adhere to all CCFP meal requirements.*	✓			boxed lunches
40. If exceptions to the meal pattern are made, medical and/or parent letters are available.	✓			doc. was available.
Ready-to-eat cereal products on the posted menu contain no more than 10 grams of sugar per serving.*	✓			

42. The site is following CCFP policy pertaining to sweet grain/bread products on the posted menus.*

43. Juice is served no more than once a day.*

44. "Whole" fruits and vegetables are served at least twice a week at breakfast and twice a week at snack.*

45. Low-fat (1%) and/or fat-free (skim) milk is being served to children age 2 and older.*

46. If using commercially processed combination foods, the site is following regulatory guidelines.*

catered

47. The site follows regulatory requirements for feeding infants.

48. An accurate meal count is taken at the point of service and recorded within one hour of meal service for all except DCH providers who must record meals by the end of the day.*

49. If required, the site records meal counts by name.*

50. If taking meal counts by name, the site consolidates them on the Monthly Meal Count Record form on a daily basis.*

51. Program staff have been adequately trained on CCFP requirements.

52. If a sponsored site, the sponsor has provided training on CCFP requirements.

53. The organization allows equal access to its site regardless of race, color, national origin, age, sex, or disability.

54. The organization collects racial/ethnic data for enrolled children at the site annually and keeps this information on file for the required time period.

55. The organization announces publicly that admission is open to all regardless of race, color, national origin, sex, age or disability.

56. The "And Justice For All" non-discrimination poster is posted in a conspicuous place.

57. Informational materials are provided in the appropriate translation concerning the availability and nutritional benefits of the program, if requested.

58. The organization makes CCFP information available to the public upon request.

59. The WIC flier is conspicuously posted or distributed to parents.

60. Record meal counts by racial/ethnic categories below:

Ethnicity Totals:

Race Totals: (Children can be counted in more than one race category)

HISPANIC OR LATINO

NOT HISPANIC OR LATINO

AMERICAN INDIAN OR ALASKAN NATIVE

WHITE

BLACK or AFRICAN AMERICAN

ASIAN

NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER

7

24

0

7

24

0

0

CIVIL RIGHTS REQUIREMENTS (Cont.)

61. Explanation of any possible civil rights problem(s) identified:

N/A

SPONSORED SITE REQUIREMENTS	YES	NO	N/A	COMMENTS
62. The sponsor monitor displays photo identification.	<input checked="" type="checkbox"/>			
63. The sponsor responds to center staff/provider requests within two days.	<input checked="" type="checkbox"/>			
64. The sponsor does not use gifts or incentives to recruit or retain centers/providers.	<input checked="" type="checkbox"/>			
65. All site reviews are unannounced (excluding the one allowed day care home non-meal review per FY).	<input checked="" type="checkbox"/>			
66. The sponsor monitor conducted the review in a fair and unbiased manner.	<input checked="" type="checkbox"/>			
67. The sponsor monitor demonstrated knowledge of program rules and regulations.	<input checked="" type="checkbox"/>			
68. If required, the sponsor monitor issued a Disallowance and/or, if applicable, a Notice of Serious Deficiency.			<input checked="" type="checkbox"/>	
69. If applicable, the sponsor monitor required the site representative/provider to complete a Corrective Action Plan.			<input checked="" type="checkbox"/>	

5-DAY TEST

70. Meal count on day of review 31

Record meal counts for the same meal type observed on the day of the visit for the 5 previous meal service days. Use the 5 previous weekend day meal counts for weekend reviews.

$$\begin{array}{ccccccccc}
 \boxed{25} & + & \boxed{33} & + & \boxed{33} & + & \boxed{36} & + & \boxed{31} & = & \boxed{158} & \text{Divided by } 5 & \boxed{31.60} & \times .85 = & \boxed{26.86} \\
 \frac{1/12}{\text{Date}} & & \frac{1/13}{\text{Date}} & & \frac{1/14}{\text{Date}} & & \frac{1/18}{\text{Date}} & & \frac{1/19}{\text{Date}} & & \text{Meal Count Total} & & \text{Average} & & \\
 \end{array}$$

71. Is the number of meals served on the day of the review equal to or greater than 85% of the average? Yes No
 If no, write the explanation here:

72. If #71 was answered "No," was the explanation provided adequate? Yes (Site "passed" 5-Day Test)
 No (Site "failed" 5-Day Test and further follow-up is required)

FINANCIAL MANAGEMENT REQUIREMENTS

To be checked at main office

Test Month Claim: Complete Items 73-79 for I's, and single-site H's and A's only

REVIEW MONTH:

REIMBURSEMENT:

73.	Breakfast	Morning Snack	Lunch	Afternoon Snack	Supper	Evening Snack	Free	Reduced	Non-Needy	Food Costs	REIMBURSEMENT:	
											Total Oper. Costs	Total Admin. Costs
Claimed												
Verified												
Difference												

YES NO N/A COMMENTS

74. The number of meals claimed is accurate.				
75. The site has appropriate source documentation to support all costs claimed to the program.				
76. If claiming labor costs, Personnel Activity Reports (PARs) are on file and are correctly completed.				
77. For the test month, total expenditures are equal to or greater than the reimbursement.				
78. For the test month, food costs equal or exceed 50% of the total reimbursement, as recommended.				% spent on food: _____

79. **CLAIM EDIT:** For I's and single-site H's, and A's; complete each line with the data requested.

	A	B	C	D	E	F
Site Name	Licensed Capacity	Total # Enrolled per Claim	Highest Meal/Snack Count	If For-Profit, # Title XX	If For-Profit, # of F/R	# of Children on Attendance Records

MONITORING REVIEW SUMMARY

YES NO N/A

COMMENTS

80. The institution has substantially implemented and maintained corrective action for any deficiencies identified during previous reviews. If 'No' is marked, the Program Specialist may need to recommend that the contractor receive a Warning Letter, Serious Deficiency, or Propose to Terminate Letter.	✓			
81. Was a block claim observed during this review? (If yes, complete a Block Claim Report.)		✓		
82. Is a disallowance required?		✓		
83. Is a revised claim required? What month(s)?		✓		
84. Is a follow-up review required?		✓		
85. Is an ADR (Additional Documentation Required) necessary?		✓		
86. Is a Warning Letter necessary?		✓		
87. Is a Notice of Serious Deficiency recommended?		✓		
Is the contractor required to attend a Monthly Record Keeping Review class provided by DOH or training by the Sponsor?		✓		

Item #

Review Summary

Entrance conference with Ms Suzanne de Matas, The Monitor.

All health, sanitation & safety were met.

No discernable deficiencies were identified at the time of review.

Reviewer must receive a Corrective Action Plan addressing any deficiencies identified above by close of business on N/A. The Corrective Action Plan must describe those actions being taken to correct each deficiency, the person responsible for correcting the deficiency, and the date by which each deficiency will be corrected.

M. Dedans

DH Representative

Mila Dedans

Date

1-20-11

10:00 am
Departure Time

Suzanne DeMatas

Site or Sponsor Representative

Suzanne DeMatas

Date

1-20-11

For DDB Use:	
Is review complete?	<input checked="" type="checkbox"/>
	<input type="checkbox"/>

FIVE-DAY RECONCILIATION WORKSHEET
(For DOH Use – S and U Sponsored Centers)

Center Name: CPII North Head Start & Early Head Start Licensed Capacity: 44

Date	Enrollment Total	Attendance Total	Total Meal Counts					
			Breakfast	Morning Snack	Lunch	Afternoon Snack	Supper	Evening Snack
1/12	39	25	25		25	25		
1/13	39	33	33		33	33		
1/14	39	33	33		33	33		
1/18	40	36	36		36	36		
1/19	40	31	31		31	28		

Instructions:

1. Evaluate enrollment and attendance records to ensure that they are current and accurate
2. Compare total meal counts to the center's licensed capacity—meal counts should not exceed licensed capacity for any day unless the center is approved for shift care
3. Compare the center's total enrollment to its recorded daily attendance to ensure that the number of children in attendance does not exceed the number of children enrolled
 - o If attendance does exceed enrollment for any day, the monitor must determine the source of the error (e.g., inaccurate attendance records, missing enrollment forms) before a five-day reconciliation can be completed
4. Compare the center's total daily attendance to its meal counts using five consecutive days of aggregate meal counts for each approved meal type to ensure that meal counts do not exceed the number of participants in attendance on any day
 - o If the facility review is early in the month, the monitor may need to look at meal counts from the prior month
 - o If meal counts and attendance cannot be reconciled, a meal disallowance and/or a Notice of Serious Deficiency may be necessary

Name and Address of Site:
 Poinciana Park Elementary
 Head
 6745 NW 23rd Ave
 Miami FL 33147



CHILD CARE FOOD PROGRAM
 SITE REVIEW FORM
 (FOR DOH USE)

Responsible Principal(s)/Individual(s):
 Ruthie White
 Authorization #: S-724
 RPS #: S-6
 Telephone #:

Refer to Instructions Before Completing the Review

Type of Site: CCC <input checked="" type="checkbox"/> ASP <input type="checkbox"/> HCNP <input type="checkbox"/> DCH <input type="checkbox"/> (Tier Level: <input type="checkbox"/>)	DCF License or Religious Accreditation Info: License #: C11MD0027 Capacity: 40 Exp. Date: 6-26-11	Meals Approved to Claim: B <input type="checkbox"/> MS <input type="checkbox"/> L <input type="checkbox"/> AS <input type="checkbox"/> S <input type="checkbox"/> ES <input type="checkbox"/>	Review Date: 1-25-11	Arrival Time: 1:45pm
		Meal Observed: B <input type="checkbox"/> MS <input type="checkbox"/> L <input type="checkbox"/> AS <input type="checkbox"/> S <input type="checkbox"/> ES <input type="checkbox"/> Non-Meal Review <input type="checkbox"/>	Fiscal Year: 2011	First Claim Review? <input type="checkbox"/>

RECORD KEEPING/ELIGIBILITY REQUIREMENTS	YES	NO	N/A	COMMENTS
1. The site has a current food permit or one that was issued between Oct. 1, 2009 and June 30, 2010. Food Permit #: 13-48-11208	<input checked="" type="checkbox"/>			
2. The last food permit inspection was satisfactory. Date of last inspection: 5-19-10	<input checked="" type="checkbox"/>			
3. The site has a current license and appears to be within licensed capacity, age limits, and provider/child ratio.	<input checked="" type="checkbox"/>			
4. For CCCs, the site has an up-to-date and accurate enrollment roster on file at the site, or if sponsored, at the sponsor's office.				To be checked at main office
5. For CCCs, completed and correctly approved Free and Reduced applications are on file at the center or if sponsored, at the sponsor's office.				
6. Current Enrollment Forms and CCFP Child Participation Forms are on file for every child.				
7. Complete and accurate Infant Feeding Forms are on file for each child under the age of 12 months.				
8. If a for-profit CCC, the site had the required number of low-income eligible children enrolled to file the test month claim.				
9. The site is taking daily attendance on an approved form.				
10. The contractor or provider retains program records (including signed contracts and agreements) for the prior three years plus the current FY.				
11. The site only claims meals served to children that meet program age requirements.				
12. If the site receives catered meal service, a current catering contract is on file that meets DOH policies.				
13. If the site receives catered meal service, the site followed proper procurement procedures (formal or informal) to secure catered meal service contract.				
14. If the site receives catered meal service and if the initial meal service contract totals \$50,000 or more, the site received prior written approval from DOH before signing the contract.				
15. If the site receives meal service from a caterer, payments to caterer are disbursed within five working days from the date reimbursements are received from the comptroller's office.				
16. If an ASP site, the site is correctly qualified using school zone information and offers educational and/or enrichment activities.			<input checked="" type="checkbox"/>	
17. In a Tier I home, the provider only claims her/his own child(ren) when other child(ren) are present, and an eligible Provider Income Statement is on file.			<input checked="" type="checkbox"/>	
18. In a Tier II home, the sponsor has offered to the provider to collect Tier II Household Income Statements from parents.			<input checked="" type="checkbox"/>	

HEALTH, SAFETY, AND SANITATION REQUIREMENTS	YES	NO	N/A	COMMENTS
19. Employees handling food meet the proper hygiene requirements.	✓			
20. Employees and children wash their hands properly, frequently, and at appropriate times.	✓			
21. Food is obtained from sources that meet federal and state health standards.	✓			
22. Refrigeration units are maintained at 41° F or below.	✓			40°
23. Freezers are maintained at 0° F or below.	✓			0°
24. Cleaning supplies are stored separately from food.	✓			
25. There is no evidence of rodent or insect infestation.	✓			
26. Food is stored at least 6 inches off the floor.	✓			
27. Potentially hazardous foods are cooked and/or reheated to proper internal temperatures.			✓	catered
28. Prepared food is stored in clean, covered containers that are clearly labeled and marked with date of preparation.	✓			
29. Potentially hazardous foods are maintained, and if catered, delivered at the proper temperatures.	✓			
30. For catered sites renewing with the 2009-2010 catering contract, the site has cold and hot food storage with an adjustable temperature control or food delivery time and temperature is recorded by caterer before transport and by site staff when the food is delivered to the site.	✓			
31. There are no obvious fire, health, or safety hazards.	✓			last insp: 1-4-11

MEAL OBSERVATION	YES	NO	N/A	COMMENTS
If non-meal review, answer questions marked with an asterisk and mark all others 'N/A'.				
32. Today's Menu:	fruit cocktail & oatmeal cookies			
33. Site is serving meals at the proper times.	✓			
34. All meals on the posted menu meet the meal pattern requirements.*	✓			
35. The observed meal corresponds to the posted menu.	✓			
36. The observed meal contains all required components, served in the required quantities. If no, list any missing and/or inadequate components.	✓			
37. The observed meal contains a variety of colors, textures, etc.	✓			
38. The observed meal was served at a safe temperature.	✓			
39. Meals eaten away from the site and claimed for reimbursement adhere to all CCFP meal requirements.*	✓			boxed lunches
40. If exceptions to the meal pattern are made, medical and/or parent letters are available.			✓	currently none
Ready-to-eat cereal products on the posted menu contain no more than 10 grams of sugar per serving.*	✓			

MEAL OBSERVATION (Cont.)	YES	NO	N/A	COMMENTS
42. The site is following CCFP policy pertaining to sweet grain/bread products on the posted menus.*	✓			
43. Juice is served no more than once a day.*	✓			
44. "Whole" fruits and vegetables are served at least twice a week at breakfast and twice a week at snack.*	✓			
45. Low-fat (1%) and/or fat-free (skim) milk is being served to children age 2 and older.*	✓			
46. If using commercially processed combination foods, the site is following regulatory guidelines.*			✓	catered
47. The site follows regulatory requirements for feeding infants.			✓	no infant
48. An accurate meal count is taken at the point of service and recorded within one hour of meal service for all except DCH providers who must record meals by the end of the day.*	✓			
49. If required, the site records meal counts by name.*			✓	
50. If taking meal counts by name, the site consolidates them on the Monthly Meal Count Record form on a daily basis.*			✓	

TRAINING REQUIREMENTS	YES	NO	N/A	COMMENTS
51. Program staff have been adequately trained on CCFP requirements.	✓			
52. If a sponsored site, the sponsor has provided training on CCFP requirements.	✓			

CIVIL RIGHTS REQUIREMENTS	YES	NO	N/A	COMMENTS
53. The organization allows equal access to its site regardless of race, color, national origin, age, sex, or disability.	✓			
54. The organization collects racial/ethnic data for enrolled children at the site annually and keeps this information on file for the required time period.	✓			
55. The organization announces publicly that admission is open to all regardless of race, color, national origin, sex, age or disability.	✓			
56. The "And Justice For All" non-discrimination poster is posted in a conspicuous place.	✓			
57. Informational materials are provided in the appropriate translation concerning the availability and nutritional benefits of the program, if requested.	✓			
58. The organization makes CCFP information available to the public upon request.	✓			
59. The WIC flier is conspicuously posted or distributed to parents.	✓			

60. Record meal counts by racial/ethnic categories below:

Ethnicity Totals:		Race Totals: (Children can be counted in more than one race category)				
HISPANIC OR LATINO	NOT HISPANIC OR LATINO	AMERICAN INDIAN OR ALASKAN NATIVE	WHITE	BLACK or AFRICAN AMERICAN	ASIAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
1	30	0	1	30	0	0

CIVIL RIGHTS REQUIREMENTS (Cont.)

61. Explanation of any possible civil rights problem(s) identified: N/A

SPONSORED SITE REQUIREMENTS	YES	NO	N/A	COMMENTS
62. The sponsor monitor displays photo identification.	<input checked="" type="checkbox"/>			
63. The sponsor responds to center staff/provider requests within two days.	<input checked="" type="checkbox"/>			
64. The sponsor does not use gifts or incentives to recruit or retain centers/providers.	<input checked="" type="checkbox"/>			
65. All site reviews are unannounced (excluding the one allowed day care home non-meal review per FY).	<input checked="" type="checkbox"/>			
66. The sponsor monitor conducted the review in a fair and unbiased manner.	<input checked="" type="checkbox"/>			
67. The sponsor monitor demonstrated knowledge of program rules and regulations.	<input checked="" type="checkbox"/>			
68. If required, the sponsor monitor issued a Disallowance and/or, if applicable, a Notice of Serious Deficiency.			<input checked="" type="checkbox"/>	
69. If applicable, the sponsor monitor required the site representative/provider to complete a Corrective Action Plan.			<input checked="" type="checkbox"/>	

5-DAY TEST

70. Meal count on day of review 31

Record meal counts for the same meal type observed on the day of the visit for the 5 previous meal service days. Use the 5 previous weekend day meal counts for weekend reviews.

$$\begin{array}{ccccccccc}
 \boxed{37} & + & \boxed{35} & + & \boxed{36} & + & \boxed{35} & + & \boxed{37} & = & \boxed{180} & \text{Divided by } 5 & \boxed{36} & \times .85 = & \boxed{30.6} \\
 \text{Date } 1/14 & & \text{Date } 1/18 & & \text{Date } 1/19 & & \text{Date } 1/20 & & \text{Date } 1/24 & & \text{Meal Count Total} & & \text{Average} & &
 \end{array}$$

71. Is the number of meals served on the day of the review equal to or greater than 85% of the average? Yes No
 If no, write the explanation here:

72. If #71 was answered "No," was the explanation provided adequate? Yes (Site "passed" 5-Day Test)
 No (Site "failed" 5-Day Test and further follow-up is required)

FINANCIAL MANAGEMENT REQUIREMENTS

to be checked at main office

Test Month Claim: Complete Items 73-79 for I's, and single-site H's and A's only

REVIEW MONTH:

REIMBURSEMENT:
\$

73.	Breakfast	Morning Snack	Lunch	After-noon Snack	Supper	Evening Snack	Free	Re-duced	Non-Needy	Food Costs	Total Oper. Costs	Total Admin. Costs
Claimed												
Verified												
Difference												

YES NO N/A COMMENTS

- 74. The number of meals claimed is accurate.
- 75. The site has appropriate source documentation to support all costs claimed to the program.
- 76. If claiming labor costs, Personnel Activity Reports (PARs) are on file and are correctly completed.
- 77. For the test month, total expenditures are equal to or greater than the reimbursement.
- 78. For the test month, food costs equal or exceed 50% of the total reimbursement, as recommended. % spent on food: _____

79. CLAIM EDIT: For I's and single-site H's, and A's; complete each line with the data requested.

	A	B	C	D	E	F
Site Name	Licensed Capacity	Total # Enrolled per Claim	Highest Meal/Snack Count	If For-Profit, # Title XX	If For-Profit, # of F/R	# of Children on Attendance Records

MONITORING REVIEW SUMMARY

YES NO N/A COMMENTS

- 80. The institution has substantially implemented and maintained corrective action for any deficiencies identified during previous reviews. If 'No' is marked, the Program Specialist may need to recommend that the contractor receive a Warning Letter, Serious Deficiency, or Propose to Terminate Letter. YES
- 81. Was a block claim observed during this review? (If yes, complete a Block Claim Report.) NO
- 82. Is a disallowance required? NO
- 83. Is a revised claim required? What month(s)? NO
- 84. Is a follow-up review required? NO
- 85. Is an ADR (Additional Documentation Required) necessary? NO
- 86. Is a Warning Letter necessary? NO
- 87. Is a Notice of Serious Deficiency recommended? NO
- 88. Is the contractor required to attend a Monthly Record Keeping Review class provided by DOH or training by the Sponsor? NO

Item #

Review Summary

Entrance conference with Mrs Suzanne De Matas,
The monitor

All health, sanitation & safety requirements were met.

No discernable deficiencies were identified at the time of review.

Reviewer must receive a Corrective Action Plan addressing any deficiencies identified above by close of business on N/A.
The Corrective Action Plan must describe those actions being taken to correct each deficiency, the person responsible for correcting the deficiency, and the date by which each deficiency will be corrected.

Milad Detans 1-25-11
JOH Representative Date

3:30 pm
Departure Time

Suzanne De Matas 1-25-11
Site or Sponsor Representative Date

Is JOH Use	<input checked="" type="checkbox"/>
Is review closed?	<input checked="" type="checkbox"/>
	<input type="checkbox"/>

FIVE-DAY RECONCILIATION WORKSHEET
(For DOH Use – S and U Sponsored Centers)

Center Name: Ponca Park Elementary Licensed Capacity: 40

Date	Enrollment Total	Attendance Total	Total Meal Counts					
			Breakfast	Morning Snack	Lunch	Afternoon Snack	Supper	Evening Snack
1/14	40	37	37	/	37	37	/	/
1/18	40	35	35	/	35	35	/	/
1/19	40	36	36	/	36	36	/	/
1/20	40	35	35	/	35	35	/	/
1/24	40	37	37	/	37	37	/	/

Instructions:

1. Evaluate enrollment and attendance records to ensure that they are current and accurate
2. Compare total meal counts to the center's licensed capacity—meal counts should not exceed licensed capacity for any day unless the center is approved for shift care
3. Compare the center's total enrollment to its recorded daily attendance to ensure that the number of children in attendance does not exceed the number of children enrolled
 - o If attendance does exceed enrollment for any day, the monitor must determine the source of the error (e.g., inaccurate attendance records, missing enrollment forms) before a five-day reconciliation can be completed
4. Compare the center's total daily attendance to its meal counts using five consecutive days of aggregate meal counts for each approved meal type to ensure that meal counts do not exceed the number of participants in attendance on any day
 - o If the facility review is early in the month, the monitor may need to look at meal counts from the prior month
 - o If meal counts and attendance cannot be reconciled, a meal disallowance and/or a Notice of Serious Deficiency may be necessary

Name and Address of Site:
 Douglass Elementary ^{Child Care}
 314 NW 12th Street
 Miami FL 33136



CHILD CARE FOOD PROGRAM
 SITE REVIEW FORM
 (FOR DOH USE)

Responsible Principal(s)/Individual(s):
 Ruthie White
 Authorization #: S-724 RPS #: S-6
 Telephone #: (305) 372-7627

Refer to Instructions Before Completing the Review

Type of Site: CCC <input checked="" type="checkbox"/> ASP <input type="checkbox"/> HCNP <input type="checkbox"/> DCH <input type="checkbox"/> (Tier Level: <input type="checkbox"/>)	DCF License or Religious Accreditation Info: License #: C11MD0237 Capacity: 40 Exp. Date: 1-14-11	Meals Approved to Claim: B MS L AS S ES	Review Date: 1-13-11	Arrival Time: 2:00 PM
		Meal Observed: B MS L AS S ES Non-Meal Review <input type="checkbox"/>	Fiscal Year: 2011	First Claim Review? <input type="checkbox"/>

RECORD KEEPING/ELIGIBILITY REQUIREMENTS	YES	NO	N/A	COMMENTS
1. The site has a current food permit or one that was issued between Oct. 1, 2009 and June 30, 2010. Food Permit #: 13-48-03782	<input checked="" type="checkbox"/>			
2. The last food permit inspection was satisfactory. Date of last inspection: 9-13-2010	<input checked="" type="checkbox"/>			Satisfactory
3. The site has a current license and appears to be within licensed capacity, age limits, and provider/child ratio.	<input checked="" type="checkbox"/>			To be checked @ main office
4. For CCCs, the site has an up-to-date and accurate enrollment roster on file at the site, or if sponsored, at the sponsor's office.				
5. For CCCs, completed and correctly approved Free and Reduced applications are on file at the center or if sponsored, at the sponsor's office. Current Enrollment Forms and CCFP Child Participation Forms are on file for every child.				
7. Complete and accurate Infant Feeding Forms are on file for each child under the age of 12 months.				
8. If a for-profit CCC, the site had the required number of low-income eligible children enrolled to file the test month claim.				
9. The site is taking daily attendance on an approved form.				
10. The contractor or provider retains program records (including signed contracts and agreements) for the prior three years plus the current FY.				
11. The site only claims meals served to children that meet program age requirements.				
12. If the site receives catered meal service, a current catering contract is on file that meets DOH policies.				
13. If the site receives catered meal service, the site followed proper procurement procedures (formal or informal) to secure catered meal service contract.				
14. If the site receives catered meal service and if the initial meal service contract totals \$50,000 or more, the site received prior written approval from DOH before signing the contract.				
15. If the site receives meal service from a caterer, payments to caterer are disbursed within five working days from the date reimbursements are received from the comptroller's office.				
16. If an ASP site, the site is correctly qualified using school zone information and offers educational and/or enrichment activities.			<input checked="" type="checkbox"/>	
In a Tier I home, the provider only claims her/his own child(ren) when other child(ren) are present, and an eligible Provider Income Statement is on file.			<input checked="" type="checkbox"/>	
18. In a Tier II home, the sponsor has offered to the provider to collect Tier II Household Income Statements from parents.			<input checked="" type="checkbox"/>	

HEALTH, SAFETY, AND SANITATION REQUIREMENTS	YES	NO	N/A	COMMENTS
19. Employees handling food meet the proper hygiene requirements.	✓			
20. Employees and children wash their hands properly, frequently, and at appropriate times.	✓			
21. Food is obtained from sources that meet federal and state health standards.	✓			
22. Refrigeration units are maintained at 41° F or below.	✓			40°
23. Freezers are maintained at 0° F or below.	✓			0°
24. Cleaning supplies are stored separately from food.	✓			
25. There is no evidence of rodent or insect infestation.	✓			
26. Food is stored at least 6 inches off the floor.	✓			
27. Potentially hazardous foods are cooked and/or reheated to proper internal temperatures.			✓	catered
28. Prepared food is stored in clean, covered containers that are clearly labeled and marked with date of preparation.	✓			
29. Potentially hazardous foods are maintained, and if catered, delivered at the proper temperatures.	✓			
30. For catered sites renewing with the <u>2009-2010 catering contract</u> , the site has cold and hot food storage with an adjustable temperature control or food delivery time and temperature is recorded by caterer before transport and by site staff when the food is delivered to the site.	✓			
31. There are no obvious fire, health, or safety hazards.	✓			last insp. 5-17-10

MEAL OBSERVATION

YES	NO	N/A	COMMENTS
-----	----	-----	----------

If non-meal review, answer questions marked with an asterisk and mark all others 'N/A'.

32. Today's Menu:	Cranberry muffin & apple slices Walnut			
33. Site is serving meals at the proper times.	✓			
34. All meals on the posted menu meet the meal pattern requirements.*	✓			
35. The observed meal corresponds to the posted menu.	✓			
36. The observed meal contains all required components, served in the required quantities. If no, list any missing and/or inadequate components.	✓			
37. The observed meal contains a variety of colors, textures, etc.	✓			
38. The observed meal was served at a safe temperature.	✓			
39. Meals eaten away from the site and claimed for reimbursement adhere to all CCFP meal requirements.*	✓			boxed lunches
40. If exceptions to the meal pattern are made, medical and/or parent letters are available.	✓			
Ready-to-eat cereal products on the posted menu contain no more than 10 grams of sugar per serving.*	✓			

42. The site is following CCFP policy pertaining to sweet grain/bread products on the posted menus.*

✓

43. Juice is served no more than once a day.*

✓

44. "Whole" fruits and vegetables are served at least twice a week at breakfast and twice a week at snack.*

✓

45. Low-fat (1%) and/or fat-free (skim) milk is being served to children age 2 and older.*

✓

46. If using commercially processed combination foods, the site is following regulatory guidelines.*

✓ catered

47. The site follows regulatory requirements for feeding infants.

✓ no infant

48. An accurate meal count is taken at the point of service and recorded within one hour of meal service for all except DCH providers who must record meals by the end of the day.*

✓

49. If required, the site records meal counts by name.*

✓

50. If taking meal counts by name, the site consolidates them on the Monthly Meal Count Record form on a daily basis.*

✓

51. Program staff have been adequately trained on CCFP requirements.

✓

If a sponsored site, the sponsor has provided training on CCFP requirements.

✓

53. The organization allows equal access to its site regardless of race, color, national origin, age, sex, or disability.

✓

54. The organization collects racial/ethnic data for enrolled children at the site annually and keeps this information on file for the required time period.

✓

55. The organization announces publicly that admission is open to all regardless of race, color, national origin, sex, age or disability.

✓

56. The "And Justice For All" non-discrimination poster is posted in a conspicuous place.

✓

57. Informational materials are provided in the appropriate translation concerning the availability and nutritional benefits of the program, if requested.

✓

58. The organization makes CCFP information available to the public upon request.

✓

59. The WIC flier is conspicuously posted or distributed to parents.

✓

60. Record meal counts by racial/ethnic categories below:

Ethnicity Totals:		Race Totals: (Children can be counted in more than one race category)				
HISPANIC OR LATINO	NOT HISPANIC OR LATINO	AMERICAN INDIAN OR ALASKAN NATIVE	WHITE	BLACK or AFRICAN AMERICAN	ASIAN	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
1	30	0	1	30	0	0

CIVIL RIGHTS REQUIREMENTS (Cont.)

61. Explanation of any possible civil rights problem(s) identified: N/A

SPONSORED SITE REQUIREMENTS	YES	NO	N/A	COMMENTS
62. The sponsor monitor displays photo identification.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
63. The sponsor responds to center staff/provider requests within two days.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
64. The sponsor does not use gifts or incentives to recruit or retain centers/providers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
65. All site reviews are unannounced (excluding the one allowed day care home non-meal review per FY).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
66. The sponsor monitor conducted the review in a fair and unbiased manner.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
67. The sponsor monitor demonstrated knowledge of program rules and regulations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
68. If required, the sponsor monitor issued a Disallowance and/or, if applicable, a Notice of Serious Deficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
69. If applicable, the sponsor monitor required the site representative/provider to complete a Corrective Action Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

5-DAY TEST

70. Meal count on day of review 31

Record meal counts for the same meal type observed on the day of the visit for the 5 previous meal service days. Use the 5 previous weekend day meal counts for weekend reviews.

$$\begin{array}{ccccccccc}
 \boxed{34} & + & \boxed{32} & + & \boxed{37} & + & \boxed{38} & + & \boxed{36} & = & \boxed{177} & \text{Divided by } 5 & \boxed{35.4} & \times .85 = & \boxed{30.09} \\
 \frac{1}{6} & & \frac{1}{7} & & \frac{1}{10} & & \frac{1}{11} & & \frac{1}{12} & & \text{Meal Count} & & \text{Average} & & \\
 \text{Date} & & \text{Total} & & & &
 \end{array}$$

71. Is the number of meals served on the day of the review equal to or greater than 85% of the average? Yes No
 If no, write the explanation here:

72. If #71 was answered "No," was the explanation provided adequate? Yes (Site "passed" 5-Day Test)
 No (Site "failed" 5-Day Test and further follow-up is required)

FINANCIAL MANAGEMENT REQUIREMENTS

To be checked @ main office

Test Month Claim: Complete Items 73-79 for I's, and single-site H's and A's only

REVIEW MONTH:

REIMBURSEMENT:
\$

73.	Breakfast	Morning Snack	Lunch	Afternoon Snack	Supper	Evening Snack	Free	Reduced	Non-Needy	Food Costs	Total Oper. Costs	Total Admin. Costs
Claimed												
Verified												
Difference												

	YES	NO	N/A	COMMENTS
74. The number of meals claimed is accurate.				
75. The site has appropriate source documentation to support all costs claimed to the program.				
76. If claiming labor costs, Personnel Activity Reports (PARs) are on file and are correctly completed.				
77. For the test month, total expenditures are equal to or greater than the reimbursement.				
78. For the test month, food costs equal or exceed 50% of the total reimbursement, as recommended.				% spent on food: _____

79. **CLAIM EDIT:** For I's and single-site H's, and A's; complete each line with the data requested.

	A	B	C	D	E	F
Site Name	Licensed Capacity	Total # Enrolled per Claim	Highest Meal/Snack Count	If For-Profit, # Title XX	If For-Profit # of F/R	# of Children on Attendance Records

MONITORING REVIEW SUMMARY	YES	NO	N/A	COMMENTS
80. The institution has substantially implemented and maintained corrective action for any deficiencies identified during previous reviews. If 'No' is marked, the Program Specialist may need to recommend that the contractor receive a Warning Letter, Serious Deficiency, or Propose to Terminate Letter.	<input checked="" type="checkbox"/>			
81. Was a block claim observed during this review? (If yes, complete a Block Claim Report.)		<input checked="" type="checkbox"/>		
82. Is a disallowance required?		<input checked="" type="checkbox"/>		
83. Is a revised claim required? What month(s)?		<input checked="" type="checkbox"/>		
84. Is a follow-up review required?		<input checked="" type="checkbox"/>		
85. Is an ADR (Additional Documentation Required) necessary?		<input checked="" type="checkbox"/>		
86. Is a Warning Letter necessary?		<input checked="" type="checkbox"/>		
87. Is a Notice of Serious Deficiency recommended?		<input checked="" type="checkbox"/>		
88. Is the contractor required to attend a Monthly Record Keeping Review class provided by DOH or training by the Sponsor?		<input checked="" type="checkbox"/>		

Item #

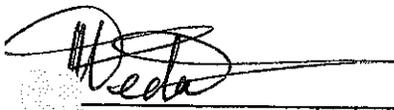
Review Summary

Entrance conference with Mrs De Matas
The monitor

All health, sanitation, & safety requirements
were met

No discernable deficiencies were
identified at the time of review

Reviewer must receive a Corrective Action Plan addressing any deficiencies identified above by close of business on N/A.
The Corrective Action Plan must describe those actions being taken to correct each deficiency, the person responsible for correcting the
deficiency, and the date by which each deficiency will be corrected.



JOH Representative Mila Dedans Date

1-14-11

4:00 pm
Departure Time

Susanne De Matas Date
Site or Sponsor Representative

Susanne De Matas

For DGH Use	
Is review closed?	<input checked="" type="checkbox"/> Yes
	<input type="checkbox"/> No

FIVE-DAY RECONCILIATION WORKSHEET

(For DOH Use – S and U Sponsored Centers)

Center Name: Douglas Elementary Child Care Center Licensed Capacity: 40

Date	Enrollment Total	Attendance Total	Total Meal Counts					
			Breakfast	Morning Snack	Lunch	Afternoon Snack	Supper	Evening Snack
1/6	40	34	34	/	34	34	/	/
1/7	40	32	32	/	32	32	/	/
1/10	40	37	37	/	37	37	/	/
1/11	40	38	38	/	38	38	/	/
1/12	40	36	36	/	36	36	/	/

Instructions:

1. Evaluate enrollment and attendance records to ensure that they are current and accurate
2. Compare total meal counts to the center's licensed capacity—meal counts should not exceed licensed capacity for any day unless the center is approved for shift care
3. Compare the center's total enrollment to its recorded daily attendance to ensure that the number of children in attendance does not exceed the number of children enrolled
 - o If attendance does exceed enrollment for any day, the monitor must determine the source of the error (e.g., inaccurate attendance records, missing enrollment forms) before a five-day reconciliation can be completed
4. Compare the center's total daily attendance to its meal counts using five consecutive days of aggregate meal counts for each approved meal type to ensure that meal counts do not exceed the number of participants in attendance on any day
 - o If the facility review is early in the month, the monitor may need to look at meal counts from the prior month
 - o If meal counts and attendance cannot be reconciled, a meal disallowance and/or a Notice of Serious Deficiency may be necessary

SCHOOL READINESS/VPK

COMMITTEE 1
GUIDING QUESTION #2

**School Readiness/Voluntary Pre-Kindergarten
Resource Materials**

- **Early Learning Coalition of Miami-Dade/Monroe
Corrective Action Report August 2011**
- **Early Learning Coalition of Miami-Dade/Monroe
Corrective Action Report January 2010**
- **Early Learning Coalition of Miami-Dade/Monroe
Audit Report April 2009-March 2010**



**EARLY LEARNING COALITION OF MIAMI-DADE/MONROE
CORRECTIVE ACTION PLAN REQUEST**

Provider Name: Miami-Dade County, Department of Human Services-Child Development Services (CDS)	Physical Address: Miami, Florida
Corrective Action Area:	Date: August 2011
Submitted by: Miami-Dade County, Department of Human Services-Child Development Services (CDS)	ELC Department: Quality Assurance
Reviewed by: Sandra Gonzalez	

III. Data Security Integrity- MDC

Fin- ding No.	Finding Description	AWI Corrective Action Response for those requested (from the Report)	CAP Response for Prevention for all findings
	<p><u>Data Security Integrity Performance Criteria (DSL-A)- EFS Data and Reporting Systems Accuracy</u></p> <p>2. Does the information in each VPK child file match the information in EFS? (VPK Child #26)</p> <p>3. Does the information in each VPK provider file match the information in EFS? (VPK provider #1,2,7,13, and 25)</p>	<p>AWI Recommendations for CAP:</p> <p><u>The coalition has completed the following corrective actions:</u></p> <ul style="list-style-type: none"> - VPKC #26 - The coalition submitted EFS screenshot of corrected D.O.B. - VPKP #13 - VPK 11 corrected for class end date. <p><u>In the future, to comply with all applicable statutes, rules, and recommendations, the coalition should ensure the following:</u></p> <ul style="list-style-type: none"> - Ensure that case narrations and documentation within the eligibility file(s) reflect the information contained in EFS. - Ensure accurate data entry in the EFS database and that data entered into EFS is consistent with information that the client gives in the most current application or notification of changes. <p><u>The coalition still needs to correct the following files:</u></p> <ul style="list-style-type: none"> - VPKP #1 and 2 - Please submit Enhanced Field System (EFS) screen shot which reflects correction. The Agency's consolidated EFS were checked on 5/5/11 and the correction was not reflected. - VPKP #7 - The class ending date in EFS does not match the VPK 11 in the file. Please submit class schedule and EFS screen shot to verify same ending date and case correction [7.1-9]. The Agency's consolidated EFS were checked on 5/5/11 and the correction was not reflected. 	<p>VPKC #26 & VPKP. No response required; corrective actions were completed as indicated by AWI.</p> <p>VPKP #1, 2, and 7. The class ending date in EFS is listed as the date after the end date indicated on the AWI Form 11. This allows the provider to be reimbursed for the last day of services. Otherwise, EFS will not allow reimbursement to the provider for the last day of services. This is a standard rule. Screen shots in attachments VPKP #1, 1a, 2, 2a, 2b, 7 and 7a.</p>

- VPKP #13 - EFS reflects highest degree as HS, and the file reflects BA. The Agency's consolidated EFS were checked on 5/5/11 and the correction was not reflected. [13.1 & 13]. RD
- VPKP #25 - The original class end date does not match the class end date within EFS. Please submit EFS screen shot verifying correction [25.1 & 4]. The Agency's consolidated EFS were checked on 5/5/11 and the correction was not reflected.

Further action for 30-day corrective action plan: Identify the cause of the initial finding and how to ensure continued compliance.

OEL Courtesy Response 9-8-11:

Based on the Courtesy Review, the findings for VPKP #1,2,7, and 25 will be removed.

Review of the VPKP #13 indicates the qualifying credential was FCCP, as such; highest degree was entered in EFS as High School to allow correction in EFS. Screen shot attached #13, 13a and 13b.

The County will emphasize to staff the importance of correct data entry at all times.

OEL Courtesy Response 9-8-11:

Based on the courtesy review, the finding for VPKP #13 will remain in the report. OEL will note that the Coalition has corrected the file. OEL requires no further action.

VPKP #25 The class ending date in EFS is listed as the date after the end date indicated on the AWI Form 11. This allows the provider to be reimbursed for the last day of services. Otherwise, EFS will not allow reimbursement to the provider for the last day of services. This is a standard rule. **Screen shot VPKP #25 Finding will be removed- see above**

IV. Child Care Resource and Referral- MDC

Finding No.	Finding Description	Corrective Action Response for those requested	CAP Response for Prevention for all findings
	<p><u>Child Care Resource and Referral Program Criteria (CCR&R-A)- Delivery of CCR&R Services</u> Does the coalition adhere to requirements and Agency recommendations about CCR&R services?</p> <p>Miami-Dade The Agency placed three secret shopper calls to the coalition's Miami-Dade County CCR&R service:</p> <ul style="list-style-type: none"> The first call, placed on December 8, 2010, received a score of 95 points out of a possible 150 points. Although the specialist was courteous, the call seemed rushed with no mention of quality indicators to look for when exploring child care options. Additionally, the specialist did not identify her name, offer information about the licensing regulations, and assumed the caller needed financial assistance. 	<p>AWI Recommendations for CAP:</p> <ul style="list-style-type: none"> Ensure that CCR&R services are provided, without cost, to the individual requesting services within three (3) business days of the individual's request for services. 	<p>The County will continue to provide training/ technical assistance to the CCR&R staff to emphasize the required elements for an excellent response and services to all callers. Additionally, monthly secret shopper calls will continue to be made using the results of the call as a tool for training. When a staff continuously fails to meet the minimum requirements when responding to a caller staff will receive informal counseling. Continued lack of satisfactory performance will result in staff receiving a formal counseling.</p>
	<ul style="list-style-type: none"> The second call, placed on March 7, 2011, received a score of 100 points out of a possible 150 points. The specialist <i>met all requirements</i> except for providing an explanation of licensing regulations. The third call, placed on March 28, 2011, received a score of 107 points out of a possible 150 points. The specialist was knowledgeable about community services, attentive, eager to help the caller and created an atmosphere that made information sharing comfortable. She anticipated services that the caller may need and/or qualify for after relocating to the area; however, she did not provide explanations regarding licensing regulations. 	<ul style="list-style-type: none"> Ensure CCR&R specialists follow CCR&R Requirements and Rule 60BB-9.300, F.A.C. when providing information to families during interviews and the information provided is complete and relevant to the families' needs, including providing information about community resources and licensing regulations. 	<p>OEL Courtesy Response 9-8-11: Based on the courtesy review, the finding for the criterion CCR&R-A will remain in the report. OEL will note that the Coalition/contractor has taken corrective action to ensure CCR&R specialists follow CCR&R requirements and Rule 60BB-9.300, F.A.C. when providing information to families during CCR&R interviews. OEL requires no further corrective action.</p>

CCR&R Program Criteria (CCR&R-D) - Provider Information

Does the coalition provide the minimum information about each organization?

Miami Dade

For the coalition's Miami-Dade County CCR&R services, the Agency sampled five provider update forms and compared them to information entered into EFS. All of the five provider update forms sampled have discrepancies as identified below:

- **A Gift from Heaven** - Discrepancies with provider screen: environment
- **ABF Learning Center** - Discrepancies with provider screens: additional fees, meal options, enhanced services, substitution policy
- **Baby Nursery Christian Daycare Center** - Discrepancies with provider screens: additional fees, meal options, program participations, enhanced services, substitution policy
- **Centro Hispano Catolico Child Care Center** - Discrepancies with provider screens: meal options, enhanced services
- **Small Kids Academy II** - Discrepancies with provider screen: schedule

AWI Recommendations for CAP:

- Ensure before the last business day in May, annual updates of a provider's information in the statewide information system is completed, for each organization that offers family day care, public and private child care programs, Head Start, prekindergarten early intervention programs, special education programs for prekindergarten handicapped children, services for children with developmental disabilities, full time and part time programs, before and after school programs, vacation care programs, parent education, the TANF program, and related family support services within the coalition's service area. (Rule 60BB-9.300, F.A.C.)

- Ensure the updates in EFS match the information received from the provider.

- In cases where the coalition receives updated information over the telephone, CCR&R staff should complete a provider update form to ensure all information is updated correctly or ensure a case history note is completed that details that updates made to the provider information.

The County has put measures in place to ensure that CCR&R receives the current update from the coalition in order to enter current and correct providers' updated information on EFS. No discrepancies currently in EFS. Screen shots are attached for:
PI 1-A Gift from Heaven
PI 2 a, b, c-ABF Learning Center
PI 3, 3a, 3b, 3c, 3d, 3e, 3f, 3g, and 3h Baby Nursery Christian Daycare Center
PI 4 - Centro Hispano Catolico Child Care Center
PI 5 - Small Kids Academy II

OEL Courtesy Response 9-8-11:

Based on the courtesy review, the finding for the criterion CCR&R-D will remain in the report. OEL will note that the Coalition/contractor has taken corrective action to ensure the updates in EFS match the information received from the provider. OEL requires no further corrective action.

VI. School Readiness Eligibility-MDC

Finding No.	Finding Description	Corrective Action Response for those requested	CAP Response for Prevention for all findings
	<p><u>SR Eligibility Criteria (SR-A) - Application Process</u></p> <p>1. Does the coalition have a completed, signed, and dated application on file for each child file reviewed:</p> <p>The following file(s) did not comply with all applicable statutes, rules, and recommendations: #29 - The application was not signed by the parent or the eligibility worker.</p> <p>2. Does the coalition have a completed, signed, and dated payment certificate for each child file reviewed?</p> <p>The following file(s) did not comply with all applicable statutes, rules, and recommendations: #29 - The documents used in lieu of the payment certificate to validate this criterion was not signed by the parent.</p>	<p>Corrective Action Response for those requested</p> <p>AWI Recommendations for CAP:</p> <p><u>THE AGENCY REQUIRES NO FURTHER CORRECTIVE ACTION. The coalition has completed the following corrective actions:</u></p> <p><u>The coalition corrected the following files: #29-Submitted signed and dated application.</u></p> <p><u>In the future, to comply with all applicable statutes, rules, and recommendations, the coalition should ensure the following:</u></p> <ul style="list-style-type: none"> - Review the application for completeness and ensure the parent signs the application. - Include case notes in the child's file that document any missing information. 	<p>No response required; corrective action was completed as indicated by AWI.</p>
	<p><u>SR Eligibility Criteria (SR-E)- Eligibility Period and Redetermination</u></p> <p>Does the coalition re-determine/reauthorize each case before the end of the authorization period?</p> <p>The following file(s) did not comply with all applicable statutes, rules, and recommendations: #4 and 5</p>	<p>AWI Recommendations for CAP:</p> <ul style="list-style-type: none"> - #4 - Submit referral that coincides with the 12/10/10 redetermination. The document submitted by the coalition/contractor is not the new referral. - #5 - The documentation submitted by the coalition/contractor as proof of timely redetermination does not show the 12/10/10 redetermination. Submit evidence of the redetermination of 12/10/10. - Ensure that the eligibility does not extend past the end date of the current authorized eligibility period. - Ensure the parent receives an opportunity to reestablish their eligibility prior to the end of the current authorized eligibility period. <p>The coalition still needs to correct the following files: #4 and 5</p>	<p>#4 and 4a Copy of referral for the period in questioned is attached and Notice informing the parent to notify workforce for a new referral.</p> <p>#5 Client received services June 24, 2010-12/24/10. Client did not complete the re-determination process; therefore services were terminated systematically in EFS.</p> <p>OEL Courtesy Response 9-8-11: Based on the Courtesy Review, the findings for file #4 and 5 will be removed from the report.</p>

SR Eligibility Criteria (SR-F)- Parental Rights and Responsibilities/ Terms and Conditions

Did the Rights and Responsibilities notification contain, at a minimum, the following information?

Notification of a family's right not to be discriminated against for race, national origin, ethnic background, sex, religious affiliation, and disability. (45 CFR 98.20, and 98.46)

The following file(s) did not comply with all applicable statutes, rules, and recommendations: #5, 7, 9, 11-19, 25-27, and 29-41

SR Eligibility Criteria (SR-H)- Immunization and Health Requirements

2. Has the coalition ensured that each child receiving services under CCDF is age-appropriately immunized or does the child fall under an allowable exemption?

In Miami-Dade County for non-licensed providers, the coalition Quality Assurance Section conducts, during the summer, a health and safety inspection, which includes a review of immunization records of non-licensed providers. A sample report of monitoring was submitted. However, no reports were submitted to verify that the non-licensed centers providing services during the school year were monitored.

AWI Recommendations for CAP:

AGENCY REQUIRES NO FURTHER CORRECTIVE ACTION. The coalition has completed the following corrective actions:

The coalition corrected the following files: #5, 7, 9, 11-19, 25-27, and 29-41 – the coalition submitted a revised terms and conditions document that included the anti-discrimination clause.

In the future, to comply with all applicable statutes, rules, and recommendations, the coalition should ensure the following:

Ensure all parents receive and all file(s) include proof that the coalition notified the parent of their *Rights and Responsibilities* in accordance with 45 CFR 98.20 (*Terms and Conditions*).

AWI Recommendations for CAP:

- Provide documentation that the coalition has a process in place to monitor unlicensed providers providing services during the school year, for immunizations practices.
- Enhance procedures to ensure that each child is age-appropriately immunized and has the necessary health information prior to enrollment with a child care provider.
- Provide documentation to verify that the non-licensed centers were monitored for immunization practices.

No response required; corrective actions were completed as indicated by AWI.

ELC provided response to OEL

OEL Courtesy Response 9-8-11:
Based on the Courtesy Review, this finding will be removed from the report.

SR Eligibility Criteria (SR-L) - U.S. Citizenship/Immigration Status

Is each child a U.S. citizen or a qualified eligible alien? (Title IV of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA); (62 FR 61344)

The following file(s) did not comply with all applicable statutes, rules, and recommendations: #31

AWI Recommendations for CAP:

#31-In the coalition's response, the coalition indicated that the cost of services will be recouped. The coalition must submit evidence that it has recovered all costs associated with this child for all eligibility periods where the U.S. citizenship or qualified eligible alien status was not established.

In the future, to comply with all applicable statutes, rules, and recommendations, the coalition should ensure the following:

- Obtain and maintain documentation in the child's file that supports the citizenship or qualified alien status of the child identified.
- Consider payments for care questionable without documentation. If the coalition is unable to provide documentation supporting the child's eligibility, then the child was not eligible; the coalition needs to submit repayment for reimbursement made during the period of ineligibility.
- Improve procedures to ensure verification of the child's citizenship before authorizing funding.

The coalition still needs to correct the following files: #31

#31- Services were discontinued March 3, 2011. The Coalition will be reimbursed with the cost associated with this child, \$2,787.24 for the period 7/1/2010 - 3/3/2011 (see approval #31). It is to be noted that although citizenship has always been a Federal requirement, this first moved into the sub-contractor's contract July 1, 2010. Staffs have been trained on this requirement and the requirements needed to establish citizenship.

OEL Courtesy Response 9-8-11:

Based on the courtesy review, the finding will remain in the report.

The Coalition/contractor affirmed that the SR child participant was not a US citizen. OEL will note that the Coalition/Contractor submitted evidence that actions have been taken to recover child care cost for the sub-contract period of July 1, 2010 through March 3, 2011 (termination of child care services). In the future, to comply with all applicable statutes, rules, and recommendations, the Coalition shall ensure that its sub-recipient contract eligibility determination provisions include the proper citizenship establishment for all SR child participants.

<p><u>SR Eligibility Criteria (SR-N) - Family Unit Size</u></p> <p>Has the coalition clearly defined each family unit size and relationship to establish compliance with income threshold requirements? (Rule 60BB-4.100, F.A.C.)</p> <p>The following file(s) did not comply with all applicable statutes, rules, and recommendations: #35</p>	<p>AWI Recommendations for CAP</p> <p><u>AGENCY REQUIRES NO FURTHER CORRECTIVE ACTION. The coalition has completed the following corrective actions:</u></p> <p><u>The coalition corrected the following file: #35</u></p> <p><u>In the future, to comply with all applicable statutes, rules, and recommendations, the coalition should ensure the following:</u></p> <p>Document family unit size and explanation of relationship of the family unit members to establish the family's eligibility for care</p> <p>Include documentation on a supplemental form describing additional family members and relationship, if the family unit size stated on the income worksheet does not agree with the application</p>	<p>No response required; corrective actions were completed as indicated by AWI</p>
<p><u>SR Eligibility Criteria (SR-P)- Parent Copayment</u></p> <p>Was the parent co-payment correctly determined based on the approved sliding fee scale? (45 CFR 98.42(a) and (b); Rule 60BB- 4.400, F.A.C., s. 411.01 (5) (d) 4.a, F.S.)</p> <p>The following file(s) did not comply with all applicable statutes, rules, and recommendations: - #35</p>	<p>AWI Recommendations for CAP</p> <p><u>THE AGENCY REQUIRES NO FURTHER CORRECTIVE ACTION. The coalition has completed the following corrective actions:</u></p> <p><u>The coalition corrected the following file: #35</u></p> <p><u>In the future, to comply with all applicable statutes, rules, and recommendations, the coalition should ensure the following:</u></p> <p>Clearly establish household size via the application and SR <i>Income Worksheet for Eligibility and Parent Copayments</i> before eligibility determination to ensure a parent is assessed correct parent fees.</p> <p>Enhance procedures to ensure that a family has fees determined by the sliding fee scale or follow the coalition's clearly established fee guidelines.</p>	<p>No response required; corrective actions were completed as indicated by AWI</p>

VII. Voluntary Prekindergarten Child Eligibility-MDC

Finding No.	Finding Description	Corrective Action Response for those requested	CAP Response for Prevention for all findings
	<p><u>VPK Child Eligibility Criteria (VPKC-B) Child Registration</u> Has the coalition determined each child eligible and was Form AWL-VPK 02 (<i>Child Eligibility and Enrollment Certificate (COE)</i>) completed, signed, and issued? (Rule 60BB-8.202(1) (c), F.A.C.)</p> <p>The following file(s) did not comply with all applicable statutes, rules, and recommendations: #1</p>	<p><u>The coalition has completed the following corrective actions:</u></p> <p>The coalition corrected the following files for the VPK Parent Handbook: #1-3, 5-10, 12-18, 20-25, and 28-30 - Submitted an updated version of the Florida's Voluntary Pre-Kindergarten Education Program Parent Guide that will now include verification of receipt for the VPK handbook.</p> <p><u>In the future, to comply with all applicable statutes, rules, and recommendations, the coalition should ensure the following:</u></p> <p>Issues Certificates of Eligibility that are complete and includes the classroom assignment.</p> <p>Ensure that parents have access to the VPK Parent Handbook.</p> <p><u>The coalition still needs to correct the following files: #1 -</u> Classroom assignment not indicated on COE submitted during 10 day response. Please provide documentation that shows the provider notifying the coalition of VPK class assignment.</p> <p><u>Further action for 30-day corrective action plan:</u> compliance. identify the cause of the initial finding and how to ensure continued</p>	<p>SR-T#13(2) Certificate of Eligibility noting the classroom assignment in attachment.</p> <p>Staff have been re-trained to request the classroom assignment from the provider prior to enrolling a child in EFS.</p> <p>OEL Courtesy Response 9-8-11: Based on the Courtesy Review, this finding will be removed from the report.</p>
	<p>Do the file(s) reflect that each parent received a copy of the VPK Parent Handbook? (Rule 60BB-8.201((4) (a) (2), F.A.C.)</p> <p>The following file(s) did not comply with all applicable statutes, rules, and recommendations: #1-3, 5-10, 12-18, 20-25, and 28-30</p>		

IX. Payment Validation- MDC

Finding No.	Finding Description	Corrective Action Response for those requested	CAP Response for Prevention for all findings
	<p><u>Payment Validation Criteria (PV-A) - Attendance Monitoring and Payment Validation</u></p> <p>2. Does the coalition verify each provider for child's attendance in accordance with SR rule?</p> <p>The following file(s) did not comply with all applicable statutes, rules, and recommendations: #38</p>	<p style="text-align: center;">AWI Recommendations for CAP:</p> <p>#38 - Submit evidence of technical assistance being given to the child provider regarding the proper way to document a child's attendance to ensure the provider maintains a daily sign-in/sign-out attendance process, as approved by the coalition.</p> <p>The coalition still needs to correct the following files: #38</p>	<p>Monroe response due</p>

X. Data Accuracy- MDC

Finding No.	Finding Description	Corrective Action Response for those requested	CAP Response for Prevention for all findings
	<p><u>Data Accuracy Program</u></p> <p>The coalition shall comply with data correction requests or data cleansing activities as communicated by the Agency (Agency Grant Award Section 11(c)).</p> <p>Did the coalition resolve all items identified in the Data Accuracy Edit Reports?</p> <p><u>The team reviewed the following reports for Miami-Dade/Monroe Coalition:</u></p> <p>- *SR Duplicate Name Record Reports (7)- identifies children (by name or SSN) who received more than one SR payment during the same service period.</p>	<p style="text-align: center;">AWI Recommendations for CAP:</p> <p>- *SR Duplicate Name Record Reports - The Agency noted eight errors out of 10 files reviewed for Miami Dade. The coalition corrected five files. Three files remain in need of correction.</p>	<p style="text-align: center;">SR Duplicate Name Record Reports:</p> <p>#22 - SSN/Name in EFS is accurate based on SSN reported on the client care feral, no duplicate entry detected in EFS.</p> <p>#33/44 Parent's correct Name/ SSN in EFS is 1636,7636 does not appear in EFS; no duplicate entry detected in EFS</p> <p>#99/100 Name is accurate, no duplicate detected, address is in EFS correctly as 12041 SW 224th Street #33.</p> <p>OEL Courtesy Response 9-8-11: Based on the courtesy review, the three (3) cases identified as possible payment errors require additional follow-up by the Coalition/Contractor.</p>

#22- The report indicated that the child received care for 22 days in both Broward and Miami-Dade. Follow-up is required to determine if payment for care was properly authorized. The eligibility and enrollment form, enrollment/attendance certification, and the sign-in/out sheets for November 2010 will need to be submitted and reviewed to determine if the child was authorized to attend an ELC of Miami-Dade/Monroe provider or an ELC of Broward provider (or both).

#33(44) and 100 (99)- The report indicates that each child received care for 22 days in both a Miami-Dade and a RCMA child care facility. Follow-up is required to determine if payment for care was properly authorized for each child. The eligibility and enrollment forms, enrollment/attendance certifications, and the sign in/out sheets for November 2010 will need to be submitted and reviewed to determine if the children were authorized to attend an ELC of Miami-Dade/Monroe provider or a RCMA provider (or both).

Gold Seal Edit Report - This section has been successfully corrected by AWI refer to

- *Gold Seal Edit Report (1) - identifies providers with a Gold Seal payment which have a missing certificate or error with the certificate end date. DQ 07-06

- *Gold Seal Edit Report - The Agency noted 34 errors out of 34 files reviewed for Miami Dade. All 34 files remain in need of correction. The Agency noted 5 errors out of 5 files reviewed for Monroe. Four files remain in need of correction.

previous email sent by Marie Woodson. The CCR&R section has now been updated with the Gold Seal information for the providers except the providers in Broward County. The Broward County provider information is not in the Miami-Dade County CCR&R data base as directed by AWI. CCR&R Print Screens attached:

- GS1 - Smart Starts ACD, Inc./Smart Starts Day
- GS2 - Kinderland 4 Kids
- GS3 - Notre Dame Child Care Center
- GS4 - Catholic Charities of the Archdiocese
Toddler Tech Academy (Broward)
- GS5-Blue Star Learning Center
- GS6-Snell Inc./Love thy Kids Academy I
- GS7-Discovery Times, Inc. DBA Discovery
Years
- GS 8- Celebrity Kids Club of Miami-Dade
- GS 9- Love Thy Kids Academy II
- GS-10 Smalls Kids Academy, Inc.
- GS11- Watch Me Grow Learning Center
- GS 12- Tiny Tykes Learning Center

OEL Courtesy Response 9-8-11:

Based on the courtesy review, OEL will update the Gold Seal Edit Report recommendations to reflect that the Coalition corrected all cases. OEL requires no further corrective action on this report.

- *SR Duplicate SSN Record Reports (7) - identifies children (by name or SSN) who received more than one SR payment during the same service period.

- *SR Duplicate SSN Record Reports (7)
- #42- SSN is correct in EFS
- #50- SSN is correct in EFS
- #104- SSN is accurate based on SSN on the referral
- #22- SSN is accurate based on referral
- #33/34- Parent's SSN 1636 is correct in EFS; EFS does not show SSN 7636
- #138- SSN was incorrect; SSN is now corrected. (attached)

OEL Courtesy Response 9-8-11:
Based on the courtesy review, all duplicate SSN cases require additional follow-up by the Coalition/contractor. The coalition should submit proof of SSN (e.g., SSN card or other source documents used to enter data into EFS) to validate SSN.

OEL Courtesy Response 9-8-11:
Based on the courtesy review, all duplicate SSN cases require additional follow-up by the Coalition/contractor. The coalition should submit proof of SSN (e.g., SSN card or other source documents used to enter data into EFS) to validate SSN.

**EARLY LEARNING COALITION OF MIAMI-DADE/MONROE
CORRECTIVE ACTION PLAN REQUEST**

Provider Name: Miami-Dade County, Department of Human Services-Child Development Services (CDS)	Physical Address: All Eligibility Offices in Miami-Dade County
Corrective Action Area: Contract No. C08-114 SR Services	Date: January, 2010
Submitted by: Goldstein Schechter Koch (GSK) Final Quarter Reviewed by: Yvette Medina, in accordance with contract and the AWI-OEL School Readiness Standard Eligibility Reference Guide	ELC Department: Quality Assurance

COMPLIANCE ISSUES IDENTIFIED / CORRECTIVE ACTION REQUIRED

Finding No.	Finding Description	Noncompliance with:	Corrective Action	Coalition Response
1.	Income calculation discrepancies and/or insufficient employment related supporting documentation.	Attachment 2-Eligibility Determination; C. Services to be Provided- 1. Contractor Task List - Eligibility and Enrollment Process; (e) Conduct eligibility determination and application processing timely and accurately.	The County does not accept this finding. Based on the review of the itemized findings, there were no income calculation discrepancies and/or insufficient employment related supporting documentation reported in this audit report (April 2009 - June 2009). The County is requesting information regarding how GSK auditors calculated income and what is their understanding as to the documentation required to support income information.	In lieu of joint discussion (on April 7, 2010) regarding this finding, the Coalition and Contractor are reviewing each case. Income computation and/or parent fee will be recalculated for accuracy. In addition, clients' supporting documentation will also be examined.
2.	Client files did not contain clear or current identification and/or timely referrals.	Attachment 2-Eligibility Determination; C. Services to be Provided- 1. Contractor Task List - Eligibility and Enrollment Process; (f) Process all applications for enrollment of children eligible for financial assistance to early learning programs, as funding permits, and in accordance with state and local priorities as established by AWI-OEL.	The County does accept this finding. Workers have been informed to check the copies of the IDs to ensure that they are clear and legible. There maybe some misunderstanding as to when ID is required. ID is not required when the parent completes the re-determination process. All referrals were completed timely with the exception of one that could not be verified due to lack of case history notes. Again, the auditors might need additional explanation regarding the re-determination process and timelines for	Finding remains. Per SR funder-eligibility specialist, the Coalition has verified that for confidentiality reasons, the SR interviewer should always identify who the client is. If the parent presents a driver's license that has expired it still can be used to identify the person but could not be used as address verification. Two non-photo

EARLY LEARNING COALITION OF MIAMI-DADE/MONROE CORRECTIVE ACTION PLAN REQUEST

Provider Name: Miami-Dade County, Department of Human Services-Child Development Services (CDS)	Physical Address: All Eligibility Offices in Miami-Dade County
Corrective Action Area: Contract No. C08-114 SR Services	Date: January, 2010
Submitted by: Goldstein Schechter Koch (GSK) Final Quarter Reviewed by: Yvette Medina, in accordance with contract and the AWI-OEL School Readiness Standard Eligibility Reference Guide	ELC Department: Quality Assurance

COMPLIANCE ISSUES IDENTIFIED / CORRECTIVE ACTION REQUIRED

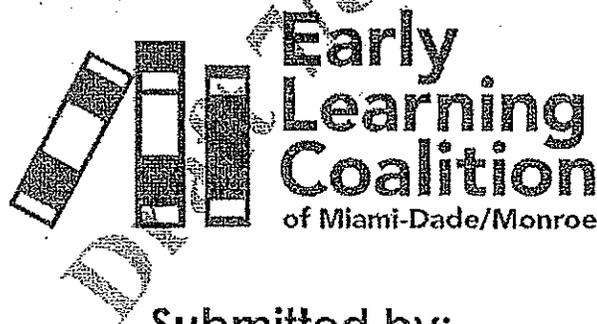
Finding No.	Finding Description	Noncompliance with:	Corrective Action	Coalition Response
1.	Income calculation discrepancies and/or insufficient employment related supporting documentation.	Attachment 2-Eligibility Determination; C. Services to be Provided- 1. Contractor Task List - Eligibility and Enrollment Process; (e) Conduct eligibility determination and application processing timely and accurately.	The County does not accept this finding. Based on the review of the itemized findings, there were no income calculation discrepancies and/or insufficient employment related supporting documentation reported in this audit report (April 2009 - June 2009). The County is requesting information regarding how GSK auditors calculated income and what documentation required to support income information.	In lieu of joint discussion (on April 7, 2010) regarding this finding, the Coalition and Contractor are reviewing each case. Income computation and/or parent fee will be recalculated for accuracy. In addition, clients' supporting documentation will also be examined.
2.	Client files did not contain clear or current identification and/or timely referrals.	Attachment 2-Eligibility Determination; C. Services to be Provided- 1. Contractor Task List - Eligibility and Enrollment Process; (f) Process all applications for enrollment of children eligible for financial assistance to early learning programs, as funding permits, and in accordance with state and local priorities as established by AWI-OEL.	The County does accept this finding. Workers have been informed to check the copies of the IDs to ensure that they are clear and legible. There maybe some misunderstanding as to when ID is required. ID is not required when the parent completes the re-determination process. All referrals were completed timely with the exception of one that could not be verified due to lack of case history notes. Again, the auditors might need additional explanation regarding the re-determination process and timelines for	Finding remains. Per SR funder-eligibility specialist, the Coalition has verified that for confidentiality reasons, the SR interviewer should always identify who the client is. If the parent presents a driver's license that has expired it still can be used to identify the person but could not be used as address verification. Two non-photo

			referrals. The County will gladly provide training to the auditors on this process.	documents can be used to identify if the person is who they say they are such as, a child's birth certificate with the parent's name, and a pay stub with the parent's name. This information will also be shared with monitoring consultants.
3.	incomplete client applications; did not indicate purpose of care and/or not approver signed-dated.	Attachment 2-Eligibility Determination; E. Performance Specifications-1. Performance Objectives; a. The Contractor shall ensure that 100% of customer eligibility shall be determined accurately and timely based on eligibility criteria.	The County accepts this finding with an explanation. The practice of the supervisor approving services by signing application ceased more than five years ago. The County will remove the supervisor's signature line from the application form.	Contractor will also remove the approver's signature section to the computerized client application. It is sufficient that client and eligibility specialist sign this form. A third signature is not required or needed.
4.	Nineteen cases vary [one not legible] in social security data; paper files differ from EFS data.	Attachment 2-Eligibility Determination; E. Performance Specifications-1. Performance Objectives; e. The Contractor shall ensure that 97% of eligibility data is maintained accurately in the EFS.	The County will accept this finding although it lacks substance. All first and last names were accurate. Only the middle initials were not entered. Middle initials are now entered and staff has been instructed to enter the middle initial at all times. EFS is now updated to include the middle initials. The County has been audited previously by AWI and other agencies and this finding has never been noted.	Finding remains. Contractor will ensure that clients' social security records are accurately recorded in EFS data system.
5.	Attendance signature forms for parent /guardian are incomplete and/or pre-filled.	Attachment 3-Payment and Financial Management Services; B. Services to be Provided; 1. Contractor Task List - Payment Services, h. Maintain copies of all attendance records and ensure that they are accurate and timely. Properly document any changes to provider payments.	The County does not accept this finding. As agreed by the Coalition, CDS processes payments for services rendered by the providers with the Attendance Rosters only. Parental Signature sheets are kept for auditing purposes. Audits for all providers are not conducted monthly; they are conducted on a random selection process, as per contractual agreement. Suspected fraudulent Parental Signature sheets are forwarded to AWI/FDLE for investigations. A fraud detection program was suggested to the Coalition by FDLE on several occasions during the Inter-agencies meetings. Payments are timely processed and providers	Finding remains. In lieu of joint discussion on April 7, 2010, the Coalition and Contractor conclude that monitors, in accordance with funder (AWI) provider payments review, do require attendance rosters along with sign-in/sign-out forms. Said signature forms are maintained by each child care provider. Sufficient timeframes are, and will continue to be granted so that the Contractor requests all

6.	Provider files missing/expired license, not available.	Early Care Provider Agreement for School Readiness Services.	<p>have a 60 day grace period to submit late documents, as per contractual agreement.</p> <p>The County does not accept this finding. All requested provider files with up-to-date licenses were provided to the auditors. There were no missing files or agreements.</p>	<p>randomly selected providers' clients' signature form.</p> <p>Finding remains. In lieu of joint discussion on April 7, 2010, the Coalition and Contractor conclude that monitors did not obtain all required licensing related documents. Coalition will work with Contractor to ensure that monitored provider files do contain current-active licensing documentation.</p>
7.	Provider Gold Seal expired.	Early Care Provider Agreement for School Readiness Services.	<p>The County does not accept this finding. All requested Gold Seal Certificates were provided to the auditors. One file had a Gold Seal Extension period from Tallahassee (Mr. Christian Winterbottom, Director Of Gold Seal issuance section); which warranted the Gold Seal payment for the period in question. This document was provided to the auditor.</p>	<p>Finding remains. In lieu of joint discussion on April 7, 2010, the Coalition and Contractor conclude that monitors did not obtain all required licensing and Gold Seal related documents. Coalition will work with Contractor to ensure that monitored provider files do contain current-active licensing and Gold Seal documentation.</p> <p>As for the Smart Starts Day School's gold seal extension, the finding reports differences between actual documents and expiration dates in EFS data system.</p>

**AUDIT REPORT
FOR PROVIDER/MATCH PAYMENTS
VPK AND SCHOOL READINESS
APRIL 2009 to JUNE 2009
JULY to SEPTEMBER 2009
OCTOBER 2009 to DECEMBER 2009
JANUARY 2010 to MARCH 2010**

Prepared especially for:



Submitted by:

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Goldstein Schechter Koch, P.A

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Draft 7/8/2010

July 8, 2010

Mr. Evelio Torres
Early Learning Coalition of Miami-Dade/Monroe, Inc.
2555 Ponce de Leon Boulevard, 5th Floor
Coral Gables, FL 33134

Dear Mr. Torres:

BACKGROUND:

Goldstein Schechter Koch, P.A. performed the procedures in accordance with our engagement letter dated August 13, 2009, and the approved monitoring tool, which are enumerated in the following sections at the request of The Early Learning Coalition of Miami-Dade/Monroe County's (the "Coalition") Management solely to assist in evaluating Child Development Services of Miami-Dade County's ("CDS") compliance with the requirements set forth in the School Readiness and Voluntary Pre Kindergarten Program Contracts and applicable regulations. The period under review included the nine months commencing on April 1, 2009 and culminating March 31, 2010.

SCOPE:

We obtained the "Final Provider Reimbursement Report", which lists all enrollees and providers relating to the School Readiness and Voluntary Pre Kindergarten Programs for the period April 1, 2009 through March 31, 2010. Next, we randomly selected (using excel random number generator) 105 providers from School Readiness and 90 providers from Voluntary Pre-kindergarten for each period examined, which resulted in a total sample of 195 providers for the periods reviewed.

PROCEDURES:

For School Readiness Providers

- We verified provider type is correct for rate paid; rate type is correct for rate paid and care level of child is correct for rate paid.
- We verified the co-pay amount is correct for income level, family size and care level.
- We obtained the attendance roster and determined that the number of days paid agrees to the number of days listed as attended on the attendance roster.
- We verified that the sign-in/sign-out sheet matches the attendance roster.
- For Gold Seal Providers, we determined that a current accreditation certificate is on file.
- For a sample of BG& payments we determined that the match amounts are computed and paid accurately by recalculating amounts to agree to established 6% rate.
- For a sample of CCEP payments we determined that the match amounts are computed and paid accurately by recalculating amounts to agree to established 50% rate.

For VPK Providers

- We verified the number of days listed on the Provider Attendance Register agrees to the Disbursement Register and the payment is correct.
- For Gold Seal Providers, we determined that a current accreditation certificate is on file.

We examined adequate supporting documentation as referenced in our monitoring tool provided to management. The recommendations are presented based on the following findings:

FINDINGS AND RECOMMENDATIONS VOLUNTARY PREKINDERGARDEN PROGRAM:

1. Findings

Provider Attendance Register

The following providers claimed payment for holidays/school off days in the months of April 2009, July 2009 and September 2009. VPK does not pay for holidays. We noted that the days claimed were adjusted prior to payment and correct payment was made.

Providers

4th QUARTER

Joba Care Corporation
Kiddie Kampus

1st QUARTER

Baby Nursery Christian Day Care
CCAM: Good Shepherd CCC
Granada Day School
North Dade Regional Academy
Kayleen's Learning Center Corp

1. Recommendations

The providers should be reminded of the VPK program requirements as well as the need to accurately complete the attendance codes on the Provider Attendance Register.

2. Findings

The codes used on the attendance register did not match the codes used on the Long Forms for the following providers.

3rd QUARTER

St James Catholic School
Bet Breira PreSchool
Children Around the World
Christian Family Worship
Bethel Christian School
Three Flags Academy Inc
University of Miami/Debbie Schools
Aquamarina Galeria Inc.
Wayside Baptist Church

2. Recommendation

The providers should be reminded of the VPK program requirements as well as the need to accurately complete the attendance codes on the Long Forms and the Provider Attendance Register prior to submission for payment.

3. Findings

The following providers claimed incorrect payment days in the months of October 2009, November 2009, December 2009, January 2010, February 2010 and March 2010. We noted that the days claimed were adjusted prior to the payments and the correct payments were made.

2nd QUARTER

Champaignat Catholic School	- Provider claimed 22 days instead of 20 days
Jiny's Learning Center Inc	- Provider claimed 22 days instead of 20 days
Golden Apple Learning Center	- Provider claimed 18 days instead of 17 days
Beacon Hill Preparatory School	- Provider claimed 18 days instead of 22 days
Little Tigers Day Care Inc	- Provider claimed 23 days instead of 22 days

3rd QUARTER

St James Catholic School	- Provider claimed 21 days instead of 22 days
Bet Breira PreSchool	- Provider claimed 20 days instead of 18 days
Children Around the World	- Provider claimed 19 days instead of 18 days
Christian Family Worship	- Provider claimed 21 days instead of 19 days
Bethel Christian School	- Provider claimed 20 days instead of 19 days
University of Miami/Debbie School	- Provider claimed 13 days instead of 19 days
Aquamarina Galeria Inc.	- Provider claimed 18 days instead of 17 days

3. Recommendation

We recommend that the providers should be reminded of VPK program requirements as well as the need to submit accurate information on the Provider Attendance Register.

4. Finding

Provider Signature Recorded

We noted that payment was made to the following provider without the provider signature being affixed to the Provider Attendance Register.

Provider

4th QUARTER

Sanchez Hofman & Association/Little Lambs

4. Recommendation

The provider should be reminded of the need to affix signature on the Provider Attendance Register prior to submission for payment.

5. Findings

The following providers did not fully complete the Provider Attendance Register i.e. dates were left blank on the register.

Providers

1st QUARTER

Abby Childcare Center II
Great Discoveries Learning Center
Mery Poppins Day Care/Kindergarten
New Testament Church of God
Amer Banker Life/Assurant Child Place
A Little College Club Corp
Coral Reef Montessori Academy
Beautiful Beginnings PreSchool
Alphabet Soup Learning Center
Born 2 Learn
Big Bunny Day Care
Genius Day School

2nd QUARTER

Betty's Preschool
Loving Child's Care
Abby Childcare Center II

5. Recommendation

The provider should be reminded of the need to fully and accurately complete the Provider Attendance Register prior to submission for payment.

6. Finding

The following providers did not accurately or fully complete the attendance sheets i.e. Long Form.

3rd QUARTER

Bet Breira PreSchool
Christian Family Worship
Marion Center School/Serv/HDNCP/Mental
University of Miami/Debbie Schools
CAA:Caleb Center
Choo Choo Learning Station Inc
Beth Moshe Congregation Inc.
Children Around the World
Farah's Angels Day Care
Growing Up Day Care Inc
Bethel Christian Schools
Three Flags Academy
University of Miami/Debbie Schools
Aquamarina Galeria Inc
Taras Emes Academy of Miami Inc.
La Scuola Inc.

6. Recommendations

The provider should be reminded of the need to fully and accurately complete the attendance sheets i.e. Long Form.

7. Findings

These providers should not be paid the Gold Seal Rate, as the APPLE Certificate was not located in the file.

Provider

2nd QUARTER

Kidsworks USA Inc
Devon Aire Kiddy College Inc.

7. Recommendation

Action should be taken to make the required adjustment.

FINDINGS AND RECOMMENDATIONS SCHOOL READINESS PROGRAM:

Forms

Sign In/Sign Out Forms

1. Finding

The Sign In/Sign Out Forms were not completed by parent/guardian of child in full.

Providers

4th QUARTER

Our Little Ones/Our Childcare
Homestead Christian Academy Inc
Kinderland 4 Kids Inc
North Dade Regional Academy

2nd QUARTER

One World Learning Center Inc

3rd QUARTER

Laurent Nadine
McDonald's Playword Inc
Easter Seals South Florida
Upper Room Assembly

1. Recommendation

The provider should be reminded of the need to complete the Sign In/Sign Out Form in its entirety prior to submission for payment.

2. Finding

The dates and time and signatures affixed to the Sign In/Sign Out Forms appear to have been prefilled for the following providers:

Providers

4th QUARTER

Advance Learning Center
Travieso Kids Corp/Sunshine Childcare
Smart Starts Day School
Hidalgo Hidalgo Dunia
Wanza & Braxtons Day Care
Children Kingdom Learning Centre
Lil' Pirates Learning Centre
Nisei Goju Ryu Karate School

1st QUARTER

Blue Star Learning Center
YMCA/Lake Stevens Elementary
Upromise Learning Center
Creative Child Day Care Center
First Infant University Day Care Center
Baby's Castle Inc
Sesame St Childcare Center
Happy Children Inc
Kiddie Cop Childcare Center
2nd House Day Care Center/PreSchool
Arco Iris Childcare
Early Enrichment Center
Naranja Prep Academy
Keiki Academy Inc
Lincoln Marti Community Agency
Great Discoveries Learning Center

2nd QUARTER

Highpoint Academy Inc
Just Kids Center
ABF Learning Center
Bright Days Preschool
Camelot Preschool
Elite Kids Enrichment Center
Golden Glades Learning Center
Young Children in Action/II Inc
One World Learning Center
Cecille's Day Care Center
Downtown Miami Charter School
First Assembly Christian School
Jada Associates Inc
Excel Kids Academy Inc
Little College at Ludlam Corp
Kids Comer LLC
Universal Academy Private School
Cinderella Nursery Inc/Day Care
Imagination Station Academy Inc
Fantasyland Learning Center Corp
New Alladin Learning Center

3rd QUARTER

Haitian Youth and Community/Anadia Child
B & G PreSchool
Biscayne Gardens Day Care
Bola Childcare and Learning Center
Vicki's Learning Center
Charite Cherry
McDonald's Playword Inc
Lugo Fredeswinda
Rodriquez, M Elsa

Draft 7/8/2010

2. Recommendations

These providers should be reminded of the terms and conditions of the license as well as the requirement for accurate and complete information.

3. Findings

The time, date and signatures were affixed to the Sign In/out Forms on July 3, 2009 which was celebrated as the July 4, 2009 holiday as well as on February 19, 2010.

Providers

1st QUARTER

Tutor Me Day Care Academy
Little People PreSchool/Day Care Center
YMCA/Martin Luther King Day Care

3rd QUARTER

Del Moral Learning Center

3. Recommendation

These providers should be reminded of the need to ensure that the Sign In/Out Forms are completed with accurate information.

4. Findings

Provider Attendance Roster

The provider attendance codes on the provider attendance roster did not match or was incorrect with the sign in/out sheets. This resulted in the payment being incorrect.

Provider

4th QUARTER

Travieso Kids/Sunshine Childcare Corp

- During the month of April 2009 the sign in/out form indicated 17 days part time attendance and 5 days full time attendance, provider attendance codes reflected 22 days full time attendance.

Our Little Ones/Our Little Childcare

- On 6/1/2009, the sign in/out form was left blank, the provider attendance codes did not match the form and payment was made for that day.

Homestead Christian Academy

- During the month of May 2009 7 days were left blank on both the provider attendance register and the sign in/out form. The provider attendance codes were incorrect.

Wanza & Braxtons Day Care

- During the month of April 2009 the sign in/out form indicated 17 days part time attendance and 5 days full time attendance, provider attendance codes reflected 22 days full time attendance.

Children Kingdom Learning Center

- Sign in/out form has the parent signature on a holiday for April 10, 2009. Provider attendance codes do not match.

Aventura Learning Center

- Sign in/out form has the parent signature on a holiday for April 10, 2009. Provider attendance codes do not match.

2nd QUARTER

Highpoint Academy Inc

- Provider Claimed 22 days instead of 21 days. Payment was adjusted and made correctly.

First Assembly Christian School

- Provider claimed 21 days instead of 19 days. Payment was adjusted and made correctly.

Downtown Miami Charter School

- Provider claimed 20 days instead of 21 days. Payment was adjusted and made correctly.

3rd QUARTER

Haitian Youth & Community/Anadia Child

- Provider claimed 21 days instead of 20 days. Payment was adjusted and made correctly.

Emeralf Hills Private School

- Provider claimed 20 days instead of 21 Days. Payment was adjusted and made correctly.

4. Recommendations

The providers need to be reminded of the importance of accurate and consistent information on the sign in/out sheets and the provider attendance registers to provide adequate support for payments.

5. Finding

The following provider had listed on the Sign In/Sign Out Form days of excused absence for a child as July 13, 14 and 15, 2009 whereas the Provider Attendance Register had July 14, 15 and 20, 2009.

Provider

1st QUARTER

Creative Child Day Care Center

5. Recommendation

The provider should be reminded of the need to accurately complete the Provider Attendance Register prior to submission for payment.

6. Finding

The following provider had listed on the Sign In/Sign Out Form part-time hours of attendance for a child totaling 2 days for the month of September 2009, the provider claimed 22 days full time attendance on the Provider Attendance Register. We noted that the days claimed were adjusted prior to payment and the correct payment was made.

Provider

1st QUARTER

Great Discoveries Learning Center

6. Recommendation

The provider should be reminded of the need to accurately complete the provider Attendance Register prior to submission for payment.

7. Finding

Provider Rate in EFS system

The provider rate per the Disbursement Register was different in the EFS system.

Provider

4th QUARTER

Infant Dreams Day Care

\$18.00 on disbursement register versus
\$16.00 in EFS.

7. Recommendation

Action should be taken to adjust the variance noted.

Mr. Evelio Torres
Early Learning Coalition of Miami-Dade/Monroe, Inc.

July 8, 2010
Page 12

We welcome the opportunity to respond to any questions or comments you may have concerning our report.

Goldstein Schechter Koch, P.A.

Draft 7/8/2010

**Committee 1 – Improving the Quality of Miami-Dade County's Early
Childhood Program**

Guiding Question 3

After review of our current early childhood programs, are there tools or processes that are not currently being used in the County's early childhood programs that should be considered in maximizing quality service delivery to children and families? (planning tools, registration processes, program assessment tools, screening and student assessment programs)

HEAD START/EARLY HEAD START

COMMITTEE 1
GUIDING QUESTION #3

Head Start/Early Head Start
Resource Materials

- **Information Regarding Tools Currently Being Used
in Head Start/Early Head Start**



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START**

INFORMATION REGARDING TOOLS CURRENTLY BEING USED IN COUNTY PROGRAMS

Program	Tools	Comments
Head Start	Denver II Development Screening Test (for Early Head Start center-based) 45-day screening	Infants and toddlers are screened using the Denver II Screening instrument, which is an age appropriate, developmental, sensory and language-screening instrument. The Denver II is completed through interviews with the parent/primary caregiver and observations of children.
	Ages & Stages Questionnaire (for Home-based EHS) 45-day screening	The <i>ASQ</i> is a questionnaire designed to screen the developmental performance of children in the areas of communication, gross motor skills, fine motor skills, problem solving, personal-social skills, and overall development that is completed by the parent or caregiver.
	Hearing/Vision (sensory screens) 45-day screening	Head Start staff will conduct vision and hearing screen for preschooler children.
	ACUSCREEN 45-day screening	A screening tool designed to assess the developmental skills of the children.
	Articulation Screen 45-day screening	A screening instrument/tool for articulation/pronunciation. It is designed in three (3) languages (English, Spanish, Creole).
	DeVereux Early Childhood Assessment (e-DECA) 45-day screening	DECA is a behavioral screening tool. It measures the three factors: self-control, initiative, and attachment which are closely related to social/emotional development.

Program	Tools	Comments
Head Start	Galileo Assessment	An educational management software (assessment tool) that's used to assist the teaching staff in determining the abilities and needs of the children in the following 11 Domains areas: Physical Development & Health, Social & Emotional Development, Approaches to Learning, Language Development, Literacy Knowledge & Skills, Mathematics Knowledge & Skills, Science Knowledge & Skills, Creative Arts Expression, Logic & Reasoning, Social Studies Knowledge & Skills and English Language Development.
	Anecdotal Notes Assessment	An anecdotal note is a written description of a child's behavior or specific event.
	Early Learning Accomplishment Profile (E-LAP) Assessment for EHS Home-based	It is an ongoing developmental assessment administered three (3) times a year to assess children's growth in the following domains: gross motor, fine motor, cognitive, language, self-help, & social/emotional.
	Classroom Assessment Scoring System (CLASS) Observational/Monitoring	CLASS is an observational tool that helps teachers recognize and understand the power of their interactions with students.
	Infant/Toddler/Environment Rating Scale (ITERS) Observational/Monitoring	ITERS is an environment rating scale for Early Head Start.
	Early Childhood Environment Rating Scale (ECERS) Observational/Monitoring	ECERS is an environment rating scale for Preschool (Head Start)
	Home Visit Report	Teacher completes the form as a guide for developmental discussion held with the families during three (3) required home

Program	Tools	visits per year. Comments
Head Start	Parent Teacher Conference	Parent-teacher conference is an exchange of information between the teacher & parent about the child's academic progress and social development which occurs at a minimum of three (3) times per year.
	Home Visit Record (for Home-based EHS)	Planning form used by EHS Home-based Home visitor and parent to complete weekly home visit plan.
	Nutrition Service Monitoring Tool	Local design tool used to identify nutritional services to ensure the compliance of the Nutrition section of the Head Start Performance Standards (1304.23).
	Program monitoring tools used by the Monitoring Unit to monitor Head Start / EHS sites for the following areas: Fiscal Management Family and Community Engagement Child Development/Education Mental Health Disabilities Nutrition Health and Safety Checklist	Locally designed tools are used by the Monitoring Unit for validating the delivery and management of program's services and compliance with Federal, State, Local and other mandated Regulations. The Monitoring Tools are in an electronic format designed for aggregate reporting and are specific to the sections against which compliance is monitored as referenced in the Office of Head Start (OHS) Monitoring Protocol.
	45/90 days	Medical, Dental and screening assessment.
	Professional Development Plan Professional development resources	1.) Teaching staff must complete fifteen (15) hours of professional development training each year. 2.) By October 1, 2011, each Head Start classroom must have a teacher with at least an associate, baccalaureate or advanced degree in Early Childhood Education. 3.) Staff working as teachers with infants and/or toddlers must obtain a Child Development Associate (CDA) credential for Infants & Toddler Caregivers or an equivalent credential 4.) By September 30, 2013, at least 50% of Head Start teachers nation-wide must have a baccalaureate or advanced degree in Early Childhood Education.

		5.) By September 30, 2013, all Teacher Assistants must have Child Development Associate (CDA) credential.
	Training Needs Assessment (TNA) Professional development resources	Each year, Head Start staff identifies their training needs which are used to provide: 1) staff orientation for all new staff and 2) training and development to assist staff in increasing their competencies in fulfilling their job responsibilities and implementing the content of the Head Start Program Performance Standards.
	Self Assessment Program evaluation	Each year Head Start performs a Self Assessment of the program with the consultation and participation of the Policy Council, Policy Committee and other community members.
	Community Assessment	Each year the Head Start program must collect recent information and reliable data on the Miami-Dade County communities. The document provides a systematic analysis of the information and the results are used to help determine how the Head Start Program can best serve potential Head Start/Early Head Start families.
	Integrated Work Plan	This is the working document that describes our procedures.
	Program Information Report (PIR)	PIR is the annual report that must be completed by ALL programs funded by the federal government operating Head Start and Early Head Start programs and is submitted at the end of August.
	ChildPlus	Data management information tracking system.
Florida Voluntary Prekindergarten (VPK)	Florida Voluntary Prekindergarten (VPK) Assessment	The VPK Assessment Online Reporting. This system provide teachers with a user friendly tool to track children's progress in attaining the skills in the VPK Education Standards, so that teachers may use this information to guide instructional decisions in the VPK classroom.

SCHOOL READINESS/VPK

COMMITTEE 1
GUIDING QUESTION #3

**School Readiness/Voluntary Pre-Kindergarten
Resource Materials**

- **Information Regarding Tools Currently Being Used
in School Readiness/Voluntary Pre-Kindergarten**
- **Ages and Stages Questionnaire - 3**



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
SCHOOL READINESS

INFORMATION REGARDING TOOLS CURRENTLY USED IN COUNTY PROGRAMS INCLUDING STUDENT ASSESSMENT TOOLS, PROFESSIONAL DEVELOPMENT RESOURCES PROGRAM EVALUATION TOOLS

As a part of the School Readiness Act of 1999, Screening, Assessment and Inclusion services were mandated for all children enrolled in the School Readiness:

ASQ-3: Ages and Stages Questionnaire 3

The Ages and Stages Questionnaire 3 (ASQ-3), is a screening tool given to all school readiness (SR) eligible children ages 2 months through 5 years old to identify those children at risk for developmental delays in the areas of Communication, Gross Motor, Fine Motor, Problem-Solving, and Personal-Social. The ASQ-3 screening system is comprised of 21 questionnaires designed to be completed by parents or other primary caregivers excluding children attending Voluntary Pre-Kindergarten or other pre-kindergarten programs in a Miami Dade County Public School setting, and children in Head Start centers.

LAP-D: Learning Accomplishment Profile Diagnostic

The Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D), a standardized norm-referenced developmental assessment tool for children between the ages of 30 to 72 months. The test assesses fine motor skills, language skills, cognitive ability, and gross motor development.

E-LAP: Early Learning Accomplishment Profile

The Early Learning Accomplishment Profile (E-LAP) provides a systematic method for observing children functioning in the birth to 36 month age range. The purpose of this criterion-referenced assessment is to assist teachers, clinicians, and parents in assessing individual skill development in six domains of development: gross motor, fine motor, cognitive, language, self-help, and social emotional.





COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
VOLUNTARY PREKINDERGARTEN

INFORMATION REGARDING TOOLS CURRENTLY USED IN COUNTY PROGRAMS
INCLUDING STUDENT ASSESSMENT TOOLS, PROFESSIONAL DEVELOPMENT
RESOURCES PROGRAM EVALUATION TOOLS

VPK Standard Eligibility Review – See attached



Ages & Stages Questionnaires®

14 Month Questionnaire

13 months 0 days through 14 months 30 days



Please provide the following information. Use black or blue ink only and print legibly when completing this form.

Date ASQ completed: _____

Baby's information

Baby's first name: _____ Middle initial: _____ Baby's last name: _____

Baby's date of birth: _____

If baby was born 3 or more weeks prematurely, # of weeks premature: _____

Baby's gender:
 Male Female

Person filling out questionnaire

First name: _____ Middle initial: _____ Last name: _____

Street address: _____

Relationship to baby:
 Parent Guardian Teacher Child care provider
 Grandparent or other relative Foster parent Other: _____

City: _____ State/Province: _____ ZIP/Postal code: _____

Country: _____ Home telephone number: _____ Other telephone number: _____

E-mail address: _____

Names of people assisting in questionnaire completion: _____

Program Information

Baby ID #:	Age at administration in months and days:
Program ID #:	If premature, adjusted age in months and days:
Program name:	

On the following pages are questions about activities babies may do. Your baby may have already done some of the activities described here, and there may be some your baby has not begun doing yet. For each item, please fill in the circle that indicates whether your baby is doing the activity regularly, sometimes, or not yet.

Important Points to Remember:

- Try each activity with your baby before marking a response.
- Make completing this questionnaire a game that is fun for you and your baby.
- Make sure your baby is rested and fed.
- Please return this questionnaire by _____.

Notes:

At this age, many toddlers may not be cooperative when asked to do things. You may need to try the following activities with your baby more than one time. If possible, try the activities when your baby is cooperative. If your baby can do the activity but refuses, mark "yes" for the item.

COMMUNICATION

	YES	SOMETIMES	NOT YET	
1. Does your baby say three words, such as "Mama," "Dada," and "Baba"? (A "word" is a sound or sounds your baby says consistently to mean someone or something.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	___
2. When your baby wants something, does she tell you by <i>pointing</i> to it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	___
Does your baby shake his head when he means "no" or "yes"?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	___
4. Does your baby point to, pat, or try to pick up pictures in a book?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	___
5. Does your baby say four or more words in addition to "Mama" and "Dada"?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	___
6. When you ask her to, does your baby go into another room to find a familiar toy or object? (You might ask, "Where is your ball?" or say, "Bring me your coat," or "Go get your blanket.")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	___
COMMUNICATION TOTAL				___

GROSS MOTOR

	YES	SOMETIMES	NOT YET	
1. If you hold both hands just to balance your baby, does he take several steps without tripping or falling? (If your baby already walks alone, mark "yes" for this item.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	___
				
2. When you hold <i>one hand</i> just to balance your baby, does she take several steps forward? (If your baby already walks alone, mark "yes" for this item.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	___
				

GROSS MOTOR (continued)

- | | YES | SOMETIMES | NOT YET | |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----|
| 1. Does your baby stand up in the middle of the floor by himself and take several steps forward? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 4. Does your baby climb onto furniture or other large objects, such as large climbing blocks? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 5. Does your baby bend over or squat to pick up an object from the floor and then stand up again without any support? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 6. Does your baby move around by walking, rather than by crawling on his hands and knees? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |

GROSS MOTOR TOTAL ___

FINE MOTOR

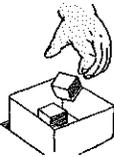
- | | YES | SOMETIMES | NOT YET | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----|
| 1. Without resting her arm or hand on the table, does your baby pick up a crumb or Cheerio with the tips of her thumb and a finger?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 2. Does your baby throw a small ball with a forward arm motion? (If he simply drops the ball, mark "not yet" for this item.)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 3. Does your baby help turn the pages of a book? (You may lift a page for her to grasp.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 4. Does your baby stack a small block or toy on top of another one? (You could also use spools of thread, small boxes, or toys that are about 1 inch in size.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 5. Does your baby make a mark on the paper with the tip of a crayon (or pencil or pen) when trying to draw?  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |
| 6. Does your baby stack three small blocks or toys on top of each other by herself? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | ___ |

FINE MOTOR TOTAL ___

PROBLEM SOLVING

YES SOMETIMES NOT YET

- 1. If you put a small toy into a bowl or box, does your baby copy you by putting in a toy, although he may not let go of it? *(If he already lets go of the toy into a bowl or box, mark "yes" for this item.)* _____

 - 2. Does your baby drop two small toys, one after the other, into a container like a bowl or box? *(You may show her how to do it.)* _____*
- 
- 3. After you scribble back and forth on paper with a crayon (or a pencil or pen), does your baby copy you by scribbling? *(If he already scribbles on his own, mark "yes" for this item.)* _____

 - 4. Can your baby drop a crumb or Cheerio into a small, clear bottle (such as a plastic soda-pop bottle or baby bottle)? _____

 - 5. Does your baby drop several small toys, one after another, into a container like a bowl or box? *(You may show her how to do it.)* _____

 - 6. After you have shown your baby how, does he try to get a small toy that is slightly out of reach by using a spoon, stick, or similar tool? _____
- 

PROBLEM SOLVING TOTAL _____

**If Problem Solving Item 2 is marked "yes" or "sometimes," mark Problem Solving Item 1 as "yes."*

PERSONAL-SOCIAL

YES SOMETIMES NOT YET

- 1. When you dress your baby, does she lift her foot for her shoe, sock, or pant leg? _____

- 2. Does your baby roll or throw a ball back to you so that you can return it to him? _____

- 3. Does your baby play with a doll or stuffed animal by hugging it? _____

- 4. Does your baby feed herself with a spoon, even though she may spill some food? _____

- 5. Does your baby help undress himself by taking off clothes like socks, hat, shoes, or mittens? _____

- 6. Does your baby get your attention or try to show you something by pulling on your hand or clothes? _____

PERSONAL-SOCIAL TOTAL _____

OVERALL

Parents and providers may use the space below for additional comments.

1. Does your baby use both hands and both legs equally well? If no, explain:

 YES NO

2. Does your baby play with sounds or seem to make words? If no, explain:

 YES NO

3. When your baby is standing, are her feet flat on the surface most of the time?
If no, explain:

 YES NO

4. Do you have concerns that your baby is too quiet or does not make sounds like other babies do? If yes, explain:

 YES NO

5. Does either parent have a family history of childhood deafness or hearing impairment? If yes, explain:

 YES NO

OVERALL (continued)

6. Do you have concerns about your baby's vision? If yes, explain:

 YES NO

7. Has your baby had any medical problems in the last several months? If yes, explain:

 YES NO

8. Do you have any concerns about your baby's behavior? If yes, explain:

 YES NO

9. Does anything about your baby worry you? If yes, explain:

 YES NO



14 Month ASQ-3 Information Summary

13 months 0 days through
14 months 30 days

Baby's name: _____ Date ASQ completed: _____
 Baby's ID #: _____ Date of birth: _____
 Administering program/provider: _____ Was age adjusted for prematurity when selecting questionnaire? Yes No

1. SCORE AND TRANSFER TOTALS TO CHART BELOW: See ASQ-3 User's Guide for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each area total. In the chart below, transfer the total scores, and fill in the circles corresponding with the total scores.

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	17.40		<input type="radio"/>												
Gross Motor	25.80		<input type="radio"/>												
Fine Motor	23.06		<input type="radio"/>												
Problem Solving	22.56		<input type="radio"/>												
Personal-Social	23.18		<input type="radio"/>												

2. TRANSFER OVERALL RESPONSES: Bolded uppercase responses require follow-up. See ASQ-3 User's Guide, Chapter 6.

- | | | | | | |
|----------------------------------------------------------------|------------|-----------|------------------------------------------|------------|----|
| 1. Uses both hands and both legs equally well?
Comments: | Yes | NO | 6. Concerns about vision?
Comments: | YES | No |
| 2. Plays with sounds or seems to make words?
Comments: | Yes | NO | 7. Any medical problems?
Comments: | YES | No |
| 3. Feet are flat on the surface most of the time?
Comments: | Yes | NO | 8. Concerns about behavior?
Comments: | YES | No |
| 4. Concerns about not making sounds?
Comments: | YES | No | 9. Other concerns?
Comments: | YES | No |
| 5. Family history of hearing impairment?
Comments: | YES | No | | | |

3. ASQ SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP: You must consider total area scores, overall responses, and other considerations, such as opportunities to practice skills, to determine appropriate follow-up.

If the baby's total score is in the area, it is above the cutoff, and the baby's development appears to be on schedule.
 If the baby's total score is in the area, it is close to the cutoff. Provide learning activities and monitor.
 If the baby's total score is in the area, it is below the cutoff. Further assessment with a professional may be needed.

4. FOLLOW-UP ACTION TAKEN: Check all that apply.

- Provide activities and rescreen in _____ months.
- Share results with primary health care provider.
- Refer for (circle all that apply) hearing, vision, and/or behavioral screening.
- Refer to primary health care provider or other community agency (specify reason): _____
- Refer to early intervention/early childhood special education.
- No further action taken at this time
- Other (specify): _____

5. OPTIONAL: Transfer item responses (Y = YES, S = SOMETIMES, N = NOT YET, X = response missing).

	1	2	3	4	5	6
Communication						
Gross Motor						
Fine Motor						
Problem Solving						
Personal-Social						

Committee 1 – Improving the Quality of Miami-Dade County's Early Childhood Program

Guiding Question 4

After a review of each program's regulatory requirements, are requirements being met? Are measures in place in each program to effectively monitor compliance? What tools, if any, are utilized as part of the current on-going monitoring process? If tools do not exist, or are not being maximized, are there any recommendations for the establishment and/or improvement of the tools/process?

HEAD START/EARLY HEAD START



**COMMITTEE 1
GUIDING QUESTION #4**

**Head Start/Early Head Start
Resource Materials**

- **Head Start Act**



HEAD START ACT

(AS AMENDED DECEMBER 12, 2007)



U.S. Department of Health and Human Services
Administration for Children and Families
Office of Head Start

HEAD START ACT as amended

42 USC 9801 et. seq.

Legislative Authority: Head Start Act, as amended.

U.S. Code Citation: 42 USC 9801 et. seq.

ACF Regulations: 45 CFR 1301 et. seq.

Legislative History:

The *Head Start Act* is Title VI, Subtitle A, Chapter 8, Subchapter B of the *Omnibus Budget Reconciliation Act of 1981*, P.L. 97-35. Minor amendments to this Act were made by the *Technology-Related Assistance for Individuals With Disabilities Amendments of 1993*, P.L. 103-218. This Act was reauthorized through fiscal year 2003 by the *Coats Human Services Amendments of 1998*, P.L. 105-285. This Act was most recently reauthorized by the *Improving Head Start for School Readiness Act of 2007*, P.L. 110-134.

Note: This compilation was prepared by HHS staff who have striven to ensure it is complete and accurate. However, this is not an official compilation and may not be completely free of error. Additions to the Head Start Act originating from the Improving Head Start for School Readiness Act of 2007, Public Law 110-134, appear in bold.

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Sec. 635. SHORT TITLE
[42 U.S.C. 9801]

This subchapter may be cited as the "Head Start Act".

Sec. 636. STATEMENT OF PURPOSE
[42 U.S.C. 9831]

It is the purpose of this subchapter to promote the school readiness of **low-income children by enhancing their cognitive, social, and emotional development—**

(1) in a learning environment that supports children's growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills, and approaches to learning; and

(2) through the provision to low-income children and their families of health, educational, nutritional, social, and other services that are determined, based on family needs assessments, to be necessary.

Sec. 637. DEFINITIONS
[42 U.S.C. 9832]

For purposes of this subchapter:

(1) The term "child with a disability" means--

(A) a child with a disability, as defined in section 602(3) of the Individuals with Disabilities Education Act; and

(B) an infant or toddler with a disability, as defined in section 632(5) of such Act.

(2) The term "deficiency" means—

(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves—

(i) a threat to the health, safety, or civil rights of children or staff;

(ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations;

(iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;

(iv) the misuse of funds received under this subchapter;

(v) **loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or**

(vi) **failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified;**

(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or

(C) an unresolved area of noncompliance.

(3) The term "delegate agency" means a public, private nonprofit **(including a community based organization, as defined in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)**, or for profit organization or agency to which a grantee has delegated all or part of the responsibility of the grantee for operating a Head Start program.

(4) The term "family literacy services" means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

(A) Interactive literacy activities between parents and their children.

(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.

(C) Parent literacy training that leads to economic self-sufficiency **and financial literacy.**

(D) An age-appropriate education to prepare children for success in school and life experiences.

(5) The term "financial assistance" includes assistance provided by grant, agreement, or contract, and payments may be made in installments and in advance or by way of reimbursement with necessary adjustments on account of overpayments or underpayments.

(6) The term "full-calendar-year" means all days of the year other than Saturday, Sunday, and a legal public holiday.

(7) The term "full-working-day" means not less than 10 hours per day. Nothing in this paragraph shall be construed to require an agency to provide services to a child who has not reached the age of compulsory school attendance for more than the number of hours per day permitted by State law (including regulation) for the provision of services to such a child.

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(8) The term "Head Start classroom" means a group of children supervised and taught by two paid staff members (a teacher and a teacher's aide or two teachers) and, where possible, a volunteer.

(9) The term "Head Start family day care" means Head Start services provided in a private residence other than the residence of the child receiving such services.

(10) The term "home-based Head Start program" means a Head Start program that provides Head Start services in the private residence of the child receiving such services.

(11) The term "homeless children" has the meaning given the term 'homeless children and youths' in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)).

(12) The term "Indian tribe" means any tribe, band, nation, pueblo, or other organized group or community of Indians, including any Native village described in section 3(c) of the Alaska Native Claims Settlement Act (43 U.S.C. 1602(c)) or established pursuant to such Act (43 U.S.C. 1601 et seq.), that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

(13) The term "institution of higher education" has the meaning given the term in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a)).

(14) The term "interrater reliability" means the extent to which 2 or more independent raters or observers consistently obtain the same result when using the same assessment tool.

(15) The term "limited English proficient", used with respect to a child, means a child—

(A)(i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American (as defined in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)), an Alaska Native, or a native resident of an outlying area (as defined in such section 9101); and

(II) who comes from an environment where a language other than English has had a significant impact on the child's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(B) whose difficulties in speaking or understanding the English language may be sufficient to deny such child—

(i) the ability to successfully achieve in a classroom in which the language of instruction is English; or

(ii) the opportunity to participate fully in society.

(16) The term "local educational agency" has the meaning given such term in the Elementary and Secondary Education Act of 1965.

(17) The term "migrant or seasonal Head Start program" means

(A) with respect to services for migrant farmworkers, a Head Start program that serves families who are engaged in agricultural labor and who have changed their residence from one geographic location to another in the preceding 2-year period; and

(B) with respect to services for seasonal farmworkers, a Head Start program that serves families who are engaged primarily in seasonal agricultural labor and who have not changed their residence to another geographic location in the preceding 2-year period.

(18) The term "mobile Head Start program" means the provision of Head Start services utilizing transportable equipment set up in various community-based locations on a routine, weekly schedule, operating in conjunction with home-based Head Start programs, or as a Head Start classroom.

(19) The term "poverty line" means the official poverty line (as defined by the Office of Management and Budget)--

(A) adjusted to reflect the percentage change in the Consumer Price Index For All Urban Consumers, issued by the Bureau of Labor Statistics, occurring in the 1-year period or other interval immediately preceding the date such adjustment is made; and

(B) adjusted for family size.

(20) The term "principles of scientific research" means principles of research that—

(A) apply rigorous, systematic, and objective methodology to obtain reliable and valid knowledge relevant to education activities and programs;

(B) present findings and make claims that are appropriate to and supported by methods that have been employed; and

(C) include, as appropriate to the research being conducted—

(i) use of systematic, empirical methods that draw on observation or experiment;

- (ii) use of data analyses that are adequate to support the general findings;
- (iii) reliance on measurements or observational methods that provide reliable and generalizable findings;
- (iv) strong claims of causal relationships, only with research designs that eliminate plausible competing explanations for observed results, such as, but not limited to, random assignment experiments;
- (v) presentation of studies and methods in sufficient detail and clarity to allow for replication or, at a minimum, to offer the opportunity to build systematically on the findings of the research;
- (vi) acceptance by a peer-reviewed journal or critique by a panel of independent experts through a comparably rigorous, objective, and scientific review; and
- (vii) consistency of findings across multiple studies or sites to support the generality of results and conclusions.

(21) The term “professional development” means high-quality activities that will improve the knowledge and skills of Head Start teachers and staff, as relevant to their roles and functions, in program administration and the provision of services and instruction, as appropriate, in a manner that improves service delivery to enrolled children and their families, including activities that—

- (A) are part of a sustained effort to improve overall program quality and outcomes for enrolled children and their families;
- (B) are developed or selected with extensive participation of administrators and teachers from Head Start programs;
- (C) are developmentally appropriate for the children being served;
- (D) include instruction in ways that Head Start teachers and staff may work more effectively with parents, as appropriate;
- (E) are designed to give Head Start teachers and staff the knowledge and skills to provide instruction and appropriate support services to children of diverse backgrounds, as appropriate;
- (F) may include a 1-day or short-term workshop or conference, if the workshop or conference is consistent with the goals in the professional development plan described in section 648A(f) and will be delivered by an institution of higher education or other entity, with expertise in delivering training in early childhood development, training in family support, and other assistance designed to improve the delivery of Head Start services; and

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- (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- (iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

(23) The term “scientifically valid research” includes applied research, basic research, and field-initiated research in which the rationale, design, and interpretation are soundly developed in accordance with principles of scientific research.

(24) The term "Secretary" means the Secretary of Health and Human Services.

(25) The term “State” means a State, the Commonwealth of

Puerto Rico, the District of Columbia, Guam, American Samoa, the Virgin Islands of the United States, and the Commonwealth of the Northern Mariana Islands. **The term includes the Republic of Palau for fiscal years 2008 and 2009, and (if the legislation described in section 640(a)(2)(B)(v) has not been enacted by September 30, 2009) for fiscal years 2010 through 2012.**

(26) The term “unresolved area of noncompliance” means failure to correct a noncompliance item within 120 days, or within such additional time (if any) as is authorized by the Secretary, after receiving from the Secretary notice of such noncompliance item, pursuant to section 641A(c).

Sec. 638. FINANCIAL ASSISTANCE FOR HEAD START PROGRAMS
[42 U.S.C. 9833]

The Secretary may, upon application by an agency which is eligible for designation as a Head Start agency pursuant to section 641, provide financial assistance to such agency **for a period of 5 years** for the planning, conduct, administration and evaluation of a Head Start program focused primarily upon the children from low-income families who have not reached the age of compulsory school attendance which (1) will provide such comprehensive health, education, parental involvement, nutritional, social, and other services as will enable the children to attain their full potential and attain school readiness; and (2) will provide for direct participation of the parents of such children in the development, conduct, and overall program direction at the local level.

Sec. 639. AUTHORIZATION OF APPROPRIATIONS
[42 U.S.C. 9834]

There are authorized to be appropriated to carry out this subchapter (other than section 657B) \$7,350,000,000 for fiscal year 2008, \$7,650,000,000 for fiscal year 2009, 7,995,000,000 for fiscal year 2010, and such sums as may be necessary for each of fiscal years 2011 and 2012.

Sec. 640. ALLOTMENT OF FUNDS; LIMITATIONS ON ASSISTANCE
[42 U.S.C. 9835]

(a)(1) Using the sums appropriated pursuant to section 639 for a fiscal year, the Secretary shall allocate such sums in accordance with paragraphs (2) through (5).

(2)(A) The Secretary shall determine an amount for each fiscal year for each State that is equal to the amount received through base grants for the prior fiscal year by the Head Start agencies (including Early Head Start agencies) in the State that are not described in clause (ii) or (iii) of subparagraph (B).

(B) The Secretary shall reserve for each fiscal year such sums

as are necessary—

(i) to provide each amount determined for a State under subparagraph (A) to the Head Start agencies (including Early Head Start agencies) in the State that are not described in clause (ii) or (iii), by allotting to each agency described in this clause an amount equal to that agency's base grant for the prior fiscal year;

(ii) to provide an amount for the Indian Head Start programs that is equal to the amount provided for base grants for such programs under this subchapter for the prior fiscal year, by allotting to each Head Start agency (including each Early Head Start agency) administering an Indian Head Start program an amount equal to that agency's base grant for the prior fiscal year;

(iii) to provide an amount for the migrant and seasonal Head Start programs, on a nationwide basis, that is equal to the amount provided nationwide for base grants for such programs under this subchapter for the prior fiscal year, by allotting to each Head Start agency administering a migrant or seasonal Head Start program an amount equal to that agency's base grant for the prior fiscal year;

(iv) to provide an amount for each of Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and the Virgin Islands of the United States (for Head Start agencies (including Early Head Start agencies) in the jurisdiction) that is equal to the amount provided for base grants for such jurisdiction under this subchapter for the prior fiscal year, by allotting to each agency described in this clause an amount equal to that agency's base grant for the prior fiscal year;

(v) to provide an amount for the Republic of Palau (for Head Start agencies (including Early Head Start agencies) in the jurisdiction) for each of fiscal years 2008 and 2009, and (if legislation approving a new agreement regarding United States assistance for the Republic of Palau has not been enacted by September 30, 2009) for each of fiscal years 2010 through 2012, that is equal to the amount provided for base grants for such jurisdiction under this subchapter for the prior fiscal year, by allotting to each agency described in this clause an amount equal to that agency's base grant for the prior fiscal year; and

(vi) to provide an amount for a collaboration grant under section 642B(a) for each State, for the Indian Head Start programs, and for the migrant and seasonal Head Start programs, in the same amount as the corresponding collaboration grant provided under this subchapter for fiscal year 2007.

(C)(i) The Secretary shall reserve for each fiscal year an

amount that is not less than 2.5 percent and not more than 3 percent of the sums appropriated pursuant to section 639 for that fiscal year, to fund training and technical assistance activities, from which reserved amount—

(I) the Secretary shall set aside a portion, but not less than 20 percent, to be used to fund training and technical assistance activities for Early Head Start programs, in accordance with section 645A(g)(2); and

(II) the Secretary shall set aside a portion, equal to the rest of the reserved amount, to fund training and technical assistance activities for other Head Start programs, in accordance with section 648, of which portion—

(aa) not less than 50 percent shall be made available to Head Start agencies to use directly, which may include at their discretion the establishment of local or regional agreements with community experts, institutions of higher education, or private consultants, to make program improvements identified by such agencies, by carrying out the training and technical assistance activities described in section 648(d);

(bb) not less than 25 percent shall be available to the Secretary to support a State-based training and technical assistance system, or a national system, described in section 648(e) for supporting program quality; and

(cc) the remainder of the portion set aside under this subclause shall be available to the Secretary to assist Head Start agencies in meeting and exceeding the standards described in section 641A(a)(1) by carrying out activities described in subsections (a), (b), (c), (f), and (g)

of section 648, including helping Head Start programs address weaknesses identified by monitoring activities conducted by the Secretary under section 641A(c), except that not less than \$3,000,000 of the remainder shall be made available to carry out activities described in section 648(a)(3)(B)(ii)

(ii) In determining the portion set aside under clause (i)(I) and the amount reserved under this subparagraph, the Secretary shall consider the number of Early Head Start programs newly funded for that fiscal year.

(D) The Secretary shall reserve not more than \$20,000,000 to fund research, demonstration, and evaluation activities under section 649, of which not more than \$7,000,000 for each of fiscal years 2008 through 2012 shall be available to carry out impact studies under section 649(g).

(E) The Secretary shall reserve not more than \$42,000,000 for discretionary payments by the Secretary, including payments for all costs (other than compensation of Federal employees) for activities carried out under subsection (c) or (e) of section 641A.

(F) If the sums appropriated under section 639 are not sufficient to provide the amounts required to be reserved under subparagraphs (B) through (E), the amounts shall be reduced proportionately.

(G) Nothing in this section shall be construed to deny the Secretary the authority, consistent with sections 641, 641A, and 646 to terminate, suspend, or reduce funding to a Head Start agency

(3)(A) From any amount remaining for a fiscal year after the Secretary carries out paragraph (2) (referred to in this paragraph as the 'remaining amount'), the Secretary shall—

(i) subject to clause (ii)—

(I) provide a cost of living increase for each Head Start agency (including each Early Head Start agency) funded under this subchapter for that fiscal year, to maintain the level of services provided during the prior year; and

(II) subject to subparagraph (B), provide \$10,000,000 for Indian Head Start programs (including Early Head Start programs), and \$10,000,000 for migrant and seasonal Head Start programs, to increase enrollment in the programs involved;

(ii) subject to clause (iii), if the remaining amount is not sufficient to carry out clause (i)—

(I) for each of fiscal years 2008, 2009, and 2010—

(aa) subject to subparagraph (B), provide 5 percent of that amount for Indian Head Start programs (including Early Head Start programs), and 5 percent of that amount for migrant and seasonal Head Start programs, to increase enrollment in the programs involved; and

(bb) use 90 percent of that amount to provide, for each Head Start agency (including each Early Head Start agency) funded as described in clause (i)(I), the same percentage (but not less than 50 percent) of the cost of living increase described in clause (i); and

(II) for fiscal year 2011 and each subsequent fiscal year—

(aa) provide, for each Head Start agency (including each Early Head Start agency) funded as described in clause (i)(I), the cost of living increase described in clause (i); and

(bb) subject to subparagraph (B), with any portion of the remaining amount that is not used under item (aa), provide equal amounts for Indian Head Start programs (including Early Head Start programs), and for migrant and seasonal Head Start programs, to increase enrollment in the programs involved; and

(iii) if the remaining amount is not sufficient to carry out clause (ii) for the fiscal year involved, use that amount to provide, for each Head Start agency (including each Early Head Start agency) funded as described in clause (i)(I), the same percentage of the cost of living increase described in clause (i).

(B)(i) Notwithstanding any other provision of this paragraph,

the Indian Head Start programs shall not receive more than a total cumulative amount of \$50,000,000 for all fiscal years, and the migrant and seasonal Head Start programs shall not receive more than a total cumulative amount of \$50,000,000 for all fiscal years, under clause (i)(II), and subclauses (I)(aa) and (II)(bb) of clause (ii), of subparagraph (A) (referred to in this subsection as the 'special expansion provisions'), to increase enrollment in the programs involved.

(ii)(I) Funds that are appropriated under section 639 for a fiscal year, and made available to Indian Head Start programs or migrant or seasonal Head Start programs under the special expansion provisions, shall remain available until the end of the following fiscal year.

(II) For purposes of subclause (I)—

(aa) if no portion is reallocated under clause (iii), those funds shall remain available to the programs involved; or

(bb) if a portion is reallocated under clause (iii), the portion shall remain available to the recipients of the portion.

(iii) Of the funds made available as described in clause (ii), the Secretary shall reallocate the portion that the Secretary determines is unobligated 18 months after the funds are made available. The Secretary shall add that portion to the balance described in paragraph (4), and reallocate the portion in accordance with paragraph (4), for the following fiscal year referred to in clause (ii).

(4)(A) Except as provided in subparagraph (B), from any amount remaining for a fiscal year after the Secretary carries out paragraphs (2) and (3) (referred to in this paragraph as the 'balance'), the Secretary shall—

- (i) reserve 40 percent to carry out subparagraph (C) and paragraph (5);
- (ii) reserve 45 percent to carry out subparagraph (D); and
- (iii) reserve 15 percent (which shall remain available through the end of fiscal year 2012) to provide funds for carrying out section 642B(b)(2).

(B)(i) Under the circumstances described in clause (ii), from the balance, the Secretary shall—

- (I) reserve 45 percent to carry out subparagraph (C) and paragraph (5); and
- (II) reserve 55 percent to carry out subparagraph (D).

(ii) The Secretary shall make the reservations described in clause (i) for a fiscal year if—

(I) the total cumulative amount reserved under subparagraph (A)(iii) for all preceding fiscal years equals \$100,000,000;

or

(II) in the 2-year period preceding such fiscal year, funds were reserved under subparagraph (A)(iii) in an amount that totals not less than \$15,000,000 and the Secretary received no approvable applications for such funds.

(iii) The total cumulative amount reserved under subparagraph (A)(iii) for all fiscal years may not be greater than \$100,000,000.

(C) The Secretary shall fund the quality improvement activities described in paragraph (5) using the amount reserved under subparagraph (A)(i) or subparagraph (B)(i)(I), as appropriate, of which—

(i) a portion that is less than 10 percent may be reserved by the Secretary to provide funding to Head Start agencies (including Early Head Start agencies) that demonstrate the greatest need for additional funding for such activities, as determined by the Secretary; and

(ii) a portion that is not less than 90 percent shall be reserved by the Secretary to allot, to each Head Start agency (including each Early Head Start agency), an amount that bears the same ratio to such portion as the number of enrolled children served by the agency involved bears to the number of enrolled children served by all the Head Start agencies (including Early Head Start agencies), except that the Secretary shall account for the additional costs of serving children in Early Head Start programs and may consider whether an agency is providing a full-day program or whether an agency is providing a full-year program.

(D) The Secretary shall fund expansion of Head Start programs

(including Early Head Start programs) using the amount reserved under subparagraph (A)(ii) or subparagraph (B)(i)(II), as appropriate, of which the Secretary shall—

(i) use 0.2 percent for Head Start programs funded under clause (iv) or (v) of paragraph (2)(B) (other than Early Head Start programs);

(ii) for any fiscal year after the last fiscal year for which Indian Head Start programs receive funds under the special expansion provisions, use 3 percent for Head Start programs funded under paragraph (2)(B)(ii) (other than Early Head Start programs), except that the Secretary may increase that percentage if the Secretary determines that the results of the study conducted under section 649(k) indicate that the percentage should be increased;

(iii) for any fiscal year after the last fiscal year for which migrant or seasonal Head Start programs receive funds under the special expansion provisions, use 4.5 percent for Head Start programs funded under paragraph (2)(B)(iii) (other than Early Head Start programs), except that the Secretary may increase that percentage if the Secretary determines that the results of the study conducted under section 649(l) indicate that the percentage should be increased; and

(iv) from the remainder of the reserved amount—

(I) use 50 percent for Head Start programs funded under paragraph (2)(B)(i) (other than Early Head Start programs), of which—

(aa) the covered percentage shall be allocated among the States serving less than 60 percent (as determined by the Secretary) of children who are 3 or 4 years of age from families whose income is below the poverty line, by allocating to each of those

States an amount that bears the same relationship to that covered percentage as the number of children who are less than 5 years of age from families whose income is below the poverty line (referred to in this subclause as 'young low-income children') in that State bears to the number of young low-income children in all those States; and

(bb) the remainder shall be allocated proportionately among the States on the basis of the number of young low-income children; and

(II) use 50 percent for Early Head Start programs.

(E) In this paragraph, the term 'covered percentage' means—

- (i) for fiscal year 2008, 30 percent;
- (ii) for fiscal year 2009, 40 percent;
- (iii) for fiscal year 2010, 50 percent;
- (iv) for fiscal year 2011, 55 percent; and
- (v) for fiscal year 2012, 55 percent.

(5)(A) Not less than 50 percent of the amount reserved under subparagraph (A)(i) or subparagraph (B)(i)(I), as appropriate, of paragraph (4) to carry out quality improvement activities under paragraph (4)(C) and this paragraph shall be used to improve the compensation (including benefits) of educational personnel, family service workers, and child counselors, as described in sections 644(a) and 653, in the manner determined by the Head Start agencies (including Early Head Start agencies) involved, to—

- (i) ensure that compensation is adequate to attract and retain qualified staff for the programs involved in order to enhance program quality;
- (ii) improve staff qualifications and assist with the implementation of career development programs for staff that support ongoing improvement of their skills and expertise; and
- (iii) provide education and professional development to enable teachers to be fully competent to meet the professional standards established under section 648A(a)(1), including—

(I) providing assistance to complete postsecondary course work;

(II) improving the qualifications and skills of educational personnel to become certified and licensed as bilingual education teachers, or as teachers of English as a second language; and

(III) improving the qualifications and skills of educational personnel to teach and provide services to children with disabilities.

(B) Any remaining funds from the reserved amount described in subparagraph (A) shall be used to carry out any of the following activities:

(i) Supporting staff training, child counseling, and other services, necessary to address the challenges of children from immigrant, refugee, and asylee families, homeless children, children in foster care, limited English proficient children, children of migrant or seasonal farmworker families, children from families in crisis, children referred to Head Start programs (including Early Head Start programs) by child welfare agencies, and children who are exposed to chronic violence or substance abuse.

(ii) Ensuring that the physical environments of Head Start programs are conducive to providing effective program services to children and families, and are accessible to children with disabilities and other individuals with disabilities.

(iii) Employing additional qualified classroom staff to reduce the child-to-teacher ratio in the classroom and additional qualified family service workers to reduce the family-to-staff ratio for those workers.

(iv) Ensuring that Head Start programs have qualified staff that promote the language skills and literacy growth of children and that provide children with a variety of skills that have been identified, through scientifically based reading research, as predictive of later reading achievement.

(v) Increasing hours of program operation, including—

(I) conversion of part-day programs to full-working day programs; and

(II) increasing the number of weeks of operation in a calendar year.

(vi) Improving communitywide strategic planning and needs assessments for Head Start programs and collaboration efforts for such programs, including outreach to children described in clause (i).

(vii) Transporting children in Head Start programs safely, except that not more than 10 percent of funds made available to carry out this paragraph may be used for such purposes.

(viii) Improving the compensation and benefits of staff of Head Start agencies, in order to improve the quality of Head Start programs.

(6) No sums appropriated under this subchapter may be combined with funds appropriated under any provision other than this subchapter if the purpose of combining funds is to make a single discretionary grant or a single discretionary payment, unless such sums appropriated under this subchapter are separately identified in such grant or payment and are used for the purposes of this subchapter.

(7) In this subsection:

(A) The term 'base grant', used with respect to a fiscal year, means the amount of permanent ongoing funding (other than funding described in sections 645A(g)(2)(A)(i) and paragraph (2)(C)(i)(II)(aa)) provided to a Head Start agency (including an Early Head Start agency) under this subchapter for that fiscal year.

(B) The term 'cost-of-living increase', used with respect to an agency for a fiscal year, means an increase in the funding for that agency, based on the percentage change in the Consumer Price Index for All Urban Consumers (issued by the Bureau of Labor Statistics) for the prior fiscal year, calculated on the amount of the base grant for that agency for the prior fiscal year.

(C) For the purposes of this subsection, the term 'State' does not include Guam, American Samoa, the Virgin Islands of the United States, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau.

(b) Financial assistance extended under this subchapter for a Head Start program shall not exceed 80 percent of the approved costs of the assisted program or activities, except that the Secretary may approve assistance in excess of such percentage if the Secretary determines that such action is required in furtherance of the purposes of this subchapter. For the purpose of making such determination, the Secretary shall take into consideration with respect to the Head Start program involved--

(1) the lack of resources available in the community that may prevent the Head Start agency from providing all or a portion of the non-Federal contribution that may be required under this subsection;

(2) the impact of the cost the Head Start agency may incur in initial years it carries out such program;

(3) the impact of an unanticipated increase in the cost the Head Start agency may incur to carry out such program;

(4) whether the Head Start agency is located in a community adversely affected by a major disaster; and

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(5) the impact on the community that would result if the Head Start agency ceased to carry out such program.

Non-Federal contributions may be in cash or in kind, fairly evaluated, including plant, equipment, or services. The Secretary shall not require non-Federal contributions in excess of 20 percent of the approved costs of programs or activities assisted under this subchapter.

(c) No programs shall be approved for assistance under this subchapter unless the Secretary is satisfied that the services to be provided under such program will be in addition to, and not in substitution for, comparable services previously provided without Federal assistance. The requirement imposed by the preceding sentence shall be subject to such regulations as the Secretary may prescribe.

(d)(1) The Secretary shall establish policies and procedures to assure that, for fiscal year 2009 and thereafter, not less than 10 percent of the total number of children actually enrolled by each Head Start agency and each delegate agency will be children with disabilities who are determined to be eligible for special education and related services, or early intervention services, as appropriate, as determined under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), by the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.).

(2) Such policies and procedures shall ensure the provision of early intervening services, such as educational and behavioral services and supports, to meet the needs of children with disabilities, prior to an eligibility determination under the Individuals with Disabilities Education Act.

(3) Such policies and procedures shall require Head Start agencies to provide timely referral to and collaborate with the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act to ensure the provision of special education and related services and early intervention services, and the coordination of programmatic efforts, to meet the special needs of such children.

(4) The Secretary shall establish policies and procedures to provide Head Start agencies with waivers of the requirements of paragraph (1) for not more than 3 years. Such policies and procedures shall require Head Start agencies, in order to receive such waivers, to provide evidence demonstrating that the Head Start agencies are making reasonable efforts on an annual basis to comply with the requirements of that paragraph.

(5) Nothing in this subsection shall be construed to limit or create a right to a free appropriate public education under the Individuals with Disabilities Education Act.

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(e) The Secretary shall adopt appropriate administrative measures to assure that the benefits of this subchapter will be distributed equitably between residents of rural and urban areas.

(f)(1) Not later than 1 year after the date of enactment of the Improving Head Start for School Readiness Act of 2007, the Secretary shall establish procedures to enable Head Start agencies to develop locally designed or specialized service delivery models to address local community needs, including models that leverage the capacity and capabilities of the delivery system of early childhood education and development services or programs.

(2) In establishing the procedures the Secretary shall establish procedures to provide for—

(A) the conversion of part-day programs to full-working day programs or part-day slots to full-working-day slots; and

(B) serving additional infants and toddlers pursuant to section 645(a)(5).

(g)(1) For the purpose of expanding Head Start programs, the Secretary shall take into consideration--

(A) the quality of the applicant's programs (including Head Start and other child care or child development programs) in existence on the date of the allocation, including, in the case of Head Start programs in existence on the date of the allocation, the extent to which such programs meet or exceed standards described in section 641A(a)(1) and other requirements under this subchapter, and the performance history of the applicant in providing services under other Federal programs (other than the program carried out under this subchapter);

(B) the applicant's capacity to expand services (including, in the case of Head Start programs in existence on the date of the allocation, whether the applicant accomplished any prior expansions in an effective and timely manner);

(C) the extent to which the applicant has undertaken a community wide strategic planning and needs assessment involving other entities, including community organizations, and Federal, State, and local public agencies (including the local educational agency liaison designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(J)(ii))), that provide services to children and families, such as—

(i) family support services;

(ii) child abuse prevention services;

(iii) protective services;

(iv) foster care;

(v) services for families in whose homes English is not the language customarily spoken;

(vi) services for children with disabilities; and

(vii) services for homeless children

(D) the extent to which the family needs assessment and communitywide strategic planning and needs assessment of the applicant reflect a need to provide full-working-day or full-calendar- year services and the extent to which, and manner in which, the applicant demonstrates the ability to collaborate and participate with the State and local community providers of child care or preschool services to provide full-working-day full calendar year services.

(E) the number of eligible children, as described in clause (i) or (ii) of section 645(a)(1)(B), in each community who are not participating in a Head Start program or any other publicly funded early childhood education and development program;

(F) the concentration of low-income families in each community;

(G) the extent to which the applicant proposes to foster partnerships with other service providers in a manner that will leverage the existing delivery systems of such services and enhance the resource capacity of the applicant; and

(H) the extent to which the applicant, in providing services, successfully coordinated activities with the local educational agency serving the community involved (including the local educational agency liaison designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(J)(ii))), and with schools in which children participating in such applicant's program will enroll following such program, with respect to such services and the education services provided by such local educational agency.

(2) Notwithstanding paragraph (1), in using funds made available for expansion under subsection (a)(4)(D), the Secretary shall first allocate the funds to qualified applicants proposing to use such funds to serve children from families with incomes below the poverty line. Agencies that receive such funds are subject to the eligibility and enrollment requirements under section 645(a)(1).

(3)(A) In the event that the amount appropriated to carry out the program under this subchapter for a fiscal year does not exceed the amount appropriated for the prior fiscal year, or is not sufficient to maintain services comparable to the services provided under this subchapter during the prior fiscal year, a Head Start agency may negotiate with the Secretary a reduced funded enrollment level without a reduction in the amount of the grant received by the agency under this subchapter,

if such agency can reasonably demonstrate that such reduced funded enrollment level is necessary to maintain the quality of services.

(B) In accordance with this paragraph, the Secretary shall set up a process for Head Start agencies to negotiate the reduced funded enrollment levels referred to in subparagraph (A) for the fiscal year involved.

(C) In the event described in subparagraph (A), the Secretary shall be required to notify Head Start agencies of their ability to negotiate the reduced funded enrollment levels if such an agency can reasonably demonstrate that such reduced funded enrollment level is necessary to maintain the quality of services.

(h) Financial assistance provided under this subchapter may be used by each Head Start program to provide full-working-day Head Start services to any eligible child throughout the full-calendar-year.

(i) The Secretary shall issue regulations establishing requirements for the safety features, and the safe operation, of vehicles used by Head Start agencies to transport children participating in Head Start programs. **The regulations shall also establish requirements to ensure the appropriate supervision of, and appropriate background checks for, individuals with whom the agencies contract to transport those children.**

(j) Any agency that receives financial assistance under this subchapter to improve the compensation of staff who provide services under this subchapter shall use the financial assistance to improve the compensation of such staff, regardless of whether the agency has the ability to improve the compensation of staff employed by the agency who do not provide Head Start services.

(k)(1) The Secretary shall allow center-based Head Start programs the flexibility to satisfy the total number of hours of service required by the regulations in effect on the date of enactment of the Human Services Amendments of 1994, to be provided to children in Head Start programs so long as such agencies do not--

(A) provide less than 3 hours of service per day;

(B) reduce the number of days of service per week; or

(C) reduce the number of days of service per year.

(2) The provisions of this subsection shall not be construed to restrict the authority of the Secretary to fund alternative program variations authorized under section 1306.35 of title 45 of the Code of Federal Regulations in effect on the date of enactment of the Human Services Amendments of 1994.

(l)(1) With funds made available under this subchapter to expand migrant and seasonal Head Start programs, the Secretary shall give priority to migrant and seasonal

Head Start programs that serve eligible **children of migrant or seasonal farmworker families** whose work requires them to relocate most frequently.

(2) In determining the need and demand for migrant and seasonal Head Start programs (and services provided through such programs), the Secretary shall consult with appropriate entities, including providers of services for migrant and seasonal Head Start programs. The Secretary shall, after taking into consideration the need and demand for migrant and seasonal Head Start programs (and such services), ensure that there is an adequate level of such services for eligible **children of migrant farmworker families** before approving an increase in the allocation of funds provided **under this subchapter** for unserved eligible **children of seasonal farmworker families**. In serving the eligible **children of seasonal farmworker families**, the Secretary shall ensure that services provided by migrant and seasonal Head Start programs do not duplicate or overlap with other Head Start services available to eligible **children of such farmworker families**.

(3) In carrying out this subchapter, the Secretary shall continue the administrative arrangement **at the national level for meeting the needs of Indian children and children of migrant and seasonal farmworker families** and shall ensure—

(A) the provision of training and technical assistance by staff with knowledge of and experience in working with such populations; and

(B) the appointment of a national Indian Head Start collaboration director and a national migrant and seasonal Head Start collaboration director.

(4)(A) For the purposes of paragraph (3), the Secretary shall conduct an annual consultation in each affected Head Start region, with tribal governments operating Head Start including Early Head Start) programs.

(B) The consultations shall be for the purpose of better meeting the needs of Indian, including Alaska Native, children and their families, in accordance with this subchapter, taking into consideration funding allocations, distribution formulas, and other issues affecting the delivery of Head Start services in their geographic locations.

(C) The Secretary shall publish a notification of the consultations in the Federal Register before conducting the consultations.

(D) The Secretary shall ensure that a detailed report of each consultation shall be prepared and made available, within 90 days after the consultation, to all tribal governments receiving funds under this subchapter.

(m) The Secretary shall issue rules to establish policies and procedures to remove barriers to the enrollment and participation of homeless children in Head Start programs. Such rules shall require Head Start agencies—

(1) to implement policies and procedures to ensure that homeless children are identified and prioritized for enrollment;

(2) to allow families of homeless children to apply to, enroll in, and attend Head Start programs while required documents, such as proof of residency, immunization and other medical records, birth certificates, and other documents, are obtained within a reasonable time frame; and

(3) to coordinate individual Head Start programs with efforts to implement subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.)

(n) Nothing in this subchapter shall be construed to require a State to establish a publicly funded program of early childhood education and development, or to require any child to participate in such a publicly funded program, including a State-funded preschool program, or to participate in any initial screening before participating in a publicly funded program of early childhood education and development, except as provided under sections 612(a)(3) and 635(a)(5) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(3), 1435(a)(5)).

(o) All curricula funded under this subchapter shall be based on scientifically valid research, and be age and developmentally appropriate. The curricula shall reflect all areas of child development and learning and be aligned with the Head Start Child Outcomes Framework. Parents shall have the opportunity to examine any such curricula or instructional materials funded under this subchapter.

Sec. 641. DESIGNATION OF HEAD START AGENCIES
[42 U.S.C. 9836]

(a) AUTHORITY TO DESIGNATE.—

(1) IN GENERAL.—The Secretary is authorized to designate as a Head Start agency any local public or private nonprofit agency, including community-based and faith-based organizations, or for-profit agency, within a community, pursuant to the requirements of this section.

(2) INTERIM POLICY.—Notwithstanding paragraph (1), until such time as the Secretary develops and implements the system for designation renewal under this section, the Secretary is authorized to designate as a Head Start agency, any local public or private nonprofit agency, including community-based and faith-based organizations, or for-profit agency, within a community, in the manner and process utilized by the Secretary prior to the enactment of the Improving Head Start for School Readiness Act of 2007.

(b) APPLICATION FOR DESIGNATION RENEWAL.—To be considered for designation renewal, an entity shall submit an application to the Secretary, at such time and in such manner as the Secretary may require.

(c) SYSTEM FOR DESIGNATION RENEWAL.—

(1) IN GENERAL.—The Secretary shall develop a system for designation renewal that integrates the recommendations of the expert panel convened under paragraph (2) to determine if a Head Start agency is delivering a high-quality and comprehensive Head Start program that meets the educational, health, nutritional, and social needs of the children and families it serves, and meets program and financial management requirements and standards described in section 641A(a)(1), based on—

- (A)** annual budget and fiscal management data;
- (B)** program reviews conducted under section 641A(c);
- (C)** annual audits required under section 647;
- (D)** classroom quality as measured under section 641A(c)(2)(F); and
- (E)** Program Information Reports.

(2) EXPERT PANEL.—Not later than 3 months after the date of enactment of the Improving Head Start for School Readiness Act of 2007, the Secretary shall convene an expert panel of 7 members to make recommendations to the Secretary on the development of a transparent, reliable, and valid system for designation renewal.

(3) COMPOSITION OF EXPERT PANEL.—The Secretary, in convening such panel, shall appoint the following:

(A)(i) One member, who has demonstrated competency, as evidenced by training, expertise, and experience, in early childhood program accreditation.

(ii) One member, who has demonstrated competency (as so evidenced) in research on early childhood development.

(iii) One member, who has demonstrated competency (as so evidenced) in governance and finance of nonprofit organizations.

(iv) One member, who has demonstrated competency (as so evidenced) in delivery of services to populations of children with special needs and their families.

(v) One member, who has demonstrated competency (as so evidenced) in assessment and evaluation of programs serving young children.

(B) An employee from the Office of Head Start.

(C) An executive director of a Head Start agency.

(4) EXPERT PANEL REPORT.—Within 9 months after being convened by the Secretary, the expert panel shall issue a report to the Secretary that provides recommendations on a proposed system for designation renewal that takes into account the criteria in subparagraphs (A) through (E) of paragraph (1) to evaluate whether a Head Start agency is fulfilling its mission to deliver a high-quality and comprehensive Head Start program, including adequately meeting its governance, legal, and financial management requirements.

(5) PUBLIC COMMENT AND CONSIDERATION.—Not later than 3 months after receiving the report described in paragraph (4), the Secretary shall publish a notice describing a proposed system for designation renewal in the Federal Register, including a proposal for the transition to such system, providing at least 90 days for public comment. The Secretary shall review and consider public comments prior to finalizing the system for designation renewal described in this subsection.

(6) DESIGNATION RENEWAL SYSTEM.—Not later than 12 months after publishing a notice describing the proposed system under paragraph (5), the Secretary shall implement the system for designation renewal and use that system to determine—

(A) whether a Head Start grantee is successfully delivering a high-quality and comprehensive Head Start program;

and

(B) whether the grantee has any unresolved deficiencies found during the last triennial review under section 641A(c).

(7) IMPLEMENTATION OF THE DESIGNATION RENEWAL SYSTEM.—

(A) IN GENERAL.—A grantee who is determined under such system—

(i) to be delivering a high-quality and comprehensive Head Start program shall be designated (consistent with section 643) as a Head Start agency for the period of 5 years described in section 638;

(ii) to not be delivering a high-quality and comprehensive Head Start program shall be subject to an open competition as described in subsection (d); and

(iii) in the case of an Indian Head Start agency, to not be delivering a high-quality and comprehensive Head Start program shall (notwithstanding clause (ii)) be subject to the requirements of subparagraph (B).

(B) TRIBAL GOVERNMENT CONSULTATION AND REEVALUATION.—

On making a determination described in subparagraph (A)(iii), the Secretary shall engage in government-to-government consultation with the appropriate tribal government or governments for the purpose of establishing a plan to improve the quality of Head Start programs operated by the Indian Head Start agency. Such plan shall be established and implemented within 6 months after the Secretary's determination. Not more than 6 months after the implementation of that plan, the Secretary shall reevaluate the performance of the Indian Head Start agency. If the Indian Head Start agency is still not delivering a high-quality and comprehensive Head Start program, the Secretary shall conduct an open competition as described in subsection (d), subject to the limitations described in subsection (e).

(8) TRANSPARENCY, RELIABILITY, AND VALIDITY.—The Secretary shall ensure the system for designation renewal is fair, consistent, and transparent and is applied in a manner that renews designations, in a timely manner, grantees as Head Start agencies for periods of 5 years if such grantees are delivering high-quality and comprehensive Head Start programs. The Secretary shall periodically evaluate whether the criteria of the system are being applied in a manner that is transparent, reliable, and valid.

(9) TRANSITION.—

(A) IN GENERAL.—Each Head Start agency shall be reviewed under the system for designation renewal described in paragraph (6), not later than 3 years after the implementation of such system.

(B) LIMITATION.—A Head Start agency shall not be subject to the requirements of the system for designation renewal prior to 18 months after the date of enactment of the Improving Head Start for School Readiness Act of 2007.

(C) SCHEDULE.—The Secretary shall establish and implement a schedule for reviewing each Head Start agency under the system for designation renewal described in paragraph (6), consistent with subparagraphs (A) and (B).

(10) REPORTS TO CONGRESS.—The Secretary shall—

(A) make available to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate the report described in paragraph (4);

(B) concurrently with publishing a notice in the Federal Register as described in paragraph (5), provide a report to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate that provides a detailed description of the proposed system described in paragraph (5), including a clear rationale for any differences between the proposed system and the recommendations of the expert panel, if any such differences exist; and

(C) prior to implementing the system for designation renewal, provide a report to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate—

(i) summarizing the public comment on the proposed system and the Secretary's response to such comment;

and

(ii) describing the final system for designation renewal and the plans for implementation of such system.

(d) DESIGNATION WHEN NO ENTITY IS RENEWED.—

(1) IN GENERAL.—If no entity in a community is determined to be successfully delivering a high-quality and comprehensive Head Start program, as specified in subsection (c), the Secretary shall, after conducting an open competition, designate for a 5-year period a Head Start agency from among qualified applicants in such community.

(2) CONSIDERATIONS FOR DESIGNATION.—In selecting from among qualified applicants for designation as a Head Start agency, the Secretary shall consider the effectiveness of each such applicant to provide Head Start services, based on—

(A) any past performance of such applicant in providing services comparable to Head Start services, including how effectively such applicant provided such comparable services;

(B) the plan of such applicant to provide comprehensive health, educational, nutritional, social, and other services needed to aid participating children in attaining their full potential, and to prepare children to succeed in school;

(C) the plan of such applicant to attract and retain qualified staff capable of delivering, including implementing, a high-quality and comprehensive program, including the ability to carry out a research based curriculum aligned with the Head Start Child Outcomes Framework and, as appropriate, State early learning standards;

(D) the ability of such applicant to maintain child-to-teacher ratios and family service worker caseloads that reflect best practices and are tied to high-quality service delivery;

(E) the capacity of such applicant to serve eligible children with—

(i) curricula that are based on scientifically valid research, that are developmentally appropriate, and that promote the school readiness of children participating in the program involved; and

(ii) teaching practices that are based, as appropriate, on scientifically valid research, that are developmentally appropriate, and that promote the school readiness of children participating in the program involved;

(F) the plan of such applicant to meet standards described in section 641A(a)(1), with particular attention to the standards described in subparagraphs (A) and (B) of such section;

(G) the proposed budget of the applicant and plan of such applicant to maintain strong fiscal controls and cost effective fiscal management;

(H) the plan of such applicant to coordinate and collaborate with other public or private entities providing early childhood education and development programs and services for young children in the community involved, including—

(i) programs implementing grant agreements under the Early Reading First and Even Start programs under subparts 2 and 3 of part B of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6371 et seq., 6381 et seq.);

(ii) other preschool programs under title I of that Act (20 U.S.C. 6301 et seq.);

(iii) programs under section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.);

(iv) State pre kindergarten programs;

(v) child care programs;

(vi) the educational programs that the children in the Head Start program involved will enter at the age of compulsory school attendance; and

(vii) local entities, such as a public or school library, for—

(I) conducting reading readiness programs;

(II) developing innovative programs to excite children about the world of books, including providing fresh books in the Head Start classroom;

(III) assisting in literacy training for Head Start teachers; or

(IV) supporting parents and other caregivers in literacy efforts;

(I) the plan of such applicant to coordinate the Head Start program that the applicant proposes to carry out, with public and private entities that are willing to commit resources to assist the Head Start program in meeting its program needs;

(J) the plan of such applicant—

(i) to facilitate the involvement of parents (including grandparents and kinship caregivers, as appropriate) of children participating in the proposed Head Start program, in activities (at home and, if practicable, at the location of the Head Start program) designed to help such parents become full partners in the education of their children;

(ii) to afford such parents the opportunity to participate in the development and overall conduct of the program at the local level, including transportation assistance, as appropriate;

(iii) to offer (directly or through referral to local entities, such as entities carrying out Even Start programs under subpart 3 of part B of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6381 et seq.), public and school libraries, and entities carrying out family support programs) to such parents—

(I) family literacy services; and

(II) parenting skills training;

(iv) to offer to parents of participating children substance abuse counseling (either directly or through referral to local

entities), if needed, including information on the effect of drug exposure on infants and fetal alcohol syndrome;

(v) at the option of such applicant, to offer (directly or through referral to local entities) to such parents—

(I) training in basic child development (including cognitive, social, and emotional development);

(II) assistance in developing literacy and communication skills;

(III) opportunities to share experiences with other parents (including parent-mentor relationships);

(IV) regular in-home visitation;

(V) health services, including information on maternal depression; or

(VI) any other activity designed to help such parents become full partners in the education of their children;

(vi) to provide, with respect to each participating family, a family needs assessment that includes consultation with such parents (including foster parents, grandparents, and kinship caregivers, where applicable), in a manner and language that such parents can understand, to the extent practicable, about the benefits of parent involvement and about the activities described in this subparagraph in which such parents may choose to become involved (taking into consideration their specific family needs, work schedules, and other responsibilities); and

(vii) to extend outreach to fathers (including father figures), in appropriate cases, in order to strengthen the role of those fathers in families, in the education of young children, and in the Head Start program, by working directly with the fathers through activities such as—

(I) in appropriate cases, including the fathers in home visits and providing opportunities for direct father-child interactions; and

(II) targeting increased male participation in the conduct of the program;

(K) the plan of such applicant to meet the needs of limited English proficient children and their families, including procedures to identify such children, plans to provide trained personnel, and plans to provide services to assist the

children in making progress toward the acquisition of the English language, while making meaningful progress in attaining the knowledge, skills, abilities, and development described in section 641A(a)(1)(B);

(L) the plan of such applicant to meet the diverse needs of the population served;

(M) the plan of such applicant who chooses to assist younger siblings of children who will participate in the Head Start program to obtain health services from other sources;

(N) the plan of such applicant to meet the needs of children with disabilities, including procedures to identify such children, procedures for referral of such children for evaluation to State or local agencies providing services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.), and plans for collaboration with those State or local agencies;

(O) the plan of such applicant to meet the needs of homeless children, including transportation needs, and the needs of children in foster care; and

(P) other factors related to the requirements of this subchapter.

(3) **PRIORITY.**—In selecting from among qualified applicants for designation as a Head Start agency, the Secretary shall give priority to applicants that have demonstrated capacity in providing effective, comprehensive, and well-coordinated early childhood education and development services and programs to children and their families.

(e) PROHIBITION AGAINST NON-INDIAN HEAD START AGENCY RECEIVING A GRANT FOR AN INDIAN HEAD START PROGRAM.—

(1) **IN GENERAL.**—Notwithstanding any other provision of law, except as provided in paragraph (2), under no condition may a non-Indian Head Start agency receive a grant to carry out an Indian Head Start program.

(2) **EXCEPTION.**—In a community in which there is no Indian Head Start agency available for designation to carry out an Indian Head Start program, a non-Indian Head Start agency may receive a grant to carry out an Indian Head Start program but only until such time as an Indian Head Start agency in such community becomes available and is designated pursuant to this section.

(f) **INTERIM PROVIDER.**—If no agency in a community is designated under subsection (d), and there is no qualified applicant in the community, the Secretary shall designate a qualified agency to carry out the Head Start program in the community on an interim basis until a qualified applicant from the community is designated under subsection (d).

(g) PARENT AND COMMUNITY PARTICIPATION.—The Secretary

shall require that the practice of significantly involving parents and community residents in the area affected by the program involved, in the selection of Head Start agencies, be continued.

(h) COMMUNITY.—For purposes of this subchapter, a community may be a city, county, or multicity or multicounty unit within a State, an Indian reservation (including Indians in any off-reservation area designated by an appropriate tribal government in consultation with the Secretary), or a neighborhood or other area (irrespective of boundaries or political subdivisions) that provides a suitable organizational base and possesses the commonality of interest needed to operate a Head Start program.

Sec. 641A. STANDARDS; MONITORING OF HEAD START AGENCIES AND PROGRAMS.

[42 USC 9836A]

(a) Standards-

(1) CONTENT OF STANDARDS- The Secretary shall modify, as necessary, program performance standards by regulation applicable to Head Start agencies and programs under this subchapter, including--

(A) performance standards with respect to services required to be provided, including health, parental involvement, nutritional, and social services, transition activities described in section 642A, and other services;

(B) scientifically based and developmentally appropriate education performance standards related to school readiness that are based on the Head Start Child Outcomes Framework to ensure that the children participating in the program, at a minimum, develop and demonstrate--

(i) language knowledge and skills, including oral language and listening comprehension;

(ii) literacy knowledge and skills, including phonological awareness, print awareness and skills, and alphabetic knowledge;

(iii) mathematics knowledge and skills;

(iv) science knowledge and skills;

(v) cognitive abilities related to academic achievement and child development;

(vi) approaches to learning related to child development and early learning;

(vii) social and emotional development related to early learning, school success, and social problem solving;

(viii) abilities in creative arts;

(ix) physical development; and

(x) in the case of limited English proficient children, progress toward acquisition of the English language while making meaningful progress in attaining the knowledge, skills, abilities, and development described in clauses (i) through (ix), including progress made through the use of culturally and linguistically appropriate instructional services;

(C) administrative and financial management standards;

(D) standards relating to the condition and location of facilities (including indoor air quality assessment standards, where appropriate) for such agencies, and programs, including regulations that require that the facilities used by Head Start agencies (including Early Head Start agencies and any delegate agencies) for regularly scheduled center-based and combination program option classroom activities--

(i) shall meet or exceed State and local requirements concerning licensing for such facilities; and

(ii) shall be accessible by State and local authorities for purposes of monitoring and ensuring compliance, unless State or local laws prohibit such access; and

(E) such other standards as the Secretary finds to be appropriate.

(2) CONSIDERATIONS REGARDING STANDARDS- In developing any modifications to standards required under paragraph (1), the Secretary shall--

(A) consult with experts in the fields of child development, early childhood education, child health care, family services (including linguistically and culturally appropriate services to non-English speaking children and their families), administration, and financial management, and with persons with experience in the operation of Head Start programs;

(B) take into consideration--

- (i) past experience with use of the standards in effect under this subchapter on the date of enactment of the Improving Head Start for School Readiness Act of 2007;
 - (ii) changes over the period since **October 27, 1998**, in the circumstances and problems typically facing children and families served by Head Start agencies;
 - (iii) recommendations from the study on **Developmental Outcomes and Assessments for Young Children** by the National Academy of Sciences, consistent with section 649(j);
 - (iv) developments concerning research-based practices with respect to early childhood education and development, children with disabilities, homeless children, children in foster care, and family services, and best practices with respect to program administration and financial management;
 - (v) projected needs of an expanding Head Start program;
 - (vi) guidelines and standards that promote child health services and physical development, including participation in outdoor activity that supports children's motor development and overall health and nutrition;
 - (vii) changes in the characteristics of the population of children who are eligible to participate in Head Start programs, including country of origin, language background, and family structure of such children, and changes in the population and number of such children who are in foster care or are homeless children;
 - (viii) mechanisms to ensure that children participating in Head Start programs make a successful transition to the schools that the children will be attending;
 - (ix) the need for Head Start agencies to maintain regular communications with parents, including conducting periodic meetings to discuss the progress of individual children in Head Start programs; and
 - (x) the unique challenges faced by individual programs, including those programs that are seasonal or short term and those programs that serve rural populations;
- (C)(i) review and revise as necessary the standards in effect under this subsection; and

(ii) ensure that any such revisions in the standards will not result in the elimination of or any reduction in quality, scope, or types of health, educational, parental involvement, nutritional, social, or other services required to be provided under such standards as in effect on the date of enactment of the Improving Head Start for School Readiness Act of 2007; and

(D) consult with Indian tribes, including Alaska Natives, experts in Indian, including Alaska Native, early childhood education and development, linguists, and the National Indian Head Start Directors Association on the review and promulgation of standards under paragraph (1) (including standards for language acquisition and school readiness).

(3) STANDARDS RELATING TO OBLIGATIONS TO DELEGATE AGENCIES- In developing any modifications to standards under paragraph (1), the Secretary shall describe the obligations of a Head Start agency to a delegate agency to which the Head Start agency has delegated responsibility for providing services under this subchapter.

(b) Measures-

(1) **IN GENERAL-** The Secretary, in consultation with representatives of Head Start agencies and with experts in the fields of early childhood education and development, family services, and program management, shall use the study on **Developmental Outcomes and Assessments for Young Children** by the National Academy of Sciences and other relevant research to inform, revise, and provide guidance to Head Start agencies for utilizing, scientifically based measures that support, as appropriate--

(A) classroom instructional practices;

(B) identification of children with special needs;

(C) program evaluation; and

(D) administrative and financial management practices.

(2) CHARACTERISTICS OF MEASURES- The measures under this subsection shall--

(A) be developmentally, linguistically, and culturally appropriate for the population served;

(B) be reviewed periodically, based on advances in the science of early childhood development;

(C) be consistent with relevant, nationally recognized professional and technical standards related to the assessment of young children;

(D) be valid and reliable in the language in which they are administered;

(E) be administered by staff with appropriate training for such administration;

(F) provide for appropriate accommodations for children with disabilities and children who are limited English proficient;

(G) be high-quality research-based measures that have been demonstrated to assist with the purposes for which they were devised; and

(H) be adaptable, as appropriate, for use in the self-assessment of Head Start agencies, including in the evaluation of administrative and financial management practices.

(3) USE OF MEASURES; LIMITATIONS ON USE-

(A) USE- The measures shall be designed, as appropriate, for the purpose of--

(i) helping to develop the skills, knowledge, abilities, and development described in subsection (a)(1)(B) of children participating in Head Start programs, with an emphasis on measuring skills that scientifically valid research has demonstrated are related to children's school readiness and later success in school;

(ii) improving classroom practices, including reviewing children's strengths and weaknesses and individualizing instruction to better meet the needs of the children involved;

(iii) identifying the special needs of children; and

(iv) improving overall program performance in order to help programs identify problem areas that may require additional training and technical assistance resources.

(B) LIMITATIONS- Such measures shall not be used to exclude children from Head Start programs.

(4) CONFIDENTIALITY-

(A) IN GENERAL- The Secretary, through regulation, shall ensure the confidentiality of any personally identifiable data, information, and records collected or maintained under this subchapter by the Secretary and any Head Start agency. Such regulations shall provide the policies, protections, and rights equivalent to those provided to a parent, student, or educational agency or institution under section 444 of the General Education Provisions Act (20 U.S.C. 1232g).

(B) PROHIBITION ON NATIONWIDE DATABASE- Nothing in this subsection shall be construed to authorize the development of a nationwide database of personally identifiable data, information, or records on children resulting from the use of measures under this subsection.

(5) SPECIAL RULE-

(A) PROHIBITION- The use of assessment items and data on any assessment authorized under this subchapter by any agent of the Federal Government is prohibited for the purposes of--

(i) ranking, comparing, or otherwise evaluating individual children for purposes other than research, training, or technical assistance; and

(ii) providing rewards or sanctions for individual children or teachers.

(B) RESULTS- The Secretary shall not use the results of a single assessment as the sole method for assessing program effectiveness or making agency funding determinations at the national, regional, or local level under this subchapter.

(c) Monitoring of Local Agencies and Programs-

(1) IN GENERAL- To determine whether Head Start agencies meet standards described in subsection (a)(1) established under this subchapter with respect to program, administrative, financial management, and other requirements, and in order to help the programs identify areas for improvement and areas of strength as part of their ongoing self-assessment process, the Secretary shall conduct the following reviews of Head Start agencies, including the Head Start programs operated by such agencies:

(A) A full review, including the use of a risk-based assessment approach, of each such agency at least once during each 3-year period.

(B) A review of each newly designated Head Start agency immediately after the completion of the first year such agency carries out a Head Start program.

(C) Follow up reviews, including--

(i) return visits to Head Start agencies with 1 or more findings of deficiencies, not later than 6 months after the Secretary provides notification of such findings, or not later than 12 months after such notification if the Secretary determines that additional time is necessary for an agency to address such a deficiency prior to the review; and

(ii) a review of Head Start agencies with significant areas of noncompliance.

(D) Other reviews, including unannounced site inspections of Head Start centers, as appropriate.

(2) CONDUCT OF REVIEWS- The Secretary shall ensure that reviews described in subparagraphs (A) through (C) of paragraph (1)--

(A) are conducted by review teams that--

(i) include individuals who are knowledgeable about Head Start programs and, to the maximum extent practicable, individuals who are knowledgeable about--

(I) other early childhood education and development programs, personnel management, financial accountability, and systems development and monitoring; and

(II) the diverse (including linguistic and cultural) needs of eligible children (including children with disabilities, homeless children, children in foster care, and limited English proficient children) and their families;

(ii) include, to the maximum extent practicable, current or former employees of the Department of Health and Human Services who are knowledgeable about Head Start programs; and

(iii) shall receive periodic training to ensure quality and consistency across reviews;

(B) include as part of the reviews, a review and assessment of program strengths and areas in need of improvement;

(C) include as part of the reviews, a review and assessment of whether programs have adequately addressed population and community needs (including those of limited English proficient children and children of migrant or seasonal farmworker families);

(D) include as part of the reviews, an assessment of the extent to which the programs address the communitywide strategic planning and needs assessment described in section 640(g)(1)(C);

(E) include information on the innovative and effective efforts of the Head Start agencies to collaborate with the entities providing early childhood and development services or programs in the community and any barriers to such collaboration that the agencies encounter;

(F) include as part of the reviews, a valid and reliable research-based observational instrument, implemented by qualified individuals with demonstrated reliability, that assesses classroom quality, including assessing multiple dimensions of teacher-child interactions that are linked to positive child development and later achievement;

(G) are conducted in a manner that evaluates program performance, quality, and overall operations with consistency and objectivity, are based on a transparent and reliable system of review, and are conducted in a manner that includes periodic interrater reliability checks, to ensure quality and consistency, across and within regions, of the reviews and of noncompliance and deficiency determinations;

(H) in the case of reviews of Early Head Start agencies and programs, are conducted by a review team that includes individuals who are knowledgeable about the development of infants and toddlers;

(I) include as part of the reviews a protocol for fiscal management that shall be used to assess compliance with program requirements for--

(i) using Federal funds appropriately;

(ii) using Federal funds specifically to purchase property (consistent with section 644(f)) and to compensate personnel;

(iii) securing and using qualified financial officer support; and

(iv) reporting financial information and implementing appropriate internal controls to safeguard Federal funds;

(J) include as part of the reviews of the programs, a review and assessment of whether the programs are in conformity with the eligibility requirements under section 645(a)(1), including regulations promulgated under such section and whether the programs have met the requirements for the outreach and enrollment policies and

procedures, and selection criteria, in such section, for the participation of children in programs assisted under this subchapter;

(K) include as part of the reviews, a review and assessment of whether agencies have adequately addressed the needs of children with disabilities, including whether the agencies involved have met the 10 percent minimum enrollment requirement specified in section 640(d) and whether the agencies have made sufficient efforts to collaborate with State and local agencies providing services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.); and

(L) include as part of the reviews, a review and assessment of child outcomes and performance as they relate to agency-determined school readiness goals described in subsection (g)(2), consistent with subsection (b)(5).

(3) STANDARDS RELATING TO OBLIGATIONS TO DELEGATE AGENCIES- In conducting a review described in paragraph (1)(A) of a Head Start agency, the Secretary shall determine whether the agency complies with the obligations described in subsection (a)(3). The Secretary shall consider such compliance in determining whether to renew financial assistance to the Head Start agency under this subchapter.

(4) USE OF REVIEW FINDINGS- The findings of a review described in paragraph (1) of a Head Start agency shall, at a minimum--

(A) be presented to the agency in a timely, transparent, and uniform manner that conveys information of program strengths and weaknesses and assists with program improvement; and

(B) be used by the agency to inform the development and implementation of its plan for training and technical assistance.

(d) Evaluations and Corrective Action for Delegate Agencies-

(1) PROCEDURES- Each Head Start agency shall establish, subject to paragraph (4), procedures relating to its delegate agencies, including--

(A) procedures for evaluating delegate agencies;

(B) procedures for defunding delegate agencies; and

(C) procedures for a delegate agency to appeal a defunding decision.

(2) EVALUATION- Each Head Start agency--

(A) shall evaluate its delegate agencies using the procedures established under this subsection; and

(B) shall inform the delegate agencies of the deficiencies identified through the evaluation that are required to be corrected.

(3) REMEDIES TO ENSURE CORRECTIVE ACTIONS- In the event that the Head Start agency identifies a deficiency for a delegate agency through the evaluation, the Head Start agency shall take action, which may include--

(A) initiating procedures to terminate the designation of the agency unless the agency corrects the deficiency;

(B) conducting monthly monitoring visits to such delegate agency until all deficiencies are corrected or the Head Start agency decides to defund such delegate agency; and

(C) releasing funds to such delegate agency--

(i) only as reimbursements except that, upon receiving a request from the delegate agency accompanied by assurances satisfactory to the Head Start agency that the funds will be appropriately safeguarded, the Head Start agency shall provide to the delegate agency a working capital advance in an amount sufficient to cover the estimated expenses involved during an agreed upon disbursing cycle; and

(ii) only if there is continuity of services.

(4) TERMINATION- The Head Start agency may not terminate a delegate agency's contract or reduce a delegate agency's service area without showing cause or demonstrating the cost-effectiveness of such a decision.

(5) RULE OF CONSTRUCTION- Nothing in this subsection shall be construed to limit the powers, duties, or functions of the Secretary with respect to Head Start agencies or delegate agencies that receive financial assistance under this subchapter.

(e) Corrective Action for Head Start Agencies-

(1) DETERMINATION- If the Secretary determines, on the basis of a review pursuant to subsection (c), that a Head Start agency designated pursuant to this subchapter fails to meet the standards described in subsection (a)(1) or fails to address the communitywide strategic planning and needs assessment, the Secretary shall--

(A) inform the agency of the deficiencies that shall be corrected and identify the assistance to be provided consistent with paragraph (3);

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(B) with respect to each identified deficiency, require the agency--

(i) to correct the deficiency immediately, if the Secretary finds that the deficiency threatens the health or safety of staff or program participants or poses a threat to the integrity of Federal funds;

(ii) to correct the deficiency not later than 90 days after the identification of the deficiency if the Secretary finds, in the discretion of the Secretary, that such a 90-day period is reasonable, in light of the nature and magnitude of the deficiency; or

(iii) in the discretion of the Secretary (taking into consideration the seriousness of the deficiency and the time reasonably required to correct the deficiency), to comply with the requirements of paragraph (2) concerning a quality improvement plan; and

(C) initiate proceedings to terminate the designation of the agency unless the agency corrects the deficiency.

(2) QUALITY IMPROVEMENT PLAN-

(A) **AGENCY AND PROGRAM RESPONSIBILITIES-** To retain a designation as a Head Start agency under this subchapter, or in the case of a Head Start program to continue to receive funds from such agency, a Head Start agency that is the subject of a determination described in paragraph (1), or a Head Start program that is determined to have a deficiency under subsection (d)(2) (excluding an agency required to correct a deficiency immediately or during a 90-day period under clause (i) or (ii) of paragraph (1)(B)) shall--

(i) develop in a timely manner, a quality improvement plan that shall be subject to the approval of the Secretary, or in the case of a program, the sponsoring agency, and that shall specify--

(I) the deficiencies to be corrected;

(II) the actions to be taken to correct such deficiencies; and

(III) the timetable for accomplishment of the corrective actions specified; and

(ii) **correct** each deficiency identified, not later than the date for correction of such deficiency specified in such plan (which shall not be later than 1 year after the date the agency or Head Start program that is determined to have a deficiency received notice of the determination and of the specific deficiency to be corrected).

(B) SECRETARIAL RESPONSIBILITY- Not later than 30 days after receiving from a Head Start agency a proposed quality improvement plan pursuant to subparagraph (A), the Secretary shall either approve such proposed plan or specify the reasons why the proposed plan cannot be approved.

(C) AGENCY RESPONSIBILITY- Not later than 30 days after receiving from a Head Start program a proposed quality improvement plan pursuant to subparagraph (A), the Head Start agency involved shall either approve such proposed plan or specify the reasons why the proposed plan cannot be approved.

(3) TRAINING AND TECHNICAL ASSISTANCE- The Secretary shall provide training and technical assistance to Head Start agencies and programs with respect to the development or implementation of such quality improvement plans to the extent the Secretary finds such provision to be feasible and appropriate given available funding and other statutory responsibilities.

(f) Summaries of Monitoring Outcomes-

(1) IN GENERAL- Not later than 120 days after the end of each fiscal year, the Secretary shall publish a summary report on the findings of reviews conducted under subsection (c) and on the outcomes of quality improvement plans implemented under subsection (e), during such fiscal year.

(2) REPORT AVAILABILITY- Such report shall be made widely available to--

(A) parents with children receiving assistance under this subchapter--

(i) in an understandable and uniform format; and

(ii) to the extent practicable, in a language that the parents understand; and

(B) the public through means such as--

(i) distribution through public agencies; and

(ii) posting such information on the Internet.

(3) REPORT INFORMATION- Such report shall contain detailed data--

(A) on compliance with specific standards and measures; and

(B) sufficient to allow Head Start agencies to use such data to improve the quality of their programs.

(g) Self-Assessments-

(1) IN GENERAL- Not less frequently than once each program year, with the consultation and participation of policy councils and, as applicable, policy committees and, as appropriate, other community members, each Head Start agency, and each delegate agency, that receives financial assistance under this subchapter shall conduct a comprehensive self-assessment of its effectiveness and progress in meeting program goals and objectives and in implementing and complying with standards described in subsection (a)(1).

(2) GOALS, REPORTS, AND IMPROVEMENT PLANS-

(A) GOALS- An agency conducting a self-assessment shall establish agency-determined program goals for improving the school readiness of children participating in a program under this subchapter, including school readiness goals that are aligned with the Head Start Child Outcomes Framework, State early learning standards as appropriate, and requirements and expectations of the schools the children will be attending.

(B) IMPROVEMENT PLAN- The agency shall develop, and submit to the Secretary a report containing, an improvement plan approved by the governing body of the agency to strengthen any areas identified in the self-assessment as weaknesses or in need of improvement.

(3) ONGOING MONITORING- Each Head Start agency (including each Early Head Start agency) and each delegate agency shall establish and implement procedures for the ongoing monitoring of their respective programs, to ensure that the operations of the programs work toward meeting program goals and objectives and standards described in subsection (a)(1).

(h) Reduction of Grants and Redistribution of Funds in Cases of Underenrollment-

(1) DEFINITIONS- In this subsection:

(A) ACTUAL ENROLLMENT- The term "actual enrollment" means, with respect to the program of a Head Start agency, the actual number of children enrolled in such program and reported by the agency (as required in paragraph (2)) in a given month.

(B) BASE GRANT- The term base grant' has the meaning given the term in section 640(a)(7).

(C) FUNDED ENROLLMENT- The term funded enrollment' means, with respect to the program of a Head Start agency in a fiscal year, the number of children that the agency is funded to serve through a

grant for the program during such fiscal year, as indicated in the grant agreement.

(2) ENROLLMENT REPORTING REQUIREMENT- Each entity carrying out a Head Start program shall report on a monthly basis to the Secretary and the relevant Head Start agency—

(A) the actual enrollment in such program; and

(B) if such actual enrollment is less than the funded enrollment, any apparent reason for such enrollment shortfall.

(3) SECRETARIAL REVIEW AND PLAN- The Secretary shall—

(A) on a semiannual basis, determine which Head Start agencies are operating with an actual enrollment that is less than the funded enrollment based on not less than 4 consecutive months of data;

(B) for each such Head Start agency operating a program with an actual enrollment that is less than its funded enrollment, as determined under subparagraph (A), develop, in collaboration with such agency, a plan and timetable for reducing or eliminating underenrollment taking into consideration--

(i) the quality and extent of the outreach, recruitment, and communitywide strategic planning and needs assessment conducted by such agency;

(ii) changing demographics, mobility of populations, and the identification of new underserved low-income populations;

(iii) facilities-related issues that may impact enrollment;

(iv) the ability to provide full-working-day programs, where needed, through funds made available under this subchapter or through collaboration with entities carrying out other early childhood education and development programs, or programs with other funding sources (where available);

(v) the availability and use by families of other early childhood education and development options in the community served; and

(vi) agency management procedures that may impact enrollment; and

(C) provide timely and ongoing technical assistance to each agency described in subparagraph (B) for the purpose of assisting the Head Start agency to implement the plan described in such subparagraph.

(4) IMPLEMENTATION- Upon receipt of the technical assistance described in paragraph (3)(C), a Head Start agency shall immediately implement the plan described in paragraph (3)(B). The Secretary shall, where determined appropriate, continue to provide technical assistance to such agency.

(5) SECRETARIAL REVIEW AND ADJUSTMENT FOR CHRONIC UNDERENROLLMENT-

(A) IN GENERAL- If, after receiving technical assistance and developing and implementing the plan as described in paragraphs (3) and (4) for 12 months, a Head Start agency is operating a program with an actual enrollment that is less than 97 percent of its funded enrollment, the Secretary may--

(i) designate such agency as chronically underenrolled; and

(ii) recapture, withhold, or reduce the base grant for the program by a percentage equal to the percentage difference between funded enrollment and actual enrollment for the program for the most recent year for which the agency is determined to be underenrolled under paragraph (3)(A).

(B) WAIVER OR LIMITATION OF REDUCTIONS- The Secretary may, as appropriate, waive or reduce the percentage recapturing, withholding, or reduction otherwise required by subparagraph (A), if, after the implementation of the plan described in paragraph (3)(B), the Secretary finds that--

(i) the causes of the enrollment shortfall, or a portion of the shortfall, are related to the agency's serving significant numbers of highly mobile children, or are other significant causes as determined by the Secretary;

(ii) the shortfall can reasonably be expected to be temporary;
or

(iii) the number of slots allotted to the agency is small enough that underenrollment does not create a significant shortfall.

(6) REDISTRIBUTION OF FUNDS-

(A) IN GENERAL- Funds held by the Secretary as a result of recapturing, withholding, or reducing a base grant in a fiscal year shall be redistributed by the end of the following fiscal year as follows:

(i) INDIAN HEAD START PROGRAMS- If such funds are derived from an Indian Head Start program, then such funds shall be redistributed to increase enrollment by the end of the following fiscal year in 1 or more Indian Head Start programs.

(ii) MIGRANT AND SEASONAL HEAD START PROGRAMS- If such funds are derived from a migrant or seasonal Head Start program, then such funds shall be redistributed to increase enrollment by the end of the following fiscal year in 1 or more programs of the type from which such funds are derived.

(iii) EARLY HEAD START PROGRAMS- If such funds are derived from an Early Head Start program in a State, then such funds shall be redistributed to increase enrollment by the end of the following fiscal year in 1 or more Early Head Start programs in that State. If such funds are derived from an Indian Early Head Start program, then such funds shall be redistributed to increase enrollment by the end of the following fiscal year in 1 or more Indian Early Head Start programs.

(iv) OTHER HEAD START PROGRAMS- If such funds are derived from a Head Start program in a State (excluding programs described in clauses (i) through (iii)), then such funds shall be redistributed to increase enrollment by the end of the following fiscal year in 1 or more Head Start programs (excluding programs described in clauses (i) through (iii)) that are carried out in such State.

(B) ADJUSTMENT TO FUNDED ENROLLMENT- The Secretary shall adjust as necessary the requirements relating to funded enrollment indicated in the grant agreement of a Head Start agency receiving redistributed funds under this paragraph

Sec. 642. POWERS AND FUNCTIONS OF HEAD START AGENCIES.

[42 U.S.C. 9837]

(a) Authority- To be designated as a Head Start agency under this subchapter, an agency shall have authority under its charter or applicable law to receive and administer funds under this subchapter, funds and contributions from private or local public sources that may be used in support of a Head Start program, and funds under any Federal or State assistance program pursuant to which a public or private nonprofit or for-profit agency (as the case may be) organized in accordance with this subchapter, could act as grantee, contractor, or sponsor of projects appropriate for inclusion in a Head Start program. Such an agency shall also be empowered to transfer funds so received, and to delegate powers to other agencies, subject to the powers of its governing board and its overall program responsibilities. The power to transfer funds and delegate powers shall include the power

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to make transfers and delegations covering component projects in all cases where this will contribute to efficiency and effectiveness or otherwise further program objectives.

(b) Family and Community Involvement; Family Services- To be so designated, a Head Start agency shall, at a minimum, do all the following to involve and serve families and communities:

(1) Provide for the regular and direct participation of parents and community residents in the implementation of the Head Start program, including decisions that influence the character of such program, consistent with paragraphs (2)(D) and (3)(C) of subsection (c).

(2) Seek the involvement of parents, community residents, and local business in the design and implementation of the program.

(3) Establish effective procedures--

(A) to facilitate and seek the involvement of parents of participating children in activities designed to help such parents become full partners in the education of their children; and

(B) to afford such parents the opportunity to participate in the development and overall conduct of the program at the local level, including transportation assistance as appropriate.

(4) Offer (directly or through referral to local entities, such as entities carrying out Even Start programs under subpart 3 of part B of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6381 et seq.), public and school libraries, and entities carrying out family support programs) to such parents-

(A) family literacy services; and

(B) parenting skills training.

(5) Offer to parents of participating children substance abuse counseling (either directly or through referral to local entities), if needed, including information on the effect of drug exposure on infants and fetal alcohol syndrome.

(6) At the option of such agency, offer (directly or through referral to local entities) to such parents--

(A) training in basic child development (including cognitive, social, and emotional development);

(B) assistance in developing literacy and communication skills;

(C) opportunities to share experiences with other parents (including parent-mentor relationships);

(ii) to enable the parents--

(I) to understand and work with schools in order to communicate with teachers and other school personnel;

(II) to support the schoolwork of their children; and

(III) to participate as appropriate in decisions relating to the education of their children; and

(B) to take other actions, as appropriate and feasible, to support the active involvement of the parents with schools, school personnel, and school-related organizations.

(14) Establish effective procedures for timely referral of children with disabilities to the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.), and collaboration with that agency, consistent with section 640(d)(3).

(15) Establish effective procedures for providing necessary early intervening services to children with disabilities prior to an eligibility determination by the State or local agency responsible for providing services under section 619 or part C of such Act, consistent with section 640(d)(2).

(16) At the option of the Head Start agency, partner with an institution of higher education and a nonprofit organization to provide college students with the opportunity to serve as mentors or reading partners for Head Start participants.

(c) Program Governance- Upon receiving designation as a Head Start agency, the agency shall establish and maintain a formal structure for program governance, for the oversight of quality services for Head Start children and families and for making decisions related to program design and implementation. Such structure shall include the following:

(1) GOVERNING BODY-

(A) IN GENERAL- The governing body shall have legal and fiscal responsibility for the Head Start agency.

(B) COMPOSITION- The governing body shall be composed as follows:

(i) Not less than 1 member shall have a background and expertise in fiscal management or accounting.

(ii) Not less than 1 member shall have a background and expertise in early childhood education and development.

(iii) Not less than 1 member shall be a licensed attorney familiar with issues that come before the governing body.

(iv) Additional members shall--

(I) reflect the community to be served and include parents of children who are currently, or were formerly, enrolled in Head Start programs; and

(II) are selected for their expertise in education, business administration, or community affairs.

(v) Exceptions shall be made to the requirements of clauses (i) through (iv) for members of a governing body when those members oversee a public entity and are selected to their positions with the public entity by public election or political appointment.

(vi) If a person described in clause (i), (ii), or (iii) is not available to serve as a member of the governing body, the governing body shall use a consultant, or an other individual with relevant expertise, with the qualifications described in that clause, who shall work directly with the governing body.

(C) CONFLICT OF INTEREST- Members of the governing body shall--

(i) not have a financial conflict of interest with the Head Start agency (including any delegate agency);

(ii) not receive compensation for serving on the governing body or for providing services to the Head Start agency;

(iii) not be employed, nor shall members of their immediate family be employed, by the Head Start agency (including any delegate agency); and

(iv) operate as an entity independent of staff employed by the Head Start agency.

(D) EXCEPTION- If an individual holds a position as a result of public election or political appointment, and such position carries with it a concurrent appointment to serve as a member of a Head Start agency governing body, and such individual has any conflict of interest described in clause (ii) or (iii) of subparagraph (C)--

(i) such individual shall not be prohibited from serving on such body and the Head Start agency shall report such conflict to the Secretary; and

(ii) if the position held as a result of public election or political appointment provides compensation, such individual shall not be prohibited from receiving such compensation.

(E) RESPONSIBILITIES- The governing body shall—

(i) have legal and fiscal responsibility for administering and overseeing programs under this subchapter, including the safeguarding of Federal funds;

(ii) adopt practices that assure active, independent, and informed governance of the Head Start agency, including practices consistent with subsection (d)(1), and fully participate in the development, planning, and evaluation of the Head Start programs involved;

(iii) be responsible for ensuring compliance with Federal laws (including regulations) and applicable State, tribal, and local laws (including regulations); and

(iv) be responsible for other activities, including--

(I) selecting delegate agencies and the service areas for such agencies;

(II) establishing procedures and criteria for recruitment, selection, and enrollment of children;

(III) reviewing all applications for funding and amendments to applications for funding for programs under this subchapter;

(IV) establishing procedures and guidelines for accessing and collecting information described in subsection (d)(2);

(V) reviewing and approving all major policies of the agency, including--

(aa) the annual self-assessment and financial audit;

(bb) such agency's progress in carrying out the programmatic and fiscal provisions in such

agency's grant application, including implementation of corrective actions; and

(cc) personnel policies of such agencies regarding the hiring, evaluation, termination, and compensation of agency employees;

(VI) developing procedures for how members of the policy council are selected, consistent with paragraph (2)(B);

(VII) approving financial management, accounting, and reporting policies, and compliance with laws and regulations related to financial statements, including the--

(aa) approval of all major financial expenditures of the agency;

(bb) annual approval of the operating budget of the agency;

(cc) selection (except when a financial auditor is assigned by the State under State law or is assigned under local law) of independent financial auditors who shall report all critical accounting policies and practices to the governing body; and

(dd) monitoring of the agency's actions to correct any audit findings and of other action necessary to comply with applicable laws (including regulations) governing financial statement and accounting practices;

(VIII) reviewing results from monitoring conducted under section 641A(c), including appropriate followup activities;

(IX) approving personnel policies and procedures, including policies and procedures regarding the hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer, and any other person in an equivalent position with the agency;

(X) establishing, adopting, and periodically updating written standards of conduct that establish standards

and formal procedures for disclosing, addressing, and resolving--

(aa) any conflict of interest, and any appearance of a conflict of interest, by members of the governing body, officers and employees of the Head Start agency, and consultants and agents who provide services or furnish goods to the Head Start agency; and

(bb) complaints, including investigations, when appropriate; and

(XI) to the extent practicable and appropriate, at the discretion of the governing body, establishing advisory committees to oversee key responsibilities related to program governance and improvement of the Head Start program involved.

(2) POLICY COUNCIL-

(A) IN GENERAL- Consistent with paragraph (1)(E), each Head Start agency shall have a policy council responsible for the direction of the Head Start program, including program design and operation, and long- and short-term planning goals and objectives, taking into account the annual communitywide strategic planning and needs assessment and self-assessment.

(B) COMPOSITION AND SELECTION-

(i) The policy council shall be elected by the parents of children who are currently enrolled in the Head Start program of the Head Start agency.

(ii) The policy council shall be composed of--

(I) parents of children who are currently enrolled in the Head Start program of the Head Start agency (including any delegate agency), who shall constitute a majority of the members of the policy council; and

(II) members at large of the community served by the Head Start agency (including any delegate agency), who may include parents of children who were formerly enrolled in the Head Start program of the agency.

(C) CONFLICT OF INTEREST- Members of the policy council shall-

(i) not have a conflict of interest with the Head Start agency (including any delegate agency); and

(ii) not receive compensation for serving on the policy council or for providing services to the Head Start agency.

(D) RESPONSIBILITIES- The policy council shall approve and submit to the governing body decisions about each of the following activities:

(i) Activities to support the active involvement of parents in supporting program operations, including policies to ensure that the Head Start agency is responsive to community and parent needs.

(ii) Program recruitment, selection, and enrollment priorities.

(iii) Applications for funding and amendments to applications for funding for programs under this subchapter, prior to submission of applications described in this clause.

(iv) Budget planning for program expenditures, including policies for reimbursement and participation in policy council activities.

(v) Bylaws for the operation of the policy council.

(vi) Program personnel policies and decisions regarding the employment of program staff, consistent with paragraph (1)(E)(iv)(IX), including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff.

(vii) Developing procedures for how members of the policy council of the Head Start agency will be elected.

(viii) Recommendations on the selection of delegate agencies and the service areas for such agencies.

(3) POLICY COMMITTEES- Each delegate agency shall create a policy committee, which shall--

(A) be elected and composed of members, consistent with paragraph (2)(B) (with respect to delegate agencies);

(B) follow procedures to prohibit conflict of interest, consistent with clauses (i) and (ii) of paragraph (2)(C) (with respect to delegate agencies); and

(C) be responsible for approval and submission of decisions about activities as they relate to the delegate agency, consistent with paragraph (2)(D) (with respect to delegate agencies).

(d) Program Governance Administration-

(1) IMPASSE POLICIES- The Secretary shall develop policies, procedures, and guidance for Head Start agencies concerning--

(A) the resolution of internal disputes, including any impasse in the governance of Head Start programs; and

(B) the facilitation of meaningful consultation and collaboration about decisions of the governing body and policy council.

(2) CONDUCT OF RESPONSIBILITIES- Each Head Start agency shall ensure the sharing of accurate and regular information for use by the governing body and the policy council, about program planning, policies, and Head Start agency operations, including--

(A) monthly financial statements, including credit card expenditures;

(B) monthly program information summaries;

(C) program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;

(D) monthly reports of meals and snacks provided through programs of the Department of Agriculture;

(E) the financial audit;

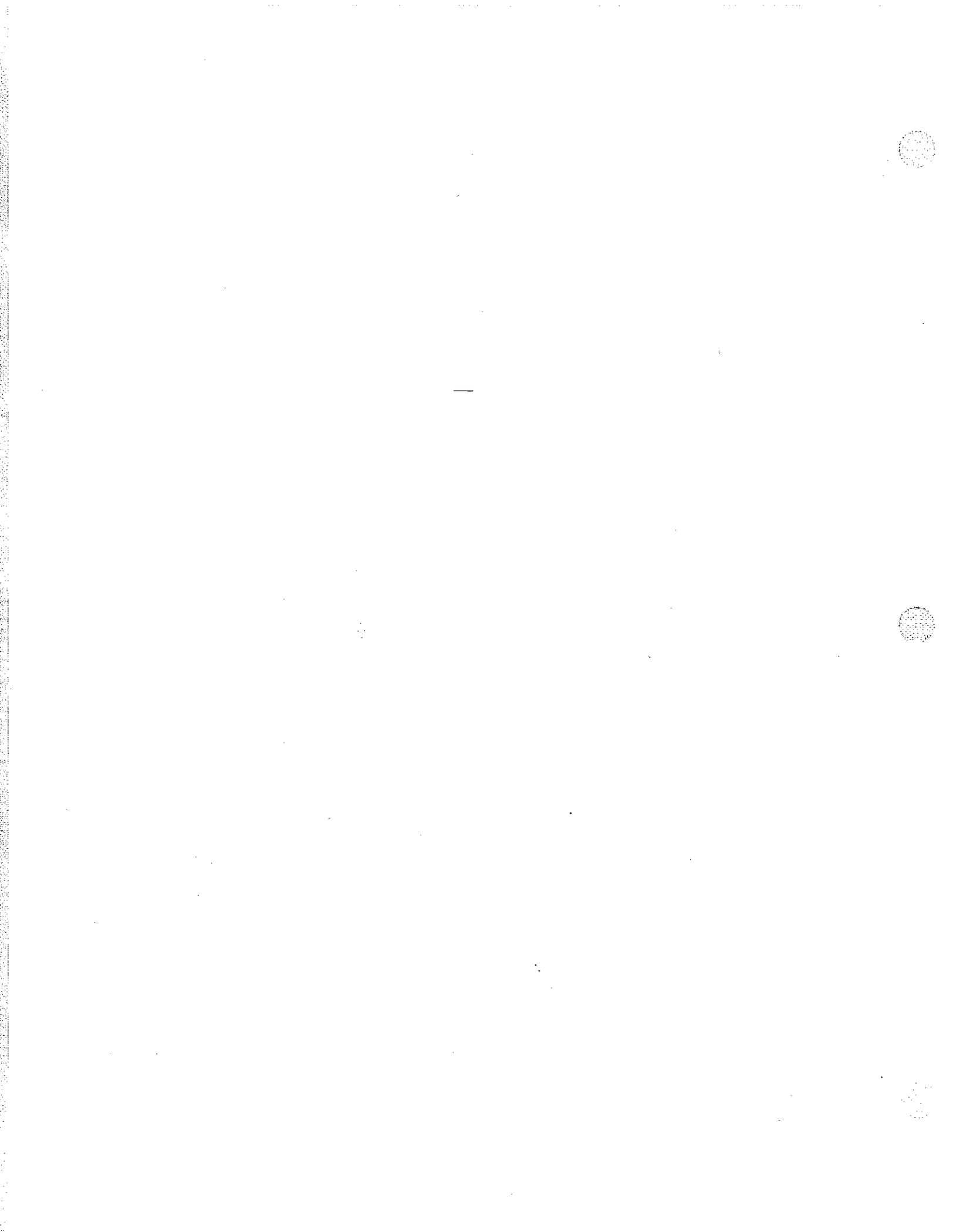
(F) the annual self-assessment, including any findings related to such assessment;

(G) the communitywide strategic planning and needs assessment of the Head Start agency, including any applicable updates;

(H) communication and guidance from the Secretary; and

(I) the program information reports.

(3) TRAINING AND TECHNICAL ASSISTANCE- Appropriate training and technical assistance shall be provided to the members of the governing body and the policy council to ensure that the members understand the information the members receive and can effectively oversee and participate in the programs of the Head Start agency.



(e) Collaboration and Coordination- To be so designated, a Head Start agency shall collaborate and coordinate with public and private entities, to the maximum extent practicable, to improve the availability and quality of services to Head Start children and families, including carrying out the following activities:

(1) Conduct outreach to schools in which children participating in the Head Start program will enroll following the program, local educational agencies, the local business community, community-based organizations, faith-based organizations, museums, and libraries to generate support and leverage the resources of the entire local community in order to improve school readiness.

(2)(A) In communities where both a public prekindergarten program and a Head Start program operate, collaborate and coordinate activities with the local educational agency or other public agency responsible for the operation of the prekindergarten program and providers of prekindergarten, including outreach activities to identify eligible children.

(B) With the permission of the parents of children enrolled in the Head Start program, regularly communicate with the schools in which the children will enroll following the program, to--

(i) share information about such children;

(ii) collaborate with the teachers in such schools regarding professional development and instructional strategies, as appropriate; and

(iii) ensure a smooth transition to school for such children.

(3) Coordinate activities and collaborate with programs under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), the agencies responsible for administering section 106 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5106a) and parts B and E of title IV of the Social Security Act (42 U.S.C. 621 et seq., 670 et seq.), programs under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.), Even Start programs under subpart 3 of part B of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6381 et seq.), programs under section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.), and other entities providing early childhood education and development programs or services, serving the children and families served by the Head Start agency.

(4) Take steps to coordinate activities with the local educational agency serving the community involved and with schools in which children participating in the Head Start program will enroll following the program, including--

(A) collaborating on the shared use of transportation and facilities, in appropriate cases;

(B) collaborating to reduce the duplication and enhance the efficiency of services while increasing the program participation of underserved populations of eligible children; and

(C) exchanging information on the provision of noneducational services to such children.

(5) Enter into a memorandum of understanding, not later than 1 year after the date of enactment of the Improving Head Start for School Readiness Act of 2007, with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the Head Start agency, that shall--

(A)(i) provide for a review of each of the activities described in clause (ii); and

(ii) include plans to coordinate, as appropriate, activities regarding--

(I) educational activities, curricular objectives, and instruction;

(II) public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs;

(III) selection priorities for eligible children to be served by programs;

(IV) service areas;

(V) staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development;

(VI) program technical assistance;

(VII) provision of additional services to meet the needs of working parents, as applicable;

(VIII) communications and parent outreach for smooth transitions to kindergarten as required in paragraphs (3) and (6) of section 642A(a);

(IX) provision and use of facilities, transportation, and other program elements; and

(X) other elements mutually agreed to by the parties to such memorandum;

(B) be submitted to the Secretary and the State Director of Head Start Collaboration not later than 30 days after the parties enter into such memorandum, except that--

(i) where there is an absence of publicly funded preschool programs in the service area of a Head Start agency, this paragraph shall not apply; or

(ii) where the appropriate local entity responsible for managing the publicly funded preschool programs is unable or unwilling to enter into such a memorandum, this paragraph shall not apply and the Head Start agency shall inform the Secretary and the State Director of Head Start Collaboration of such inability or unwillingness; and

(C) be revised periodically and renewed biennially by the parties to such memorandum, in alignment with the beginning of the school year.

(f) Quality Standards, Curricula, and Assessment- To be so designated, each Head Start agency shall--

(1) take steps to ensure, to the maximum extent practicable, that children maintain the developmental and educational gains achieved in Head Start programs and build upon such gains in further schooling;

(2) establish a program with the standards set forth in section 641A(a)(1), with particular attention to the standards set forth in subparagraphs (A) and (B) of such section;

(3) implement a research-based early childhood curriculum that--

(A) promotes young children's school readiness in the areas of language and cognitive development, early reading and mathematics skills, socio-emotional development, physical development, and approaches to learning;

(B) is based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation;

(C) is comprehensive and linked to ongoing assessment, with developmental and learning goals and measurable objectives;

(D) is focused on improving the learning environment, teaching practices, family involvement, and child outcomes across all areas of development; and

(E) is aligned with the Head Start Child Outcomes Framework developed by the Secretary and, as appropriate, State early learning standards;

(4) implement effective interventions and support services that help promote the school readiness of children participating in the program;

(5) use research-based assessment methods that reflect the characteristics described in section 641A(b)(2) in order to support the educational instruction and school readiness of children in the program;

(6) use research-based developmental screening tools that have been demonstrated to be standardized, reliable, valid, and accurate for the child being assessed, to the maximum extent practicable, for the purpose of meeting the relevant standards described in section 641A(a)(1);

(7) adopt, in consultation with experts in child development and with classroom teachers, an evaluation to assess whether classroom teachers have mastered the functions discussed in section 648A(a)(1);

(8) use the information provided from the assessment conducted under section 641A(c)(2)(F) to inform professional development plans, as appropriate, that lead to improved teacher effectiveness;

(9) establish goals and measurable objectives for the provision of health, educational, nutritional, and social services provided under this subchapter and related to the program mission and to promote school readiness; and

(10) develop procedures for identifying children who are limited English proficient, and informing the parents of such children about the instructional services used to help children make progress towards acquiring the knowledge and skills described in section 641A(a)(1)(B) and acquisition of the English language.

(g) Funded Enrollment; Waiting List- Each Head Start agency shall enroll 100 percent of its funded enrollment and maintain an active waiting list at all times with ongoing outreach to the community and activities to identify underserved populations.

(h) Technical Assistance and Training Plan- In order to receive funds under this subchapter, a Head Start agency shall develop an annual technical assistance and

training plan. Such plan shall be based on the agency's self-assessment, the communitywide strategic planning and needs assessment, the needs of parents and children to be served by such agency, and the results of the reviews conducted under section 641A(c).

(i) Financial Management- In order to receive funds under this subchapter, a Head Start agency shall document strong fiscal controls, including the employment of well-qualified fiscal staff with a history of successful management of a public or private organization.

Sec. 642A. HEAD START TRANSITION AND ALIGNMENT WITH K-12 EDUCATION.

[42 U.S.C. 9837a]

(a) In General- Each Head Start agency shall take steps to coordinate with the local educational agency serving the community involved and with schools in which children participating in a Head Start program operated by such agency will enroll following such program to promote continuity of services and effective transitions, including--

- (1) developing and implementing a systematic procedure for transferring, with parental consent, Head Start program records for each participating child to the school in which such child will enroll;
- (2) establishing ongoing channels of communication between Head Start staff and their counterparts in the schools (including teachers, social workers, local educational agency liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(J)(ii)), and health staff) to facilitate coordination of programs;
- (3) establishing ongoing communications between the Head Start agency and local educational agency for developing continuity of developmentally appropriate curricular objectives (which for the purpose of the Head Start program shall be aligned with the Head Start Child Outcomes Framework and, as appropriate, State early learning standards) and for shared expectations for children's learning and development as the children transition to school;
- (4) organizing and participating in joint training, including transition-related training for school staff and Head Start staff;
- (5) establishing comprehensive transition policies and procedures that support children transitioning to school, including by engaging the local educational agency in the establishment of such policies;
- (6) conducting outreach to parents and elementary school (such as kindergarten) teachers to discuss the educational, developmental, and other needs of individual children;

- (7) helping parents of limited English proficient children understand—**
- (A) the instructional and other services provided by the school in which such child will enroll after participation in Head Start; and**
 - (B) as appropriate, the information provided to parents of limited English proficient children under section 3302 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7012);**
- (8) developing and implementing a family outreach and support program, in cooperation with entities carrying out parental involvement efforts under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), and family outreach and support efforts under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.), taking into consideration the language needs of parents of limited English proficient children;**
- (9) assisting families, administrators, and teachers in enhancing educational and developmental continuity and continuity of parental involvement in activities between Head Start services and elementary school classes;**
- (10) linking the services provided in such Head Start program with educational services, including services relating to language, literacy, and numeracy, provided by such local educational agency;**
- (11) helping parents (including grandparents and kinship caregivers, as appropriate) to understand the importance of parental involvement in a child's academic success while teaching them strategies for maintaining parental involvement as their child moves from Head Start to elementary school;**
- (12) helping parents understand the instructional and other services provided by the school in which their child will enroll after participation in the Head Start program;**
- (13) developing and implementing a system to increase program participation of underserved populations of eligible children; and**
- (14) coordinating activities and collaborating to ensure that curricula used in the Head Start program are aligned with--**
- (A) the Head Start Child Outcomes Framework, as developed by the Secretary; and**
 - (B) State early learning standards, as appropriate, with regard to cognitive, social, emotional, and physical competencies that children entering kindergarten are expected to demonstrate.**

(b) Construction- In this section, a reference to a Head Start agency, or its program, services, facility, or personnel, shall not be construed to be a reference to an Early Head Start agency, or its program, services, facility, or personnel.

(c) Dissemination and Technical Assistance- The Secretary, in consultation with the Secretary of Education, shall--

(1) disseminate to Head Start agencies information on effective policies and activities relating to the transition of children from Head Start programs to public schools; and

(2) provide technical assistance to such agencies to promote and assist such agencies to adopt and implement such effective policies and activities.'.

Sec. 642B. HEAD START COLLABORATION; STATE EARLY EDUCATION AND CARE

[42 U.S.C. 9837b]

(a)(1) From amounts made available under section 640(a)(2)(B)(vi), the Secretary shall award the collaboration grants described in paragraphs (2), (3), and (4).

(2)(A) The Secretary shall award, upon submission of a written request, a collaboration grant to each State and to each national administrative office serving Indian Head Start programs and migrant or seasonal Head Start programs to facilitate collaboration among Head Start agencies (including Early Head Start agencies) and entities that carry out activities designed to benefit low-income children from birth to school entry, and their families. The national administrative offices shall use the funds made available through the grants to carry out the authorities and responsibilities described in subparagraph (B) and paragraphs (3) and (4), as appropriate.

(B) Grants described in subparagraph (A) shall be used to—

(i) assist Head Start agencies to collaborate with entities involved in State and local planning processes to better meet the needs of low-income children from birth to school entry, and their families;

(ii) assist Head Start agencies to coordinate activities with the State agency responsible for administering the State program carried out under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.) and entities providing resource and referral services in the State, to make full-working-day and full calendar year services available to children;

(iii) promote alignment of curricula used in Head Start programs and continuity of services with the Head Start Child Outcomes Framework and, as appropriate, State early learning standards;

(iv) promote better linkages between Head Start agencies and other child and family agencies, including agencies that provide health, mental health, or family services, or other child or family supportive services, such as services provided under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.); and

(v) carry out the activities of the State Director of Head Start Collaboration authorized in paragraph (4).

(3) In order to improve coordination and delivery of early childhood education and development to children in the State, a State that receives a collaboration grant under paragraph (2) shall--

(A) appoint or designate an individual to serve as, or carry out the responsibilities of, the State Director of Head Start Collaboration;

(B) ensure that the State Director of Head Start Collaboration holds a position with sufficient authority and access to ensure that the collaboration described in paragraph (2) is effective and involves a range of State agencies; and

(C) involve the State Head Start Association in the selection of the Director and involve the Association in determinations relating to the ongoing direction of the collaboration office involved.

(4) The State Director of Head Start Collaboration shall—

(A) not later than 1 year after the State receives a collaboration grant under paragraph (2), conduct an assessment that--

(i) addresses the needs of Head Start agencies in the State with respect to collaboration, coordination and alignment of services, and alignment of curricula and assessments used in Head Start programs with the Head Start Child Outcomes Framework and, as appropriate, State early learning standards;

(ii) shall be updated on an annual basis; and

(iii) shall be made available to the general public within the State;

(B) develop a strategic plan that is based on the assessment described in subparagraph (A) that will—

(i) enhance collaboration and coordination of Head Start services by Head Start agencies with other entities providing early childhood education and development (such as child care or services offered by museums), health care, mental health care, welfare, child protective services, education and community service activities, family literacy services, reading readiness programs (including such programs offered by public and school libraries), services relating to children with disabilities, other early childhood education and development for limited English proficient children and homeless children, and services provided for children in foster care and children referred to Head Start programs by child welfare agencies, including agencies and State officials responsible for services described in this clause;

(ii) assist Head Start agencies to develop a plan for the provision of full working-day, full calendar year services for children enrolled in Head Start programs who need such services;

(iii) assist Head Start agencies to align curricula and assessments used in Head Start programs with the Head Start Child Outcomes Framework and, as appropriate, State early learning standards; and

(iv) enable Head Start agencies to better access professional development opportunities for Head Start staff, such as by working with Head Start agencies to enable the agencies to meet the degree requirements described in section 648A(a)(2)(A), including providing distance learning opportunities for Head Start staff, where needed to make higher education more accessible to Head Start staff; and

(v) enable the Head Start agencies to better conduct outreach to eligible families;

(C) promote partnerships between Head Start agencies, State and local governments, and the private sector to help ensure that children from low-income families, who are in Head Start programs or are preschool age, are receiving comprehensive services to prepare the children for elementary school;

(D) consult with the chief State school officer, local educational agencies, and providers of early childhood education and development, at both the State and local levels;

(E) promote partnerships between Head Start agencies, schools, law enforcement, relevant community-based organizations, and substance abuse and mental health treatment agencies to strengthen family and community environments and to reduce the impact on child development of substance abuse, child abuse, domestic violence, and other high-risk behaviors that compromise healthy development;

(F) promote partnerships between Head Start agencies and other organizations in order to enhance Head Start program quality, including partnerships to promote inclusion of more books in Head Start classrooms;

(G) identify other resources and organizations (both public and private) for the provision of in-kind services to Head Start agencies in the State; and

(H) serve on the State Advisory Council in order to assist the efforts of Head Start agencies to engage in effective coordination and collaboration.

(b)(1)(A) The Governor of the State shall--

(i) designate or establish a council to serve as the State Advisory Council on Early Childhood Education and Care for children from birth to school entry (in this subchapter referred to as the State Advisory Council'); and

(ii) designate an individual to coordinate activities of the State Advisory Council, as described in subparagraph (D)(i).

(B) The Governor may designate an existing entity in the State to serve as the State Advisory Council, and shall appoint representatives to the State Advisory Council at the Governor's discretion. In designating an existing entity, the Governor shall take steps to ensure that its membership includes, to the extent possible, representatives consistent with subparagraph (C).

(C) Members of the State Advisory Council shall include, to the maximum extent possible--

(i) a representative of the State agency responsible for child care;

(ii) a representative of the State educational agency;

(iii) a representative of local educational agencies;

- (iv) a representative of institutions of higher education in the State;**
- (v) a representative of local providers of early childhood education and development services;**
- (vi) a representative from Head Start agencies located in the State, including migrant and seasonal Head Start programs and Indian Head Start programs;**
- (vii) the State Director of Head Start Collaboration;**
- (viii) a representative of the State agency responsible for programs under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.);**
- (ix) a representative of the State agency responsible for health or mental health care; and**
- (x) representatives of other entities determined to be relevant by the Governor of the State.**

(D)(i) The State Advisory Council shall, in addition to any responsibilities assigned to the Council by the Governor of the State--

- (I) conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school entry, including an assessment of the availability of high-quality pre-kindergarten services for low-income children in the State;**
- (II) identify opportunities for, and barriers to, collaboration and coordination among Federally-funded and State-funded child development, child care, and early childhood education programs and services, including collaboration and coordination among State agencies responsible for administering such programs;**
- (III) develop recommendations for increasing the overall participation of children in existing Federal, State, and local child care and early childhood education programs, including outreach to underrepresented and special populations;**
- (IV) develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs and services throughout the State;**

(V) develop recommendations regarding statewide professional development and career advancement plans for early childhood educators in the State;

(VI) assess the capacity and effectiveness of 2- and 4-year public and private institutions of higher education in the State toward supporting the development of early childhood educators, including the extent to which such institutions have in place articulation agreements, professional development and career advancement plans, and practice or internships for students to spend time in a Head Start or pre kindergarten program; and

(VII) make recommendations for improvements in State early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate.

(ii) The State Advisory Council shall hold public hearings and provide an opportunity for public comment on the activities described in clause (i). The State Advisory Council shall submit a statewide strategic report addressing the activities described in clause (i) to the State Director of Head Start Collaboration and the Governor of the State.

(iii) After submission of a statewide strategic report under clause (ii), the State Advisory Council shall meet periodically to review any implementation of the recommendations in such report and any changes in State and local needs.

(2)(A) The Secretary shall use the portion reserved under section 640(a)(4)(A)(iii) to award, on a competitive basis, one-time startup grants of not less than \$500,000 to eligible States to enable such States to pay for the Federal share of developing and implementing a plan pursuant to the responsibilities included under paragraph (1)(D)(i). A State that receives funds under this paragraph shall use such funds to facilitate the development or enhancement of high-quality systems of early childhood education and care designed to improve school preparedness through one or more of the following activities--

(i) promoting school preparedness of children from birth through school entry, including activities to encourage families and caregivers to engage in highly interactive, developmentally and age-appropriate activities to improve children's early social, emotional, and cognitive development, support the transition of young children to school, and foster parental and family involvement in the early education of young children;

(ii) supporting professional development, recruitment, and retention initiatives for early childhood educators;

(iii) enhancing existing early childhood education and development programs and services (in existence on the date on which the grant involved is awarded), including quality improvement activities authorized under the Child Care and Development Block Grant Act of 1990; and

(iv) carrying out other activities consistent with the State's plan and application, pursuant to subparagraph (B).

(B) To be eligible to receive a grant under this paragraph, a State shall prepare and submit to the Secretary a plan and application, for a 3-year period, at such time, in such manner, and containing such information as the Secretary shall require, including--

(i) the statewide strategic report described in paragraph (1)(D)(ii), including a description of the State Advisory Council's responsibilities under paragraph (1)(D)(i);

(ii) a description, for each fiscal year, of how the State will make effective use of funds available under this paragraph, with funds described in subparagraph (C), to create an early childhood education and care system, by developing or enhancing programs and activities consistent with the statewide strategic report described in paragraph (1)(D)(i);

(iii) a description of the State early learning standards and the State's goals for increasing the number of children entering kindergarten ready to learn;

(iv) information identifying the agency or joint interagency office, and individual, designated to carry out the activities under this paragraph, which may be the individual designated under paragraph (1)(A)(ii); and

(v) a description of how the State plans to sustain activities under this paragraph beyond the grant period.

(C) The Federal share of the cost of activities proposed to be conducted under subparagraph (A) shall be 30 percent, and the State shall provide the non-Federal share.

(D) Funds made available under this paragraph shall be used to supplement, and not supplant, other Federal, State, and local funds expended to carry out activities related to early childhood education and care in the State.

(E) Not later than 18 months after the date a State receives a grant under this paragraph, the State shall submit an interim report to the Secretary. A State that receives a grant under this paragraph shall submit a final report to the Secretary at the end of the grant period. Each report shall include--

- (i) a description of the activities and services carried out under the grant, including the outcomes of such activities and services in meeting the needs described in the periodic needs assessment and statewide strategic report;**
- (ii) information about how the State used such funds to meet the goals of this subsection through activities to develop or enhance high-quality systems of early childhood education and care, increase effectiveness of delivery systems and use of funds, and enhance existing programs and services;**
- (iii) information regarding the remaining needs described in the periodic statewide needs assessment and statewide strategic report that have not yet been addressed by the State; and**
- (iv) any other information that the Secretary may require.**

(F) Nothing in this subsection shall be construed to provide the State Advisory Council with authority to modify, supersede, or negate the requirements of this subchapter.

Sec. 643. SUBMISSION OF PLANS TO GOVERNORS
[42 U.S.C. 9838]

In carrying out the provisions of this subchapter, no contract, agreement, grant, or other assistance shall be made for the purpose of carrying out a Head Start program within a State unless a plan setting forth such proposed contract, agreement, grant, or other assistance has been submitted to the chief executive officer of the State, and such plan has not been disapproved by such officer within 45 days of such submission, or, if disapproved (for reasons other than failure of the program to comply with State health, safety, and child care laws, including regulations applicable to comparable child care programs in the State), has been reconsidered by the Secretary and found by the Secretary to be fully consistent with the provisions and in furtherance of the purposes of this subchapter, as evidenced by a written statement of the Secretary's findings that is transmitted to such officer. Funds to cover the costs of the proposed contract, agreement, grant, or other assistance shall be obligated from the appropriation which is current at the time the plan is submitted to such officer. This section shall not, however, apply to contracts, agreements, grants, loans, or other assistance to any institution of higher education in existence on the date of the enactment of this Act.

This section shall not apply to contracts, agreements, grants, loans, or other assistance for Indian Head Start programs or migrant or seasonal Head Start programs.

**Sec. 644. ADMINISTRATIVE REQUIREMENTS AND STANDARDS
[42 U.S.C. 9839]**

(a)(1) Each Head Start agency shall observe standards of organization, management, and administration that will ensure, so far as reasonably possible, that all program activities are conducted in a manner consistent with the purposes of this subchapter and the objective of providing assistance effectively, efficiently, and free of any taint of partisan political bias or personal or family favoritism. Each such agency shall establish or adopt rules to carry out this section, which shall include rules to assure full staff accountability in matters governed by law, regulations, or agency policy. Each agency shall also provide for reasonable public access to information, including public hearings at the request of appropriate community groups and reasonable public access to books and records of the agency or other agencies engaged in program activities or operations involving the use of authority or funds for which it is responsible.

(2) Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

- (A) The total amount of public and private funds received and the amount from each source.**
- (B) An explanation of budgetary expenditures and proposed budget for the fiscal year.**
- (C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.**
- (D) The results of the most recent review by the Secretary and the financial audit.**
- (E) The percentage of enrolled children that received medical and dental exams.**
- (F) Information about parent involvement activities.**
- (G) The agency's efforts to prepare children for kindergarten.**
- (H) Any other information required by the Secretary.**

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(3) Each such agency shall adopt for itself and other agencies using funds or exercising authority for which it is responsible, rules designed to--

(A) establish specific standards governing salaries, salary increases, travel and per diem allowances, and other employee benefits;

(B) assure that only persons capable of discharging their duties with competence and integrity are employed and that employees are promoted or advanced under impartial procedures calculated to improve agency performance and effectiveness;

(C) guard against personal or financial conflicts of interest; and

(D) define employee duties in an appropriate manner that will in any case preclude employees from participating, in connection with the performance of their duties, in any form of picketing, protest, or other direct action that is in violation of law.

(b) Except as provided in subsection (f) of this section, no financial assistance shall be extended under this subchapter in any case in which the Secretary determines that the costs of developing and administering a program assisted under this subchapter exceed 15 percent of the total costs, including the required non-Federal contributions to such costs, of such program. The Secretary shall establish by regulation, criteria for determining

(1) the costs of developing and administering such program; and

(2) the total costs of such program. In any case in which the Secretary determines that the cost of administering such program does not exceed 15 percent of such total costs but is, in the judgment of the Secretary, excessive, the Secretary shall forthwith require the recipient of such financial assistance to take such steps prescribed by the Secretary as will eliminate such excessive administrative cost, including the sharing by one or more Head Start agencies of a common director and other administrative personnel. The Secretary may waive the limitation prescribed by this subsection for specific periods of time not to exceed 12 months whenever the Secretary determines that such a waiver is necessary in order to carry out the purposes of this subchapter.

(c) The Secretary shall prescribe rules or regulations to supplement subsections (a) and (f) of this section, which shall be binding on all agencies carrying on Head Start program activities with financial assistance under this subchapter. The Secretary may, where appropriate, establish special or simplified requirements for smaller agencies or agencies operating in rural areas. Policies and procedures shall be established to ensure that indirect costs attributable to the common or joint use of facilities and services by programs assisted under this subchapter and other programs shall be fairly allocated among the various programs which utilize such facilities and services.

(d) At least 30 days prior to their effective date, all rules, regulations and application forms shall be published in the Federal Register and shall be sent to each grantee with the

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notification that each such grantee has the right to submit comments pertaining thereto to the Secretary prior to the final adoption thereof.

(e) Funds appropriated to carry out this subchapter shall not be used to assist, promote, or deter union organizing.

(f)(1) The Secretary shall establish uniform procedures for Head Start agencies to request approval to purchase facilities, or to request approval of the purchase (after December 31, 1986) of facilities, to be used to carry out Head Start programs. The Secretary shall suspend any proceedings pending against any Head Start agency to claim costs incurred in purchasing such facilities until the agency has been afforded an opportunity to apply for approval of the purchase and the Secretary has determined whether the purchase will be approved. The Secretary shall not be required to repay claims previously satisfied by Head Start agencies for costs incurred in the purchase of such facilities.

(2) Financial assistance provided under this subchapter may not be used by a Head Start agency to purchase a facility (including paying the cost of amortizing the principal, and paying interest on, loans) to be used to carry out a Head Start program unless the Secretary approves a request that is submitted by such agency and contains—

(A) a description of the efforts by the agency to coordinate or collaborate with other providers in the community to seek assistance, including financial assistance, prior to the use of funds under this section;

(B) a description of the site of the facility proposed to be purchased or that was previously purchased;

(C) the plans and specifications of such facility;

(D) information demonstrating that--

(i) the proposed purchase will result, or the previous purchase has resulted, in savings when compared to the costs that would be incurred to acquire the use of an alternative facility to carry out such program; or

(ii) the lack of alternative facilities will prevent, or would have prevented, the operation of such program;

(E) in the case of a request regarding a previously purchased facility, information demonstrating that the facility will be used principally as a Head Start center, or a direct support facility for a Head Start program; and

(F) such other information and assurances as the Secretary may require.

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(3) Upon a determination by the Secretary that suitable facilities are not otherwise available to Indian tribes to carry out Head Start programs, and that the lack of suitable facilities will inhibit the operation of such programs, the Secretary, in the discretion of the Secretary, may authorize the use of financial assistance to make payments for the purchase of facilities owned by such tribes. The amount of such a payment for such a facility shall not exceed the fair market value of the facility.

(g)(1) Upon a determination by the Secretary that suitable facilities (including public school facilities) are not otherwise available to Indian tribes, rural communities, and other low-income communities to carry out Head Start programs, that the lack of suitable facilities will inhibit the operation of such programs, and that construction of such facilities is more cost effective than purchase of available facilities or renovation, the Secretary, in the discretion of the Secretary, may authorize the use of financial assistance under this subchapter to make payments for capital expenditures related to facilities that will be used to carry out such programs. The Secretary shall establish uniform procedures for Head Start agencies to request approval for such payments, and shall promote, to the extent practicable, the collocation of Head Start programs with other programs serving low-income children and families.

(2) Such payments may be used for capital expenditures (including paying the cost of amortizing the principal, and paying interest on, loans) such as expenditures for--

- (A) construction of facilities that are not in existence on the date of the determination;
- (B) major renovation of facilities in existence on such date; and
- (C) purchase of vehicles used for programs conducted at the Head Start facilities.

(3) All laborers and mechanics employed by contractors or subcontractors in the construction or renovation of facilities to be used to carry out Head Start programs shall be paid wages at not less than those prevailing on similar construction in the locality, as determined by the Secretary of Labor in accordance with the Act of March 3, 1931, as amended (40 U.S.C. 276a et seq., commonly known as the "Davis-Bacon Act").

(h) In all personnel actions of the American Indian Programs Branch of the Head Start Bureau of the Administration for Children and Families, the Secretary shall give the same preference to individuals who are members of an Indian tribe as the Secretary gives to a disabled veteran, as defined in section 2108(3)(C) of title 5, United States Code. The Secretary shall take such additional actions as may be necessary to promote recruitment of such individuals for employment in the Administration.

Sec. 645. PARTICIPATION IN HEAD START PROGRAMS
[42 U.S.C. 9840]

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(a)(1)(A) The Secretary shall by regulation prescribe eligibility for the participation of persons in Head Start programs assisted under this subchapter.

(B) Except as provided in paragraph (2), such regulation shall provide--

(i) that children from low-income families shall be eligible for participation in programs assisted under this subchapter if their families' incomes are below the poverty line, or if their families are eligible or, in the absence of child care, would potentially be eligible for public assistance; and

(ii) that homeless children shall be deemed to be eligible for such participation;

(iii) that programs assisted under this subchapter may include--

(I) to a reasonable extent (but not to exceed 10 percent of participants), participation of children in the area served who would benefit from such programs but who are not eligible under clause (i) or (ii); and

(II) from the area served, an additional 35 percent of participants who are not eligible under clause (i) or (ii) and whose families have incomes below 130 percent of the poverty line, if--

(aa) the Head Start agency involved establishes and implements outreach and enrollment policies and procedures that ensure such agency is meeting the needs of children eligible under clause (i) or (ii) (or subclause (I) if the child involved has a disability) prior to meeting the needs of children eligible under this subclause; and

(bb) in prioritizing the selection of children to be served, the Head Start agency establishes criteria that provide that the agency will serve children eligible under clause (i) or (ii) prior to serving the children eligible under this subclause;

(iv) that any Head Start agency serving children eligible under clause (iii)(II) shall report annually to the Secretary information on--

(I) how such agency is meeting the needs of children eligible under clause (i) or (ii), in the area served,

including local demographic data on families of children eligible under clause (i) or (ii);

(II) the outreach and enrollment policies and procedures established by the agency that ensure the agency is meeting the needs of children eligible under clause (i) or (ii) (or clause (iii)(I) if the child involved has a disability) prior to meeting the needs of children eligible under clause (iii)(II);

(III) the efforts, including outreach efforts (that are appropriate to the community involved), of such agency to be fully enrolled with children eligible under clause (i) or (ii);

(IV) the policies, procedures, and selection criteria such agency is implementing to serve eligible children, consistent with clause (iii)(II);

(V) the agency's enrollment level, and enrollment level over the fiscal year prior to the fiscal year in which the report is submitted;

(VI) the number of children served by the agency, disaggregated by whether such children are eligible under clause (i), clause (ii), clause (iii)(I), or clause (iii)(II); and

(VII) the eligibility criteria category of the children on the agency's waiting list;

(v) that a child who has been determined to meet the eligibility criteria described in this subparagraph and who is participating in a Head Start program in a program year shall be considered to continue to meet the eligibility criteria through the end of the succeeding program year.

(C) In determining, for purposes of this paragraph, whether a child who has applied for enrollment in a Head Start program meets the eligibility criteria, an entity may consider evidence of family income during the 12 months preceding the month in which the application is submitted, or during the calendar year preceding the calendar year in which the application is submitted, whichever more accurately reflects the needs of the family at the time of application.

(2) Whenever a Head Start program is operated in a community with a population of 1,000 or less individuals and--

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(A) there is no other preschool program in the community;

(B) the community is located in a medically underserved area, as designated by the Secretary pursuant to section 330(b)(3) of the Public Health Service Act [42 U.S.C. §254c(b)(3)] and is located in a health professional shortage area, as designated by the Secretary pursuant to section 332(a)(1) of such Act [42 U.S.C. §254e(a)(1)];

(C) the community is in a location which, by reason of remoteness, does not permit reasonable access to the types of services described in clauses (A) and (B); and

(D) not less than 50 percent of the families to be served in the community are eligible under the eligibility criteria established by the Secretary under paragraph (1); the Head Start program in such locality shall establish the criteria for eligibility, except that no child residing in such community whose family is eligible under such eligibility criteria shall, by virtue of such project's eligibility criteria, be denied an opportunity to participate in such program. During the period beginning on the date of the enactment of the Human Services Reauthorization Act and ending on October 1, 1994, and unless specifically authorized in any statute of the United States enacted after such date of enactment, the Secretary may not make any change in the method, as in effect on April 25, 1984, of calculating income used to prescribe eligibility for the participation of persons in the Head Start programs assisted under this subchapter if such change would result in any reduction in, or exclusion from, participation of persons in any of such programs.

(3)(A) In this paragraph:

(i) The term "dependent" has the meaning given the term in paragraphs (2)(A) and (4)(A)(i) of section 401(a) of title 37, United States Code.

(ii) The terms "member" and "uniformed services" have the meanings given the terms in paragraphs (23) and (3), respectively, of section 101 of title 37, United States Code.

(B) The following amounts of pay and allowance of a member of the uniformed services shall not be considered to be income for purposes of determining the eligibility of a dependent of such member for programs funded under this subchapter:

(i) The amount of any special pay payable under section 310 of title 37, United States Code, relating to duty subject to hostile fire or imminent danger.

(ii) The amount of basic allowance payable under section 403 of such title, including any such amount that is provided on behalf of the member for housing that is acquired or constructed under the alternative authority for the acquisition and improvement of military housing under subchapter IV of chapter 169 of title 10, United States Code, or any other related provision of law.

(4) After demonstrating a need through a communitywide strategic planning and needs assessment, a Head Start agency may apply to the Secretary to convert part-day sessions, particularly consecutive part-day sessions, into full-working-day sessions.

(5)(A) Upon written request and pursuant to the requirements of this paragraph, a Head Start agency may use funds that were awarded under this subchapter to serve children age 3 to compulsory school age, in order to serve infants and toddlers if the agency submits an application to the Secretary containing, as specified in rules issued by the Secretary, all of the following information:

(i) The amount of such funds that are proposed to be used in accordance with section 645A(b).

(ii) A communitywide strategic planning and needs assessment demonstrating how the use of such funds would best meet the needs of the community.

(iii) A description of how the needs of pregnant women, and of infants and toddlers, will be addressed in accordance with section 645A(b), and with regulations prescribed by the Secretary pursuant to section 641A in areas including the agency's approach to child development and provision of health services, approach to family and community partnerships, and approach to program design and management.

(iv) A description of how the needs of eligible children will be met in the community.

(v) Assurances that the agency will participate in technical assistance activities (including planning, start-up site visits, and national training activities) in the same manner as recipients of grants under section 645A.

(vi) Evidence that the agency meets the same eligibility criteria as recipients of grants under section 645A.

(B) An application that satisfies the requirements specified in subparagraph (A) shall be approved by the Secretary unless the Secretary finds that--

(i) the agency lacks adequate capacity and capability to carry out an effective Early Head Start program; or

(ii) the information provided under subparagraph (A) is inadequate.

(C) In approving such applications, the Secretary shall take into account the costs of serving persons under section 645A.

(D) Any Head Start agency with an application approved under subparagraph (B) shall be considered to be an Early Head Start agency and shall be subject to the same rules, regulations, and conditions as apply to recipients of grants under section 645A, with respect to activities carried out under this paragraph.

(b) The Secretary shall not prescribe any fee schedule or otherwise provide for the charging of any fees for participation in Head Start programs, unless such fees are authorized by legislation hereafter enacted. Nothing in this subsection shall be construed to prevent the families of children who participate in Head Start programs and who are willing and able to pay the full cost of such participation from doing so. A Head Start agency that provides a Head Start program with full-working-day services in collaboration with other agencies or entities may collect a family copayment to support extended day services if a copayment is required in conjunction with the collaborative. The copayment charged to families receiving services through the Head Start program shall not exceed the copayment charged to families with similar incomes and circumstances who are receiving the services through participation in a program carried out by another agency or entity.

(c) Each Head Start program operated in a community shall be permitted to provide more than 1 year of Head Start services to eligible children in the State. Each Head Start program operated in a community shall be permitted to recruit and accept applications for enrollment of children throughout the year.

(d)(1) An Indian tribe that--

(A) operates a Head Start program;

(B) enrolls as participants in the program all children in the community served by the tribe (including a community that is an off-reservation area, designated by an appropriate tribal government, in consultation with the Secretary) from families that meet the low-income criteria prescribed under subsection (a)(1)(A); and

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(C) has the resources to enroll additional children in the community who do not meet the low-income criteria;

may enroll such additional children in a Head Start program, in accordance with this subsection, if the program predominantly serves children who meet the low-income criteria.

(2) The Indian tribe shall enroll the children in the Head Start program in accordance with such requirements as the Secretary may specify by regulation promulgated after consultation with Indian tribes.

(3) Notwithstanding any other provision of this Act, an Indian tribe or tribes that operates both an Early Head Start program under section 645A and a Head Start program may, at its discretion, at any time during the grant period involved, reallocate funds between the Early Head Start program and the Head Start program in order to address fluctuations in client populations, including pregnant women and children from birth to compulsory school age. The reallocation of such funds between programs by an Indian tribe or tribes during a year shall not serve as the basis for the Secretary to reduce a base grant (as defined in section 640(a)(7)) for either program in succeeding years.

Sec. 645A. **EARLY HEAD START PROGRAMS.**
[42 U.S.C. 9840A]

(a) **IN GENERAL.**-- The Secretary shall make grants to entities (referred to in this subchapter as **Early Head Start agencies**) in accordance with this section for **programs (referred to in this subchapter as Early Head Start programs)** providing family-centered services for low-income families with very young children designed to promote the development of the children, and to enable their parents to fulfill their roles as parents and to move toward self-sufficiency.

(b) **SCOPE AND DESIGN OF PROGRAMS.**--In carrying out a program described in subsection (a), an entity receiving assistance under this section shall--

(1) provide, either directly or through referral, early, continuous, intensive, and comprehensive child development and family support services that will enhance the physical, social, emotional, and intellectual development of participating children;

(2) ensure that the level of services provided to families responds to their needs and circumstances;

(3) promote positive parent-child interactions;

(4) provide services to parents to support their role as parents (**including parenting skills training and training in basic child development**) and

services to help the families move toward self-sufficiency (including educational and employment services, as appropriate);

(5) coordinate services with services provided by programs in the State (including home-based services) and programs in the community (including programs for infants and toddlers with disabilities and programs for homeless infants and toddlers) to ensure a comprehensive array of services (such as health and mental health services and family support services);

(6) ensure that children with documented behavioral problems, including problems involving behavior related to prior or existing trauma, receive appropriate screening and referral;

(7) ensure formal linkages with local Head Start programs in order to provide for continuity of services for children and families;

(8) develop and implement a systematic procedure for transitioning children and parents from an Early Head Start program to a Head Start program or other local early childhood education and development program;

(9) establish channels of communication between staff of the Early Head Start program, and staff of a Head Start program or other local providers of early childhood education and development programs, to facilitate the coordination of programs;

(10) in the case of a Head Start agency that operates a program and that also provides Head Start services through the age of mandatory school attendance, ensure that children and families participating in the program receive such services through such age;

(11) ensure formal linkages with providers of early intervention services for infants and toddlers with disabilities under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), with the State interagency coordinating council, as established in part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.), and with the agency responsible for administering section 106 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5106a);and

(12) meet such other requirements concerning design and operation of the program described in subsection (a) as the Secretary may establish.

(c) PERSONS ELIGIBLE TO PARTICIPATE.--Persons who may participate in programs described in subsection (a) include--

- (1) pregnant women; and**
- (2) families with children under age 3;**

who meet the eligibility criteria specified in section 645(a)(1), including the criteria specified in section 645(a)(1)(B)(ii).

(d) **ELIGIBLE SERVICE PROVIDERS.**--To be eligible to receive assistance under this section, an entity shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require. Entities that may apply to carry out activities under this section include--

(1) entities operating Head Start programs under this subchapter;

(2) entities operating Indian Head Start programs or migrant or seasonal Head Start programs; and

(3) other public entities, and nonprofit or for-profit private entities, including community-based and faith-based organizations, capable of providing child and family services that meet the standards for participation in programs under this subchapter and meet such other appropriate requirements relating to the activities under this section as the Secretary may establish.

(e) **SELECTION OF GRANT RECIPIENTS.**-- The Secretary shall award grants under this section on a competitive basis to applicants meeting the criteria specified in subsection (d) (giving priority to entities with a record of providing early, continuous, and comprehensive childhood development and family services).

(f) **DISTRIBUTION.**--In awarding grants to eligible applicants under this section, the Secretary shall--

(1) ensure an equitable national geographic distribution of the grants; and

(2) award grants to applicants proposing to serve communities in rural areas and to applicants proposing to serve communities in urban areas.

(g) **Monitoring, Training, Technical Assistance, and Evaluation-**

(1) **REQUIREMENT-** In order to ensure the successful operation of programs assisted under this section, the Secretary shall use funds **made available under section 640(a)(2)(E)** to monitor the operation of such programs, **and funds made available under section 640(a)(2)(C)(i)(I) to provide training and technical assistance tailored to the particular needs of such programs, consistent with section 640(c).**

(2) **TRAINING AND TECHNICAL ASSISTANCE-**

(A) ACTIVITIES- Of the portion set aside under section **640(a)(2)(C)(i)(I)**--

(i) not less than 50 percent shall be made available to Early Head Start agencies to use directly, which may include, at their

discretion, the establishment of local or regional agreements with community experts, institutions of higher education, or private consultants, for training and technical assistance activities in order to make program improvements identified by such agencies;

(ii) not less than 25 percent shall be available to the Secretary to support a State-based training and technical assistance system, or a national system, described in section 648(e), including infant and toddler specialists, to support Early Head Start agencies, consistent with subparagraph (B); and

(iii) the remainder of such amount shall be made available to the Secretary to assist Early Head Start agencies in meeting and exceeding the standards described in section 641A(a)(1) (directly, or through grants, contracts, or other agreements or arrangements with an entity with demonstrated expertise relating to infants, toddlers, and families) by—

(I) providing ongoing training and technical assistance to Early Head Start agencies, including developing training and technical assistance materials and resources to support program development and improvement and best practices in providing services to children and families served by Early Head Start programs;

(II) supporting a national network of infant and toddler specialists designed to improve the quality of Early Head Start programs;

(III) providing ongoing training and technical assistance on Early Head Start program development and improvement for regional staff charged with monitoring and overseeing the administration of the program carried out under this section; and

(IV) if funds remain after the activities described in subclauses (I), (II), and (III) are carried out, carry out 1 or more of the following activities:

(aa) Providing support and program planning and implementation assistance for new Early Head Start agencies, including for agencies who want to use funds as described in section 645(a)(5) to serve infants and toddlers.

(bb) Creating special training and technical assistance initiatives targeted to serving high-risk populations, such as children in the child welfare system and homeless children.

(cc) Providing professional development designed to increase program participation for underserved populations of eligible children.

(B) CONTRACTS- For the purposes of supporting a State-based system, as described in subparagraph (A)(ii), that will meet the needs of Early Head Start agencies and provide high-quality, sustained, and intensive training and technical assistance on programming for infants and toddlers to Early Head Start agencies, and in order to help such agencies meet or exceed the standards described in section 641A(a)(1), the Secretary shall--

(i) use funds reserved under subparagraph (A)(ii) in combination with funds reserved under section 640(a)(2)(C)(i)(II)(bb) to ensure the contracts described in section 648(e)(1) provide for a minimum of 1 full-time specialist with demonstrated expertise in the development of infants and toddlers; and

(ii) ensure that such contracts and the services provided in the contracts are integrated with and augment the contracts awarded and services provided under section 648(e);

(h) Center-Based Staff- The Secretary shall--

(1) ensure that, not later than September 30, 2010, all teachers providing direct services to children and families participating in Early Head Start programs located in Early Head Start centers, have a minimum of a child development associate credential, and have been trained (or have equivalent coursework) in early childhood development; and

(2) establish staff qualification goals to ensure that not later than September 30, 2012, all such teachers have been trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler development.

(i) Staff Qualifications and Development-

(1) HOME VISITOR STAFF STANDARDS- In order to further enhance the quality of home visiting services provided to families of children participating in home-based, center-based, or combination program options

under this subchapter, the Secretary shall establish standards for training, qualifications, and the conduct of home visits for home visitor staff in Early Head Start programs.

(2) CONTENTS OF STANDARDS- The standards for training, qualifications, and the conduct of home visits shall include content related to—

(A) structured child-focused home visiting that promotes parents' ability to support the child's cognitive, social, emotional, and physical development;

(B) effective strengths-based parent education, including methods to encourage parents as their child's first teachers;

(C) early childhood development with respect to children from birth through age 3;

(D) methods to help parents promote emergent literacy in their children from birth through age 3, including use of research-based strategies to support the development of literacy and language skills for children who are limited English proficient;

(E) ascertaining what health and developmental services the family receives and working with providers of these services to eliminate gaps in service by offering annual health, vision, hearing, and developmental screening for children from birth to entry into kindergarten, when needed;

(F) strategies for helping families coping with crisis; and

(G) the relationship of health and well-being of pregnant women to prenatal and early child development.

Sec. 646. APPEALS, NOTICE, AND HEARING
[42 U.S.C. 9841]

(a) The Secretary shall prescribe --

(1) procedures to assure that special notice of and an opportunity for a timely and expeditious appeal to the Secretary will be provided for an agency or organization which desires to serve as a delegate agency under this subchapter and whose application to the Head start agency has been wholly or substantially rejected or has not been acted upon within a period of time deemed reasonable by the Secretary, in accordance with regulations which the Secretary shall prescribe;

(2) procedures to assure that financial assistance under this subchapter shall not be suspended, except in emergency situations, unless the recipient agency has

been given reasonable notice and opportunity to show cause why such action should not be taken;

(3) procedures to assure that financial assistance under this subchapter may be terminated or reduced, and an application for refunding may be denied, after the recipient has been afforded reasonable notice and opportunity for a full and fair hearing including--

(A) a right to file a notice of appeal of a decision not later than 30 days after notice of the decision from the Secretary; and

(B) access to a full and fair hearing of the appeal, not later than 120 days after receipt by the Secretary of the notice of appeal;

(4) procedures (including mediation procedures) are developed and published, to be used in order to--

(A) resolve in a timely manner conflicts potentially leading to an adverse action between--

(i) recipients of financial assistance under this subchapter; and

(ii) delegate agencies, or policy councils of Head Start agencies;

(B) avoid the need for an administrative hearing on an adverse action; and

(C) prohibit a Head Start agency from expending financial assistance awarded under this subchapter for the purpose of paying legal fees, or other costs incurred, pursuant to an appeal under paragraph (3);

(5) procedures to assure that the Secretary may suspend financial assistance to a recipient under this subchapter--

(A) except as provided in subparagraph (B), for not more than 30 days; or

(B) in the case of a recipient under this subchapter that has multiple and recurring deficiencies for 180 days or more and has not made substantial and significant progress toward meeting the goals of the grantee's quality improvement plan or eliminating all deficiencies identified by the Secretary, during the hearing of an appeal described in paragraph (3), for any amount of time; and

(6) procedures to assure that in cases where a Head Start agency prevails in a decision under paragraph (4), the Secretary may determine and provide a reimbursement to the Head Start agency for fees deemed reasonable and customary

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(b) In prescribing procedures for the mediation described in subsection (a)(4), the Secretary shall specify--

- (1) the date by which a Head Start agency engaged in a conflict described in subsection (a)(4) will notify the appropriate regional office of the Department of the conflict; and
- (2) a reasonable period for the mediation.

(c) The Secretary shall also specify--

- (1) a timeline for an administrative hearing, if necessary, on an adverse action; and
- (2) a timeline by which the person conducting the administrative hearing shall issue a decision based on the hearing.

(d) In any case in which a termination, reduction, or suspension of financial assistance under this subchapter is upheld in an administrative hearing under this section, such termination, reduction, or suspension shall not be stayed pending any judicial appeal of such administrative decision.

(e)(1) The Secretary shall by regulation specify a process by which an Indian tribe may identify and establish an alternative agency, and request that the alternative agency be designated under section 641 as the Head Start agency providing services to the tribe, if--

- (A) the Secretary terminates financial assistance under section 646 to the only agency that was receiving financial assistance to provide Head Start services to the Indian tribe; and
- (B) the tribe would otherwise be precluded from providing such services to the members of the tribe.

(2) The regulation required by this subsection shall prohibit such designation of an alternative agency that includes an employee who--

- (A) served on the administrative staff or program staff of the agency described in paragraph (1)(A); and
- (B) was responsible for a deficiency that--
 - (i) relates to the performance standards or financial management standards described in section 641A(a)(1); and
 - (ii) was the basis for the termination of financial assistance described in paragraph (1)(A);

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(b) In prescribing procedures for the mediation described in subsection (a)(4), the Secretary shall specify--

- (1) the date by which a Head Start agency engaged in a conflict described in subsection (a)(4) will notify the appropriate regional office of the Department of the conflict; and
- (2) a reasonable period for the mediation.

(c) The Secretary shall also specify--

- (1) a timeline for an administrative hearing, if necessary, on an adverse action; and
- (2) a timeline by which the person conducting the administrative hearing shall issue a decision based on the hearing.

(d) In any case in which a termination, reduction, or suspension of financial assistance under this subchapter is upheld in an administrative hearing under this section, such termination, reduction, or suspension shall not be stayed pending any judicial appeal of such administrative decision.

(e)(1) The Secretary shall by regulation specify a process by which an Indian tribe may identify and establish an alternative agency, and request that the alternative agency be designated under section 641 as the Head Start agency providing services to the tribe, if--

- (A) the Secretary terminates financial assistance under section 646 to the only agency that was receiving financial assistance to provide Head Start services to the Indian tribe; and
- (B) the tribe would otherwise be precluded from providing such services to the members of the tribe.

(2) The regulation required by this subsection shall prohibit such designation of an alternative agency that includes an employee who--

- (A) served on the administrative staff or program staff of the agency described in paragraph (1)(A); and
- (B) was responsible for a deficiency that--
 - (i) relates to the performance standards or financial management standards described in section 641A(a)(1); and
 - (ii) was the basis for the termination of financial assistance described in paragraph (1)(A);

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as determined by the Secretary after providing the notice and opportunity described in subsection (a)(3).

Sec. 647. RECORDS AND AUDITS

[42 U.S.C. 9842]

(a) Each recipient of financial assistance under this subchapter shall keep such records as the Secretary shall prescribe, including records which fully disclose the amount and disposition by such recipient of the proceeds of such financial assistance, the total cost of the project or undertaking in connection with which such financial assistance is given or used, the amount of that portion of the cost of the project or undertaking supplied by other sources, and such other records as will facilitate an effective audit.

(b) The Secretary and the Comptroller General of the United States, or any of their duly authorized representatives, shall have access for the purpose of audit and examination to any books, documents, papers, and records of the recipients that are pertinent to the financial assistance received under this subchapter.

(c) Each recipient of financial assistance under this subchapter shall—

(1) maintain, and annually submit to the Secretary, a complete accounting of the recipient's administrative expenses (including a detailed statement identifying the amount of financial assistance provided under this subchapter used to pay expenses for salaries and compensation and the amount (if any) of other funds used to pay such expenses);

(2) not later than 30 days after the date of completion of an audit conducted in the manner and to the extent provided in chapter 75 of title 31, United States Code (commonly known as the Single Audit Act of 1984'), submit to the Secretary a copy of the audit management letter and of any audit findings as they relate to the Head Start program; and

(3) provide such additional documentation as the Secretary may require.

Sec. 648. TECHNICAL ASSISTANCE AND TRAINING.

[42 U.S.C. 9843]

(a) **Secretarial Training and Technical Assistance-**

(1) **AUTHORITY-** From the funds provided under section 640(a)(2)(C)(i), the Secretary shall provide, directly or through grants, contracts, or other agreements or arrangements as the Secretary considers appropriate, technical assistance and training for Head Start programs for the purposes of improving program quality and helping prepare children to succeed in school.

(2) PROCESS- The process for determining the technical assistance and training activities to be carried out under this section shall--

(A) ensure that the needs of local Head Start agencies and programs relating to improving program quality and to program expansion are addressed to the maximum extent practicable; and

(B) incorporate mechanisms to ensure responsiveness to local needs, including an ongoing procedure for obtaining input from the individuals and agencies carrying out Head Start programs.

(3) ACTIVITIES- In providing training and technical assistance and for allocating resources for such assistance under this section, the Secretary shall--

(A) give priority consideration to--

(i) activities to correct program and management deficiencies identified through reviews carried out pursuant to section 641A(c) (including the provision of assistance to local programs in the development of quality improvement plans under section 641A(d)(2));

(ii) assisting Head Start agencies in ensuring the school readiness of children; and

(iii) activities that supplement those funded with amounts provided under section 640(a)(5)(B) to address the training and career development needs of classroom staff (including instruction for providing services to children with disabilities, and for activities described in section 1222(d) of the Elementary and Secondary Education Act of 1965), and non-classroom staff, including home visitors and other staff working directly with families, including training relating to increasing parent involvement and services designed to increase family literacy and improve parenting skills; and

(B) to the maximum extent practicable--

(i) assist Head Start agencies in the development of collaborative initiatives with States and other entities within the States, to foster effective professional development systems for early childhood education and development services;

(ii) provide technical assistance and training, either directly or through a grant, contract, or cooperative agreement with

an entity that has experience in the development and operation of successful family literacy services programs, for the purpose of--

(I) assisting Head Start agencies providing family literacy services, in order to improve the quality of such family literacy services; and

(II) enabling those Head Start agencies that demonstrate effective provision of family literacy services, based on improved outcomes for children and their parents, to provide technical assistance and training to other Head Start agencies and to service providers that work in collaboration with such agencies to provide family literacy services;

(iii) assist Head Start agencies and programs in conducting and participating in communitywide strategic planning and needs assessments, including the needs of homeless children and their families, and in conducting self-assessments;

(iv) assist Head Start agencies and programs in developing and implementing full-working-day and full calendar year programs where community need is clearly identified and making the transition to such programs, with particular attention to involving parents and programming for children throughout the day, and assist the agencies and programs in expediting the sharing of information about innovative models for providing full-working-day, full calendar year services for children;

(v) assist Head Start agencies in better serving the needs of families with very young children, including providing support and program planning and implementation assistance for Head Start agencies that apply to serve or are serving additional infants and toddlers, in accordance with section 645(a)(5);

(vi) assist Head Start agencies and programs in the development of sound management practices, including financial management procedures;

(vii) assist in efforts to secure and maintain adequate facilities for Head Start programs;

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(viii) assist Head Start agencies in developing innovative program models, including mobile and home-based programs;

(ix) provide support for Head Start agencies (including policy councils and policy committees) that meet the standards described in section 641A(a) but that have, as documented by the Secretary through reviews conducted pursuant to section 641A(c), programmatic, quality, and fiscal issues to address;

(x) assist Head Start agencies and programs in improving outreach to, increasing program participation of, and improving the quality of services available to meet the unique needs of--

(I) homeless children;

(II) limited English proficient children and their families, particularly in communities that have experienced a large percentage increase in the population of limited English proficient individuals, as measured by the Bureau of the Census; and

(III) children with disabilities, particularly if such program's enrollment opportunities or funded enrollment for children with disabilities is less than 10 percent;

(xi) assist Head Start agencies and programs to increase the capacity of classroom staff to meet the needs of eligible children in Head Start classrooms that are serving both children with disabilities and children without disabilities;

(xii) assist Head Start agencies and programs to address the unique needs of programs located in rural communities, including--

(I) removing barriers related to the recruitment and retention of Head Start teachers in rural communities;

(II) developing innovative and effective models of professional development for improving staff qualifications and skills for staff living in rural communities;

(III) removing barriers related to outreach efforts to eligible families in rural communities;

(IV) removing barriers to parent involvement in Head Start programs in rural communities;

(V) removing barriers to providing home visiting services in rural communities; and

(VI) removing barriers to obtaining health screenings for Head Start participants in rural communities;

(xiii) provide training and technical assistance to members of governing bodies, policy councils, and, as appropriate, policy committees, to ensure that the members can fulfill their functions;

(xiv) provide activities that help ensure that Head Start programs have qualified staff who can promote prevention of childhood obesity by integrating developmentally appropriate research-based initiatives that stress the importance of physical activity and healthy, nutritional choices in daily classroom and family routines;

(xv) assist Indian Head Start agencies to provide on-site and off-site training to staff, using approaches that identify and enhance the positive resources and strengths of Indian children and families, to improve parent and family engagement and staff development, particularly with regard to child and family development; and

(xvi) assisting Head Start agencies in selecting and using the measures described in section 641A(b).

(b) Additional Support- The Secretary shall provide, either directly or through grants, contracts or other arrangements, funds from section 640(a)(2)(C)(i)(II)(cc) to—

(1) support an organization to administer a centralized child development and national assessment program leading to recognized credentials for personnel working in early childhood education and development programs; and

(2) support training for personnel—

(A) providing services to **limited English proficient children and their families** (including services to promote the acquisition of the English language);

(B) providing services to **children determined to be abused or neglected or children referred by or receiving child welfare services**;

(C) in helping children cope with community violence;

(D) to recognize common health, including mental health, problems in children for appropriate referral;

(E) to address the needs of children with disabilities and their families;

(F) to address the needs of migrant and seasonal farmworker families; and

(G) to address the needs of homeless families.

(c) **Outreach-** The Secretary shall develop and implement a program of outreach to recruit and train professionals from diverse backgrounds to become Head Start teachers in order to reflect the communities in which Head Start children live and to increase the provision of quality services and instruction to children with diverse backgrounds.

(d) **Funds to Agencies-** Funds made available under section 640(a)(2)(C)(i)(II)(aa) shall be used by a Head Start agency to provide high-quality, sustained, and intensive training and technical assistance as follows:

(1) For 1 or more of the following:

(A) Activities that ensure that Head Start programs meet or exceed the standards described in section 641A(a)(1).

(B) Activities that ensure that Head Start programs have adequate numbers of trained, qualified staff who have skills in working with children and families, including children and families who are limited English proficient and children with disabilities and their families.

(C) Activities to improve the management and implementation of Head Start services and systems, including direct training for expert consultants working with staff.

(D) Activities that help ensure that Head Start programs have qualified staff who can promote language skills and literacy growth of children and who can provide children with a variety of skills that have been identified as predictive of later reading achievement, school success, and the skills, knowledge, abilities, development, and progress described in section 641A(a)(1)(B)(ii).

(E) Activities to improve staff qualifications and to assist with the implementation of career development programs and to encourage the staff to continually improve their skills and expertise, including developing partnerships with programs that recruit, train, place, and support college students in Head Start centers to deliver an innovative early learning program to preschool children.

(F) Activities that help local programs ensure that the arrangement, condition, and implementation of the learning environments in Head Start programs are conducive to providing effective program services to children and families.

(G) Activities to provide training necessary to improve the qualifications of Head Start staff and to support staff training, child counseling, health services, and other services necessary to address the needs of children enrolled in Head Start programs, including children from families in crises, children who experience chronic violence or homelessness, children who experience substance abuse in their families, and children under 3 years of age, where applicable.

(H) Activities to provide classes or in-service-type programs to improve or enhance parenting skills, job skills, and adult and family literacy, including financial literacy, or training to become a classroom aide or bus driver in a Head Start program.

(I) Additional activities deemed appropriate to the improvement of Head Start programs, as determined by the technical assistance and training plans of the Head Start agencies.

(2) To support enhanced early language and literacy development of children in Head Start programs, and to provide the children with high-quality oral language skills and with environments that are rich in literature in which to acquire language and early literacy skills. Each Head Start agency, in consultation with the State-based training and technical assistance system, as appropriate, shall ensure that--

(A) all of the agency's Head Start teachers receive ongoing training in language and emergent literacy (referred to in this subsection as literacy training'), including appropriate curricula and assessment to improve instruction and learning;

(B) such literacy training shall include training in methods to promote vocabulary development and phonological awareness (including phonemic awareness) in a developmentally, culturally, and linguistically appropriate manner and support children's development in their native language;

(C) the literacy training shall include training in how to work with parents to enhance positive language and early literacy development at home;

(D) the literacy training shall include specific methods to best address the needs of children who are limited English proficient;

(E) the literacy training shall include training on how to best address the language and literacy needs of children with disabilities, including training on how to work with specialists in language development; and

(F) the literacy training shall be tailored to the early childhood literacy background and experience of the teachers involved;

except that funds made available under section 640(a)(2)(C)(i) shall not be used for long-distance travel expenses for training activities available locally or regionally or for training activities substantially similar to locally or regionally available training activities.

(e) State-Based Training and Technical Assistance System- For the purposes of delivering a State-based training and technical assistance system (which may include a consortium of 2 or more States within a region) or a national system in the case of migrant or seasonal Head Start and Indian Head Start programs, as described in section 640(a)(2)(C)(i)(II)(bb), that will meet the needs of local grantees, as determined by such grantees, and provide high-quality, sustained, and intensive training and technical assistance to Head Start agencies and programs in order to improve their capacity to deliver services that meet or exceed the standards described in section 641A(a)(1), the Secretary shall--

(1) enter into contracts in each State with 1 or more entities that have a demonstrated expertise in supporting the delivery of high-quality early childhood education and development programs, except that contracts for a consortium of 2 or more States within a geographic

region may be entered into if such a system is more appropriate to better meet the needs of local grantees within a region, as determined by such grantees;

(2) ensure that the entities described in subparagraph (1) determine the types of services to be provided through consultation with--

(A) local Head Start agencies (including Indian Head Start agencies and migrant or seasonal Head Start agencies, as appropriate);

(B) the State Head Start collaboration office; and

(C) the State Head Start Association;

(3) encourage States to supplement the funds authorized in section 640(a)(2)(C)(i)(II)(bb) with Federal, State, or local funds other than funds made available under this subchapter, to expand training and technical assistance activities beyond Head Start agencies to include other providers of other early childhood education and development programs within a State;

(4) provide a report to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, not later than 90 days after the end of the fiscal year, summarizing the funding for such contracts and the activities carried out thereunder;

(5) periodically evaluate the effectiveness of the delivery of services in each State in promoting program quality; and

(6) ensure that in entering into such contracts as described in paragraph (1), such entities will address the needs of grantees in both urban and rural communities.

(f) **Indoor Air Quality-** The Secretary shall consult with appropriate Federal agencies and other experts, as appropriate, on issues of air quality related to children's health and inform Head Start agencies of existing programs or combination of programs that provide methods for improving indoor air quality.

(g) **Career Advancement Partnership Program-**

(1) **AUTHORITY-** From amounts allocated under section 640(a)(2)(C) the Secretary is authorized to award demonstration grants, for a period of not less than 5 years, to historically Black colleges and universities, Hispanic-serving institutions, and Tribal Colleges and Universities--

(A) to implement education programs that increase the number of associate, baccalaureate, and graduate degrees in early childhood education and related fields that are earned by Head Start agency staff members, parents of children served by such agencies, and members of the communities involved;

(B) to provide assistance for stipends and costs related to tuition, fees, and books for enrolling Head Start agency staff members, parents of children served by such an agency, and members of the communities involved in courses required to complete the degree and certification requirement to become teachers in early childhood education and related fields;

(C) to develop program curricula to promote high-quality services and instruction to children with diverse backgrounds, including--

(i) in the case of historically Black colleges and universities, to help Head Start Agency staff members develop skills and expertise needed to teach in programs serving large numbers of African American children;

(ii) in the case of Hispanic-serving institutions, programs to help Head Start Agency staff members develop skills and expertise needed to teach in programs serving large numbers of Hispanic children, including programs to develop the linguistic skills and expertise needed to teach in programs serving a large number of children with limited English proficiency; and

(iii) in the case of Tribal Colleges and Universities, to help Head Start Agency staff members develop skills and expertise needed to teach in programs serving large numbers of Indian children, including programs concerning tribal culture and language;

(D) to provide other activities to upgrade the skills and qualifications of educational personnel to meet the professional standards in subsection (a) to better promote high-quality services and instruction to children and parents from populations served by historically Black colleges and universities, Hispanic-serving institutions, or Tribal Colleges and Universities;

(E) to provide technology literacy programs for Indian Head Start agency staff members and families of children served by such agency; and

(F) to develop and implement the programs described under subparagraph (A) in technology-mediated formats, including through such means as distance learning and use of advanced technology, as appropriate.

(2) OTHER ASSISTANCE- The Secretary shall, using resources within the Department of Health and Human Services--

(A) provide appropriate technical assistance to historically Black colleges and universities, Hispanic-serving institutions, and Tribal Colleges and Universities receiving grants under this section, including coordinating with the White House Initiative on historically Black colleges and universities; and

(B) ensure that the American Indian Programs Branch of the Office of Head Start of the Administration for Children and Families of the Department of Health and Human Services can effectively administer the programs under this section and provide appropriate technical assistance to Tribal Colleges and Universities under this section.

(3) APPLICATION- Each historically Black college or university, Hispanic-serving institution, or Tribal College or University desiring a grant under this section shall submit an application, in partnership with at least 1 Head Start agency enrolling large numbers of students from the populations served by historically Black colleges and universities, Hispanic-serving institutions, or Tribal Colleges and Universities, to the Secretary, at such time, in such manner, and containing such information as the Secretary may require, including a certification that the institution of higher education has established a formal partnership with 1 or more Head Start agencies for the purposes of conducting the activities described in paragraph (1).

(4) DEFINITIONS- In this subsection:

(A) The term "Hispanic-serving institution" has the meaning given such term in section 502 of the Higher Education Act of 1965 (20 U.S.C. 1101a).

(B) The term "historically Black college or university" has the meaning given the term part B institution' in section 322(2) of the Higher Education Act of 1965 (20 U.S.C. 1061(2)).

(C) The term "Tribal College or University" has the meaning given such term in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c(b)).

(5) TEACHING REQUIREMENT- A student at an institution receiving a grant under this subsection who receives assistance under a program funded under this subsection shall teach in a center-based Head Start program for a period of time equivalent to the period for which they received assistance or shall repay such assistance.

Sec. 648A. **STAFF QUALIFICATIONS AND DEVELOPMENT**
[42 U.S.C. 9843a]

(a) Classroom Teachers-

(1) PROFESSIONAL REQUIREMENTS- The Secretary shall ensure that each Head Start classroom in a center-based program is assigned 1 teacher who has demonstrated competency to perform functions that include--

(A) planning and implementing learning experiences that advance the intellectual and physical development of children, including improving the readiness of children for school by developing their literacy, phonemic, and print awareness, their understanding and use of language, their understanding and use of increasingly complex and varied vocabulary, their appreciation of books, **their understanding of early math and early science**, their problem-solving abilities, **and their approaches to learning**;

(B) establishing and maintaining a safe, healthy learning environment;

(C) supporting the social and emotional development of children; and

(D) encouraging the involvement of the families of the children in a Head Start program and supporting the development of relationships between children and their families.

(2) DEGREE REQUIREMENTS-

(A) HEAD START TEACHERS- The Secretary shall ensure that not later than September 30, 2013, at least 50 percent of Head Start teachers nationwide in center-based programs have—

(i) a baccalaureate or advanced degree in early childhood education; or

(ii) a baccalaureate or advanced degree **and coursework equivalent to a major relating to early childhood education**, with experience teaching preschool-age children.

(B) ADDITIONAL STAFF- The Secretary shall ensure that, not later than September 30, 2013, all--

(i) Head Start education coordinators, including those that serve as curriculum specialists, nationwide in center-based programs--

(I) have the capacity to offer assistance to other teachers in the implementation and adaptation of curricula to the group and individual needs of children in a Head Start classroom; and

(II) have--

(aa) a baccalaureate or advanced degree in early childhood education; or

(bb) a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children; and

(ii) Head Start teaching assistants nationwide in center-based programs have--

(I) at least a child development associate credential;

(II) enrolled in a program leading to an associate or baccalaureate degree; or

(III) enrolled in a child development associate credential program to be completed within 2 years.

(C) PROGRESS-

(i) IMPLEMENTATION- The Secretary shall—

(I) require Head Start agencies to--

(aa) describe continuing progress each year toward achieving the goals described in subparagraphs (A) and (B); and

(bb) annually submit to the Secretary a report indicating the number and

percentage of classroom personnel described in subparagraphs (A) and (B) in center-based programs with child development associate credentials or associate, baccalaureate, or advanced degrees;

(II) compile and submit a summary of all program reports described in subclause (I)(bb) to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate; and

(III) not impose any penalties or sanctions on any individual Head Start agency, program, or staff in the monitoring of local agencies and programs under this subchapter not meeting the requirements of subparagraph (A) or (B).

(D) CONSTRUCTION- In this paragraph a reference to a Head Start agency, or its program, services, facility, or personnel, shall not be considered to be a reference to an Early Head Start agency, or its program, services, facility, or personnel.

(3) ALTERNATIVE CREDENTIALING AND DEGREE

REQUIREMENTS- The Secretary shall ensure that, for center-based programs, each Head Start classroom that does not have a teacher who meets the qualifications described in clause (i) or (ii) of paragraph (2)(A) is assigned one teacher who has the following during the period specified:

(A) Through September 30, 2011--

- (i) a child development associate credential that is appropriate to the age of children being served in center-based programs;
- (ii) a State-awarded certificate for preschool teachers that meets or exceeds the requirements for a child development associate credential;
- (iii) an associate degree in early childhood education;
- (iv) an associate degree in a related field and coursework equivalent to a major relating to early

childhood education, with experience teaching preschool-age children; or

(v) a baccalaureate degree and has been admitted into the Teach For America program, passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach For America summer training institute that includes teaching preschool children, and is receiving ongoing professional development and support from Teach For America's professional staff.

(B) As of October 1, 2011--

(i) an associate degree in early childhood education;

(ii) an associate degree in a related field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children; or

(iii) a baccalaureate degree and has been admitted into the Teach For America program, passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach For America summer training institute that includes teaching preschool children, and is receiving ongoing professional development and support from Teach For America's professional staff.

(4) WAIVER- On request, the Secretary shall grant--

(A) through September 30, 2011, a 180-day waiver ending on or before September 30, 2011, of the requirements of paragraph (3)(A) for a Head Start agency that can demonstrate that the agency has attempted unsuccessfully to recruit an individual who has the qualifications described in any of clauses (i) through (iv) of paragraph (3)(A) with respect to an individual who--

(i) is enrolled in a program that grants a credential, certificate, or degree described in clauses (i) through (iv) of paragraph (3)(A); and

(ii) will receive such credential, certificate, or degree under the terms of such program not later than 180 days after beginning employment as a teacher with such agency; and

(B) as of October 1, 2011, a 3-year waiver of the requirements of paragraph (3)(B) for a Head Start agency that can demonstrate that--

(i) the agency has attempted unsuccessfully to recruit an individual who has the qualifications described in clause (i) or (ii) of such paragraph, with respect to an individual who is enrolled in a program that grants a degree described in clause (i) or (ii) of such paragraph and will receive such degree in a reasonable time; and

(ii) each Head Start classroom has a teacher who has, at a minimum--

(I) a child development associate credential that is appropriate to the age of children being served in center-based programs; or

(II) a State-awarded certificate for preschool teachers that meets or exceeds the requirements for a child development associate credential.

(5) TEACHER IN-SERVICE REQUIREMENT- Each Head Start teacher shall attend not less than 15 clock hours of professional development per year. Such professional development shall be high-quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and regularly evaluated by the program for effectiveness.

(6) SERVICE REQUIREMENTS- The Secretary shall establish requirements to ensure that, in order to enable Head Start agencies to comply with the requirements of paragraph (2)(A), individuals who receive financial assistance under this subchapter to pursue a degree described in paragraph (2)(A) shall--

(A) teach or work in a Head Start program for a minimum of 3 years after receiving the degree; or

(B) repay the total or a prorated amount of the financial assistance received based on the length of service completed after receiving the degree.

(7) USE OF FUNDS- The Secretary shall require that any Federal funds provided directly or indirectly to comply with paragraph (2)(A) shall be used toward degrees awarded by an institution of higher education, as defined by section 101 or 102 of the Higher Education Act of 1965 (20 U.S.C. 1001, 1002).

(b) MENTOR TEACHERS.--

(1) DEFINITION; FUNCTION.--For purposes of this subsection, the term "mentor teacher" means an individual responsible for observing and assessing the classroom activities of a Head Start program and providing on-the-job guidance and training to the Head Start program staff and volunteers, in order to improve the qualifications and training of classroom staff, to maintain high quality education services, and to promote career development, in Head Start programs.

(2) REQUIREMENT.--In order to assist Head Start agencies in establishing positions for mentor teachers, the Secretary shall--

(A) provide technical assistance and training to enable Head Start agencies to establish such positions;

(B) give priority consideration, in providing assistance pursuant to subparagraph (A), to Head Start programs that have substantial numbers of new classroom staff or that are experiencing difficulty in meeting applicable education standards;

(C) encourage Head Start programs to give priority consideration for such positions to Head Start teachers at the appropriate level of career advancement in such programs; and

(D) promote the development of model curricula, designed to ensure the attainment of appropriate competencies of mentor teachers in Head Start programs.

(c) Family Service Workers- To improve the quality and effectiveness of staff providing in-home and other services (including needs assessment, development of service plans, family advocacy, and coordination of service delivery) to families of children participating in Head Start programs, the Secretary, in coordination with concerned public and private agencies and organizations examining the issues of standards and training for family service workers, shall--

(1) review and, as necessary, revise or develop new qualification standards for Head Start staff providing such services;

(2) review, and as necessary, revise or develop maximum caseload requirements, as suggested by best practices;

(3) promote the development of model curricula (on subjects including parenting training and family literacy) designed to ensure the attainment of appropriate competencies by individuals working or planning to work in the field of early childhood and family services;

(4) promote the establishment of a credential that indicates attainment of the competencies and that is accepted nationwide; and

(5) promote the use of appropriate strategies to meet the needs of special populations (including populations of limited English proficient children).

(d) HEAD START FELLOWSHIPS.--

(1) AUTHORITY.--The Secretary may establish a program of fellowships, to be known as Head Start Fellowships', in accordance with this subsection. The Secretary may award the fellowships to individuals, to be known as Head Start Fellows', who are staff in local Head Start programs or other individuals working in the field of child development and family services.

(2) PURPOSE.--The fellowship program established under this subsection shall be designed to enhance the ability of Head Start Fellows to make significant contributions to programs authorized under this subchapter, by providing opportunities to expand their knowledge and experience through exposure to activities, issues, resources, and new approaches, in the field of child development and family services.

(3) ASSIGNMENTS OF FELLOWS.--

(A) PLACEMENT SITES.--Fellowship positions under the fellowship program may be located (subject to subparagraphs (B) and (C))--

(i) in agencies of the Department of Health and Human Services administering programs authorized under this subchapter (in national or regional offices of such agencies);

(ii) in local Head Start agencies and programs;

(iii) in institutions of higher education;

(iv) in public or private entities and organizations concerned with services to children and families; and

(v) in other appropriate settings.

(B) LIMITATION FOR FELLOWS OTHER THAN HEAD START EMPLOYEES.--A Head Start Fellow who is not an employee of a local Head Start agency or program may be placed only in a fellowship position located in an agency or program specified in clause (i) or (ii) of subparagraph (A).

(C) NO PLACEMENT IN LOBBYING ORGANIZATIONS.--Head Start Fellowship positions may not be located in any agency (**including a center**) whose primary purpose, or one of whose major purposes, is to influence Federal, State, or local legislation.

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(4) SELECTION OF FELLOWS.--Head Start Fellowships shall be awarded on a competitive basis to individuals (other than Federal employees) selected from among applicants who are working, on the date of application, in local Head Start programs or otherwise working in the field of child development and children and family services.

(5) DURATION.--Head Start Fellowships shall be for terms of 1 year, and may be renewed for a term of 1 additional year.

(6) AUTHORIZED EXPENDITURES.--From amounts made available under section 640(a)(2)(E), the Secretary is authorized to make expenditures of not to exceed \$1,000,000 for any fiscal year, for stipends and other reasonable expenses of the fellowship program.

(7) STATUS OF FELLOWS.--Except as otherwise provided in this paragraph, Head Start Fellows shall not be considered to be employees or otherwise in the service or employment of the Federal Government. Head Start Fellows shall be considered to be employees for purposes of compensation for injuries under chapter 81 of title 5, United States Code. Head Start Fellows assigned to positions located in agencies specified in paragraph (3)(A)(i) shall be considered employees in the executive branch of the Federal Government for the purposes of chapter 11 of title 18, United States Code, and for purposes of any administrative standards of conduct applicable to the employees of the agency to which they are assigned.

(8) REGULATIONS.--The Secretary shall promulgate regulations to carry out this subsection.

(e) MODEL STAFFING PLANS.--Not later than 1 year after the date of enactment of this subsection, the Secretary, in consultation with appropriate public agencies, private agencies, and organizations and with individuals with expertise in the field of children and family services, shall develop model staffing plans to provide guidance to local Head Start agencies and programs on the numbers, types, responsibilities, and qualifications of staff required to operate a Head Start program.

(f) Professional Development Plans- Each Head Start agency and program shall create, in consultation with an employee, a professional development plan for all full-time Head Start employees who provide direct services to children and shall ensure that such plans are regularly evaluated for their impact on teacher and staff effectiveness. The agency and the employee shall implement the plan to the extent feasible and practicable.

(g) Staff Recruitment and Selection Procedures- Before a Head Start agency employs an individual, such agency shall--

(1) conduct an interview of such individual;

(2) verify the personal and employment references provided by such individual; and

(3) obtain--

(A) a State, tribal, or Federal criminal record check covering all jurisdictions where the grantee provides Head Start services to children;

(B) a State, tribal, or Federal criminal record check as required by the law of the jurisdiction where the grantee provides Head Start services; or

(C) a criminal record check as otherwise required by Federal law.

Sec. 649. RESEARCH, DEMONSTRATIONS, AND EVALUATION
[42 U.S.C. 9844]

(a) IN GENERAL.--

(1) REQUIREMENT; GENERAL PURPOSES.--The Secretary shall carry out a continuing program of research, demonstration, and evaluation activities, in order to--

(A) foster continuous improvement in the quality of the Head Start programs under this subchapter and in their effectiveness in enabling participating children and their families to succeed in school and otherwise; and

(B) use the Head Start programs to develop, test, and disseminate new ideas based on existing scientifically valid research, for addressing the needs of low-income preschool children (including children with disabilities, homeless children, children who have been abused or neglected, and children in foster care) and their families and communities (including demonstrations of innovative non-center-based program models such as home-based and mobile programs), and otherwise to further the purposes of this subchapter.

(2) PLAN.--The Secretary shall develop, and periodically update, a plan governing the research, demonstration, and evaluation activities under this section.

(b) CONDUCT OF RESEARCH, DEMONSTRATION, AND EVALUATION ACTIVITIES.--The Secretary, in order to conduct research, demonstration, and evaluation activities under this section--

(1) may carry out such activities directly, or through grants to, or contracts or cooperative agreements with, public or private entities;

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(2) shall, to the extent appropriate, undertake such activities in collaboration with other Federal agencies, and with non-Federal agencies, conducting similar activities;

(3) shall ensure that evaluation of activities in a specific program or project is conducted by persons not directly involved in the operation of such program or project;

(4) may require Head Start agencies to provide for independent evaluations;

(5) may approve, in appropriate cases, community-based cooperative research and evaluation efforts to enable Head Start programs to collaborate with qualified researchers not directly involved in program administration or operation; and

(6) may collaborate with organizations with expertise in inclusive educational strategies for preschoolers with disabilities.

(c) CONSULTATION AND COLLABORATION.--In carrying out activities under this section, the Secretary shall--

(1) consult with--

(A) individuals from relevant academic disciplines;

(B) individuals who are involved in the operation of Head Start programs and individuals who are involved in the operation of other child and family service programs; and

(C) individuals from other Federal agencies, and individuals from organizations, involved with children and families, ensuring that the individuals described in this subparagraph reflect the multicultural nature of the children and families served by the Head Start programs and the multidisciplinary nature of the Head Start programs;

(2) whenever feasible and appropriate, obtain the views of persons participating in and served by programs and projects assisted under this subchapter with respect to activities under this section; and

(3) establish, to the extent appropriate, working relationships with the faculties of institutions of higher education, as defined in section 1201(a) of the Higher Education Act of 1965 (20 U.S.C. 1141(a)), located in the area in which any evaluation under this section is being conducted, unless there is no such institution of higher education willing and able to participate in such evaluation.

(d) SPECIFIC OBJECTIVES.--The research, demonstration, and evaluation activities under this subchapter shall include components designed to--

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- (1) permit ongoing assessment of the quality and effectiveness of the programs under this subchapter;
- (2) establish evaluation methods that measure the effectiveness and impact of family literacy services program models, including models for the integration of family literacy services with Head Start services;
- (3) contribute to developing knowledge concerning factors associated with the quality and effectiveness of Head Start programs and in identifying ways in which services provided under this subchapter may be improved;
- (4) assist in developing knowledge concerning the factors that promote or inhibit healthy development and effective functioning of children and their families both during and following participation in a Head Start program;
- (5)(A) identify successful strategies that promote good oral health and provide effective linkages to quality dental services through pediatric dental referral networks, for infants and toddlers participating in Early Head Start programs and children participating in other Head Start programs; and**
 - (B) identify successful strategies that promote good vision health through vision screenings for such infants, toddlers, and children, and referrals for appropriate followup care for those identified as having a vision problem;**
- (6) permit comparisons of children and families participating in Head Start programs with children and families receiving other child care, early childhood education, or child development services and with other appropriate control groups;
- (7) contribute to understanding the characteristics and needs of population groups eligible for services provided under this subchapter and the impact of such services on the individuals served and the communities in which such services are provided;
- (8) provide for disseminating and promoting the use of the findings from such research, demonstration, and evaluation activities;
- (9) promote exploration of areas in which knowledge is insufficient, and that will otherwise contribute to fulfilling the purposes of this subchapter; **and**
- (10)(A) contribute to understanding the impact of Head Start services delivered in classrooms which include both children with disabilities and children without disabilities, on all of the children; and**
 - (B) disseminate promising practices for increasing the availability and quality of such services and such classrooms.**

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(e) LONGITUDINAL STUDIES.--In developing priorities for research, demonstration, and evaluation activities under this section, the Secretary shall give special consideration to longitudinal studies that--

- (1) examine the developmental progress of children and their families both during and following participation in a Head Start program, including the examination of factors that contribute to or detract from such progress;
- (2) examine factors related to improving the quality of the Head Start programs and the preparation the programs provide for children and their families to function effectively in schools and other settings in the years following participation in such a program; and
- (3) as appropriate, permit comparison of children and families participating in Head Start programs with children and families receiving other **early childhood education and development services or programs**, and with other appropriate control groups.

(f) OWNERSHIP OF RESULTS.--The Secretary shall take necessary steps to ensure that all studies, reports, proposals, and data produced or developed with Federal funds under this subchapter shall become the property of the United States.

(g) NATIONAL HEAD START IMPACT RESEARCH.--

(1) EXPERT PANEL.--

(A) IN GENERAL.--The Secretary shall appoint an independent panel consisting of experts in program evaluation and research, education, and early childhood programs--

- (i) to review, and make recommendations on, the design and plan for the research (whether conducted as a single assessment or as a series of assessments) described in paragraph (2), within 1 year after the date of enactment of the Coats Human Services Reauthorization Act of 1998;
- (ii) to maintain and advise the Secretary regarding the progress of the research; and
- (iii) to comment, if the panel so desires, on the interim and final research reports submitted under paragraph (7).

(B) TRAVEL EXPENSES.--The members of the panel shall not receive compensation for the performance of services for the panel, but shall be allowed travel expenses, including per diem in lieu of subsistence, at rates authorized for employees of agencies under subchapter I of chapter 57 of title 5, United States Code, while away from their homes or regular places of business in the performance of services for the panel. Notwithstanding

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section 1342 of title 31, United States Code, the Secretary may accept the voluntary and uncompensated services of members of the panel.

(2) GENERAL AUTHORITY.--After reviewing the recommendations of the expert panel, the Secretary shall make a grant to, or enter into a contract or cooperative agreement with an organization to conduct independent research that provides a national analysis of the impact of Head Start programs. The Secretary shall ensure that the organization shall have expertise in program evaluation, and research, education, and early childhood programs.

(3) DESIGNS AND TECHNIQUES.--The Secretary shall ensure that the research uses rigorous methodological designs and techniques (based on the recommendations of the expert panel), including longitudinal designs, control groups, nationally recognized standardized measures, and random selection and assignment, as appropriate. The Secretary may provide that the research shall be conducted as a single comprehensive assessment or as a group of coordinated assessments designed to provide, when taken together, a national analysis of the impact of Head Start programs.

(4) PROGRAMS.--The Secretary shall ensure that the research focuses primarily on Head Start programs that operate in the 50 States, the Commonwealth of Puerto Rico, or the District of Columbia and that do not specifically target special populations.

(5) ANALYSIS.--The Secretary shall ensure that the organization conducting the research--

(A)(i) determines if, overall, the Head Start programs have impacts consistent with their primary goal of increasing the social competence of children, by increasing the everyday effectiveness of the children in dealing with their present environments and future responsibilities, and increasing their school readiness;

(ii) considers whether the Head Start programs--

(I) enhance the growth and development of children in cognitive, emotional, and physical health areas;

(II) strengthen families as the primary nurturers of their children; and

(III) ensure that children attain school readiness; and

(iii) examines--

(I) the impact of the Head Start programs on increasing access of children to such services as educational, health,

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and nutritional services, and linking children and families to needed community services; and

(II) how receipt of services described in subclause (I) enriches the lives of children and families participating in Head Start programs;

(B) examines the impact of Head Start programs on participants on the date the participants leave Head Start programs, at the end of kindergarten and at the end of first grade (whether in public or private school), by examining a variety of factors, including educational achievement, referrals for special education or remedial course work, and absenteeism;

(C) makes use of random selection from the population of all Head Start programs described in paragraph (4) in selecting programs for inclusion in the research; and

(D) includes comparisons of individuals who participate in Head Start programs with control groups (including comparison groups) composed of--

(i) individuals who participate in other early childhood programs (such as public or private preschool programs and day care); and

(ii) individuals who do not participate in any other early childhood program.

(6) CONSIDERATION OF SOURCES OF VARIATION.--In designing the research, the Secretary shall, to the extent practicable, consider addressing possible sources of variation in impact of Head Start programs, including variations in impact related to such factors as--

(A) Head Start program operations;

(B) Head Start program quality;

(C) the length of time a child attends a Head Start program;

(D) the age of the child on entering the Head Start program;

(E) the type of organization (such as a local educational agency or a community action agency) providing services for the Head Start program;

(F) the number of hours and days of program operation of the Head Start program (such as whether the program is a full-working-day, full calendar year program, a part-day program, or a part-year program); and

(G) other characteristics and features of the Head Start program (such as geographic location, location in an urban or a rural service area, or participant characteristics), as appropriate.

(7) REPORTS

(A) **SUBMISSION OF INTERIM REPORTS.**--The organization shall prepare and submit to the Secretary two interim reports on the research. The first interim report shall describe the design of the research, and the rationale for the design, including a description of how potential sources of variation in impact of Head Start programs have been considered in designing the research. The second interim report shall describe the status of the research and preliminary findings of the research, as appropriate.

(B) **SUBMISSION OF FINAL REPORT.**--The organization shall prepare and submit to the Secretary a final report containing the findings of the research.

(C) **TRANSMITTAL OF REPORT TO CONGRESS.** **Not later than September 30, 2009, the Secretary shall transmit the final report to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate.**

(8) **DEFINITION.**--In this subsection, the term 'impact', used with respect to a Head Start program, means a difference in an outcome for a participant in the program that would not have occurred without the participation in the program.

(h) Limited English Proficient Children-

(1) **STUDY.** **Not later than 1 year after the date of enactment of the Improving Head Start for School Readiness Act of 2007, the Secretary shall conduct a study on the status of limited English proficient children and their families participating in Head Start programs (including Early Head Start programs).**

(2) **REPORT.** **The Secretary shall prepare and submit to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, not later than September 30, 2010, a report containing the results of the study, including information on--**

(A) **the demographics of limited English proficient children from birth through age 5, including the number of such children receiving Head Start services and Early Head Start services, and the geographic distribution of children described in this subparagraph;**

(B) the nature of the Head Start services and of the Early Head Start services provided to limited English proficient children and their families, including the types, content, duration, intensity, and costs of family services, language assistance, and educational services;

(C) procedures in Head Start programs and Early Head Start programs for the assessment of language needs and the transition of limited English proficient children to kindergarten, including the extent to which such programs meet the requirements of section 642A for limited English proficient children;

(D) the qualifications and training provided to Head Start teachers and Early Head Start teachers who serve limited English proficient children and their families;

(E) the languages in which Head Start teachers and Early Head Start teachers are fluent, in relation to the population, and instructional needs, of the children served;

(F) the rate of progress made by limited English proficient children and their families in Head Start programs and in Early Head Start programs, including--

(i) the rate of progress made by limited English proficient children toward meeting the additional educational standards described in section 641A(a)(1)(B)(ii) while enrolled in such programs;

(ii) a description of the type of assessment or assessments used to determine the rate of progress made by limited English proficient children;

(iii) the correlation between such progress and the type and quality of instruction and educational programs provided to limited English proficient children; and

(iv) the correlation between such progress and the health and family services provided by such programs to limited English proficient children and their families; and

(G) the extent to which Head Start programs and Early Head Start programs make use of funds under section 640(a)(2)(D) to improve the quality of such services provided to limited English proficient children and their families.

(i) Research and Evaluation Activities Relevant to Diverse Communities- For purposes of conducting the study described in subsection (h), activities described in section 640(I)(5)(A),

and other research and evaluation activities relevant to limited English proficient children and their families, migrant and seasonal farmworker families, and other families from diverse populations served by Head Start programs, the Secretary shall award, on a competitive basis, funds from amounts made available under section 640(a)(2)(D) to 1 or more organizations with a demonstrated capacity for serving and studying the populations involved.

(j) Review of Assessments-

(1) APPLICATION OF STUDY- When the study on Developmental Outcomes and Assessments for Young Children by the National Academy of Sciences is made available to the Secretary, the Secretary shall--

(A) integrate the results of the study, as appropriate and in accordance with paragraphs (2) and (3), into each assessment used in Head Start programs; and

(B) use the results of the study to develop, inform, and revise as appropriate the standards and measures described in section 641A, consistent with section 641A(a)(2)(C)(ii).

(2) INFORM AND REVISE- In informing and revising any assessment used in the Head Start programs, the Secretary shall--

(A) receive recommendations from the Panel on Developmental Outcomes and Assessments for Young Children of the National Academy of Sciences; and

(B) with respect to the development or refinement of such assessment, ensure--

(i) consistency with relevant, nationally recognized professional and technical standards;

(ii) validity and reliability for all purposes for which assessments under this subchapter are designed and used;

(iii) developmental and linguistic appropriateness of such assessments for children assessed, including children who are limited English proficient; and

(iv) that the results can be used to improve the quality of, accountability of, and training and technical assistance in, Head Start programs.

(3) ADDITIONAL REQUIREMENTS- The Secretary, in carrying out the process described in paragraph (2), shall ensure that—

(A) staff administering any assessments under this subchapter have received appropriate training to administer such assessments;

(B) appropriate accommodations for children with disabilities and children who are limited English proficient are made;

(C) the English and Spanish (and any other language, as appropriate) forms of such assessments are valid and reliable in the languages in which they are administered; and

(D) such assessments are not used to exclude children from Head Start programs.

(4) SUSPENDED IMPLEMENTATION OF NATIONAL REPORTING SYSTEM- The Secretary shall suspend implementation and terminate further development and use of the National Reporting System.

(k) Indian Head Start Study- The Secretary shall--

(1) work in collaboration with the Head Start agencies that carry out Indian Head Start programs, the Indian Head Start collaboration director, and other appropriate entities, including tribal governments and the National Indian Head Start Directors Association--

(A) to undertake a study or set of studies designed to focus on the American Indian and Alaska Native Head Start-eligible population, with a focus on issues such as curriculum development, availability and need for services, appropriate research methodologies and measures for these populations, and best practices for teaching and educating American Indian and Alaska Native Head Start Children;

(B) to accurately determine the number of children nationwide who are eligible to participate in Indian Head Start programs each year;

(C) to document how many of these children are receiving Head Start services each year;

(D) to the extent practicable, to ensure that access to Indian Head Start programs for eligible children is comparable to access to other Head Start programs for other eligible children; and

(E) to make the funding decisions required in section 640(a)(4)(D)(ii), after completion of the studies required in that section, taking into account:

(i) the Federal government's unique trust responsibility to American Indians and Alaska Natives;

(ii) limitations faced by tribal communities in accessing non-Federal sources of funding to supplement Federal funding for early childhood programs; and

(iii) other factors that uniquely and adversely impact children in American Indian and Alaska Native communities such as highly elevated poverty, unemployment and violent crime rates, as well as depressed levels of educational achievement and limited access to non-Federal health, social and educational resources;

(2) in carrying out paragraph (1), consult with the Secretary of Education about the Department of Education's systems for collecting and reporting data about, and maintaining records on, American Indian and Alaska Native students;

(3) not later than 9 months after the effective date of this subsection, publish in the Federal Register a notice of how the Secretary plans to carry out paragraph (1) and shall provide a period for public comment. To the extent practicable, the Secretary shall consider comments received before submitting a report to the Congress;

(4) not later than 1 year after the effective date of this subsection, submit a report to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, detailing how the Department of Health and Human Services plans to carry out paragraph (1);

(5) through regulation, ensure the confidentiality of any personally identifiable data, information, and records collected or maintained by the Secretary, by Head Start agencies that carry out Indian Head Start programs, and by State Directors of Head Start Collaboration, by the Indian Head Start Collaboration Project Director and by other appropriate entities pursuant to this subsection (such regulations shall provide the policies, protections, and rights equivalent to those provided a parent, student, or educational agency or institution under section 444 of the General Education Provisions Act.); and

(6) ensure that nothing in this subsection shall be construed to authorize the development of a nationwide database of personally identifiable information on individuals involved in studies or other collections of data under this subsection.

(I) Migrant and Seasonal Head Start Program Study-

(1) DATA- In order to increase access to Head Start services for children of migrant and seasonal farmworkers, the Secretary shall work in collaboration with providers of migrant and seasonal Head Start programs, the Secretary of Agriculture, the Secretary of Labor, the Bureau of Migrant Health, and the Secretary of Education to--

(A) collect, report, and share data, within a coordinated system, on children of migrant and seasonal farmworkers and their families, including health records and educational documents of such children, in order to adequately account for the number of children of migrant and seasonal farmworkers who are eligible for Head Start services and determine how many of such children receive the services; and

(B) identify barriers that prevent children of migrant and seasonal farmworkers who are eligible for Head Start services from accessing Head Start services, and develop a plan for eliminating such barriers, including certain requirements relating to tracking, health records, and educational documents, and increasing enrollment.

(2) PUBLICATION OF PLAN- Not later than 1 year after the date of enactment of the Improving Head Start for School Readiness Act of 2007, the Secretary shall publish in the Federal Register a notice about how the Secretary plans to implement the activities identified in paragraph (1) and shall provide a period for public comment. To the extent practicable, the Secretary shall consider comments received before implementing any of the activities identified in paragraph (1).

(3) REPORT- Not later than 18 months after the date of enactment of the Improving Head Start for School Readiness Act of 2007, and annually thereafter, the Secretary shall submit a report to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate detailing how the Secretary plans to implement the activities identified in paragraph (1), including the progress made in reaching out to and serving eligible children of migrant and seasonal farmworkers, and information on States where such children are still underserved.

(4) PROTECTION OF CONFIDENTIALITY- The Secretary shall, through regulation, ensure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the Secretary, by Head Start agencies that carry out migrant or seasonal Head Start programs, by the State director of Head Start Collaboration, and by the Migrant and Seasonal Farmworker Collaboration project Director (such regulations shall provide the policies, protections, and rights equivalent to those provided a parent, student, or educational agency or institution under section 444 of the General Education Provisions Act (20 U.S.C. 1232g)).

(5) RULE OF CONSTRUCTION- Nothing in this subsection shall be construed to authorize the development of a nationwide database of personally identifiable data, information, or records on individuals involved in studies or other collections of data under this subsection.

(m) Program Emergency Preparedness-

(1) PURPOSE- The purpose of this subsection is to evaluate the emergency preparedness of the Head Start programs, including Early Head Start programs, and make recommendations for how Head Start shall enhance its readiness to respond to an emergency.

(2) STUDY- The Secretary shall evaluate the Federal, State, and local preparedness of Head Start programs, including Early Head Start programs, to respond appropriately in the event of a large-scale emergency, such as the hurricanes Katrina, Rita, and Wilma, the terrorist attacks of September 11, 2001, or other incidents where assistance may be warranted under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5121 et seq.).

(3) REPORT TO CONGRESS- Not later than 18 months after the date of the enactment of the Improving Head Start for School Readiness Act of 2007, the Secretary shall prepare and submit to Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report containing the results of the evaluation required under paragraph (2), including--

(A) recommendations for improvements to Federal, State, and local preparedness and response capabilities to large-scale emergencies, including those that were developed in response to hurricanes Katrina, Rita, and Wilma, as they relate to Head Start programs, including Early Head Start programs, and the Secretary's plan to implement such recommendations;

(B) an evaluation of the procedures for informing families of children in Head Start programs about the program protocols for response to a large-scale emergency, including procedures for communicating with such families in the event of a large-scale emergency;

(C) an evaluation of such procedures for staff training on State and local evacuation and emergency protocols; and

(D) an evaluation of procedures for Head Start agencies and the Secretary to coordinate with appropriate Federal, State, and local emergency management agencies in the event of a large scale emergency and recommendations to improve such procedures.

Sec. 650. **REPORTS**
[42 U.S.C. §9846]

(a) **STATUS OF CHILDREN.**--At least once during every 2-year period, the Secretary shall prepare and submit, to the Committee on **Education and Labor** of the House of Representatives and the Committee on **Health, Education, Labor, and Pensions** of the Senate, a report concerning the status of children (**including children with disabilities, limited English proficient children, homeless children, children in foster care, and children participating in Indian Head Start programs and migrant or seasonal Head Start programs**) in Head Start programs, including the number of children and the services being provided to such children. Such report shall include--

(1) a statement for the then most recently concluded fiscal year specifying--

(A) the amount of funds received by Head Start agencies designated under section 641 to provide Head Start services in a period before such fiscal year; and

(B) the amount of funds received by Head Start agencies newly designated under section 641 to provide such services in such fiscal year;

(2) a description of the distribution of Head Start services relative to the distribution of children who are eligible to participate in Head Start programs, including geographic distribution within States, **and information on the number of children served under this subsection, disaggregated by type of eligibility criterion;**

(3) a statement identifying how **funds made available under section 640(a)** were distributed and used at national, regional, and local levels;

(4) a statement specifying the amount of funds provided by the State, and by local sources, to carry out Head Start programs;

(5) cost per child and how such cost varies by region;

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- (6) a description of the level and nature of participation of parents in Head Start programs as volunteers and in other capacities;
- (7) information concerning Head Start staff, including salaries, education, training, experience, and staff turnover;
- (8) information concerning children participating in programs that receive Head Start funding, including information on family income, racial and ethnic background, **homelessness, whether the child is in foster care or was referred by a child welfare agency**, disability, and receipt of benefits under part A of title IV of the Social Security Act;
- (9) the use and source of funds to extend Head Start services to operate full-day and year round;
- (10) using data from the monitoring conducted under section 641A(c)--
- (A) a description of the extent to which programs funded under this subchapter comply with performance standards and regulations in effect under this subchapter;
 - (B) a description of the types and conditions of facilities in which such programs are located;
 - (C) the types of organizations that receive Head Start funds under such programs; and
 - (D) the number of children served under each program option;
- (11) the information contained in the documents entitled "Program Information Report" and "Head Start Cost Analyses System" (or any document similar to either), prepared with respect to Head Start programs;
- (12) a description of the types of services provided to children and their families, both on-site and through referrals, including health, mental health, dental care, **vision care**, parenting education, physical fitness, and literacy training;
- (13) a summary of information concerning the research, demonstration, and evaluation activities conducted under section 649, including--
- (A) a status report on ongoing activities; and
 - (B) results, conclusions, and recommendations, not included in any previous report, based on completed activities; and
- (14) a study of the delivery of Head Start programs to Indian children living on and near Indian reservations, to children of Alaska Natives, and to children of migrant and seasonal farmworker **families**.

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Promptly after submitting such report to the Committee on Education and **Labor** of the House of Representatives and the Committee on **Health, Education, Labor and Pensions** of the Senate, the Secretary shall publish in the Federal Register a notice indicating that such report is available to the public and specifying how such report may be obtained.

(b) **FACILITIES**.--At least once during every 5-year period, the Secretary shall prepare and submit, to the Committee on Education and **Labor** of the House of Representatives and the Committee on **Health, Education, Labor and Pensions** of the Senate, a report concerning the condition, location, and ownership of facilities used, or available to be used, by Indian Head Start agencies (including **Alaska Native** Head Start agencies) and Native Hawaiian Head Start agencies.

(c) **Fiscal Protocol**-

(1) **IN GENERAL**- The Secretary shall conduct an annual review to assess whether the design and implementation of the triennial reviews described in section 641A(c) include compliance procedures that provide reasonable assurances that Head Start agencies are complying with applicable fiscal laws and regulations.

(2) **REPORT**- Not later than 30 days after the date the Secretary completes the annual review under paragraph (1), the Secretary shall report the findings and conclusions of the annual review to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate.

(d) **Disability-Related Services**-

(1) **IN GENERAL**- The Secretary shall track the provision of disability-related services for children, in order to--

(A) determine whether Head Start agencies are making timely referrals to the State or local agency responsible for providing services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.);

(B) identify barriers to timely evaluations and eligibility determinations by the State or local agency responsible for providing services under section 619 or part C of the Individuals with Disabilities Education Act; and

(C) determine under what circumstances and for what length of time Head Start agencies are providing disability-related services for children who have not been determined under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) to be children with disabilities.

(2) REPORT- Not later than 1 year after the date of enactment of the Improving Head Start for School Readiness Act of 2007, the Secretary shall provide a report to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate on the activities described in paragraph (1).

(e) Evaluation and Recommendations Regarding Obesity Prevention- Not later than 1 year after the date of enactment of the Improving Head Start for School Readiness Act of 2007 the Secretary shall submit to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate a report on the Secretary's progress in assisting program efforts to prevent and reduce obesity in children who participate in Head Start programs, including progress on implementing initiatives within the Head Start program to prevent and reduce obesity in such children.

Sec. 653. COMPARABILITY OF WAGES
[42 U.S.C. 9848]

(a) Comparability of Wages- The Secretary shall take such action as may be necessary to assure that persons employed in carrying out programs financed under this subchapter shall not receive compensation at a rate which is (1) in excess of the average rate of compensation paid in the area where the program is carried out to a substantial number of persons providing substantially comparable services, or in excess of the average rate of compensation paid to a substantial number of the persons providing substantially comparable services in the area of the person's immediately preceding employment, whichever is higher; or (2) less than the minimum wage rate prescribed in section 6(a)(1) of the Fair Labor Standards Act of 1938. The Secretary shall encourage Head Start agencies to provide compensation according to salary scales that are based on training and experience.

(b) Limitation-

(1) IN GENERAL- Notwithstanding any other provision of law, no Federal funds may be used to pay any part of the compensation of an individual employed by a Head Start agency, if such compensation, including non-Federal funds, exceeds an amount equal to the rate payable for level II of the Executive Schedule under section 5313 of title 5, United States Code.

(2) COMPENSATION- In this subsection, the term 'compensation'--

(A) includes salary, bonuses, periodic payments, severance pay, the value of any vacation time, the value of a compensatory or paid leave benefit not excluded by subparagraph (B), and the fair market value of any employee perquisite or benefit not excluded by subparagraph (B); and

(B) excludes any Head Start agency expenditure for a health, medical, life insurance, disability, retirement, or any other employee welfare or pension benefit

Sec. 654. NONDISCRIMINATION PROVISIONS

[42 U.S.C. 9849]

(a) The Secretary shall not provide financial assistance for any program, project, or activity under this subchapter unless the grant or contract with respect thereto specifically provides that no person with responsibilities in the operation thereof will discriminate with respect to any such program, project, or activity because of race, creed, color, national origin, sex, political affiliation, or beliefs.

(b) No person in the United States shall on the ground of sex be excluded from participation in, be denied the benefits of, be subjected to discrimination under, or be denied employment in connection with any program or activity receiving assistance under this subchapter. The Secretary shall enforce the provisions of the preceding sentence in accordance with section 602 of the Civil Rights Act of 1964. Section 603 of such Act shall apply with respect to any action taken by the Secretary to enforce such sentence. This section shall not be construed as affecting any other legal remedy that a person may have if such person is excluded from participation in, denied the benefit of, subjected to discrimination under, or denied employment in connection with, any program, project, or activity receiving assistance under this subchapter.

(c) The Secretary shall not provide financial assistance for any program, project, or activity under this subchapter unless the grant or contract relating to the financial assistance specifically provides that no person with responsibilities in the operation of the program, project, or activity will discriminate against any individual because of a handicapping condition in violation of section 504 of the Rehabilitation Act of 1973.

Sec. 655. LIMITATION WITH RESPECT TO CERTAIN UNLAWFUL ACTIVITIES

[42 U.S.C. 9850]

No individual employed or assigned by or in any Head Start agency or other agency assisted under this subchapter shall, pursuant to or during the performance of services rendered in connection with any program or activity conducted or assisted under this subchapter by such Head Start agency or such other agency, plan, initiate, participate in, or otherwise aid or assist in the conduct of any unlawful demonstration, rioting, or civil disturbance.

Sec. 656. POLITICAL ACTIVITIES

[42 U.S.C. 9851]

(a) **State or Local Agency-** For purposes of Chapter 15 of title 5, United States Code, any agency which assumes responsibility for planning, developing, and coordinating Head Start programs and receives assistance under this subchapter shall be deemed to be a State or local agency. For purposes of clauses (1) and (2) of section 1502(a) of such title, any agency receiving assistance under this subchapter shall be deemed to be a State or local agency.

(b) Restrictions-

(1) IN GENERAL- A program assisted under this subchapter, and any individual employed by, or assigned to or in, a program assisted under this subchapter (during the hours in which such individual is working on behalf of such program), shall not engage in--

(A) any partisan or nonpartisan political activity or any other political activity associated with a candidate, or contending faction or group, in an election for public or party office; or

(B) any activity to provide voters or prospective voters with transportation to the polls or similar assistance in connection with any such election.

(2) REGISTRATION- No funds appropriated under this subchapter may be used to conduct voter registration activities. Nothing in this subchapter prohibits the availability of Head Start facilities during hours of operation for the use of any nonpartisan organization to increase the number of eligible citizens who register to vote in elections for Federal office.

(3) RULES AND REGULATIONS- The Secretary, after consultation with the Director of the Office of Personnel Management, may issue rules and regulations to provide for the enforcement of this section, which may include provisions for summary suspension of assistance or other action necessary to permit enforcement on an emergency basis.

Sec. 657. ADVANCE FUNDING

[42 U.S.C. 9852]

For the purpose of affording adequate notice of funding available under this subchapter, appropriations for carrying out this subchapter are authorized to be included in an appropriation Act for the fiscal year preceding the fiscal year for which they are available for obligation.

Sec. 657A. PARENTAL CONSENT REQUIREMENT FOR NONEMERGENCY INTRUSIVE PHYSICAL EXAMINATIONS.

(a) Definition- The term 'nonemergency intrusive physical examination' means, with respect to a child, a physical examination that--

(1) is not immediately necessary to protect the health or safety of the child involved or the health or safety of another individual; and

(2) requires incision or is otherwise invasive, or involves exposure of private body parts.

(b) Requirement- A Head Start agency shall obtain written parental consent before administration of any nonemergency intrusive physical examination of a child in connection with participation in a program under this subchapter.

(c) Rule of Construction- Nothing in this section shall be construed to prohibit agencies from using established methods, for handling cases of suspected or known child abuse and neglect, that are in compliance with applicable Federal, State, or tribal law.

Sec. 657B. CENTERS OF EXCELLENCE IN EARLY CHILDHOOD.

(a) Definition- In this section, the term 'center of excellence' means a Center of Excellence in Early Childhood designated under subsection (b).

(b) Designation and Bonus Grants- The Secretary shall, subject to the availability of funds under this section, establish a program under which the Secretary shall--

(1) designate not more than 200 exemplary Head Start agencies (including Early Head Start agencies, Indian Head Start agencies, and migrant and seasonal Head Start agencies) as Centers of Excellence in Early Childhood; and

(2) make bonus grants to the centers of excellence to carry out the activities described in subsection (d).

(c) Application and Designation-

(1) APPLICATION-

(A) NOMINATION AND SUBMISSION-

(i) IN GENERAL- To be eligible to receive a designation as a center of excellence under subsection (b), except as provided in clause (ii), a Head Start agency in a State shall be nominated by the Governor of the State, after selection for nomination by such Governor through a competitive process, and shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(ii) INDIAN AND MIGRANT AND SEASONAL HEAD START PROGRAMS- In the case of an Indian Head Start agency or a migrant or seasonal Head Start agency, to be eligible to receive a designation as a center of excellence under subsection (b), such an agency shall

be nominated by the head of the appropriate regional office of the Department of Health and Human Services and shall submit an application to the Secretary in accordance with clause (i).

(B) CONTENTS- At a minimum, the application shall include-

(i) evidence that the Head Start program carried out by the agency involved has significantly improved the school readiness of children who have participated in the program;

(ii) evidence that the program meets or exceeds standards described in section 641A(a)(1), as evidenced by the results of monitoring reviews described in section 641A(c), and has no findings of deficiencies in the preceding 3 years;

(iii) evidence that the program is making progress toward meeting the requirements described in section 648A;

(iv) an assurance that the Head Start agency will develop a collaborative partnership with the State (or a State agency) and other providers of early childhood education and development programs and services in the local community involved to conduct activities under subsection (d);

(v) a nomination letter from the Governor, or appropriate regional office, demonstrating the agency's ability to provide the coordination, transition, and training services of the program to be carried out under the bonus grant involved, including coordination of activities with State and local agencies that provide early childhood education and development to children and families in the community served by the agency, and carry out the activities described under subsection (d)(1); and

(vi) a description of how the center involved, in order to expand accessibility and continuity of quality early childhood education and development services and programs, will coordinate activities, as appropriate, assisted under this section with--

(I) programs carried out under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.);

(II) the Early Head Start programs carried out under section 645A;

(III) Early Reading First and Even Start programs carried out under subparts 2 and 3 of part B of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6371 et seq., 6381 et seq.);

(IV) other preschool programs carried out under title I of that Act (20 U.S.C. 6301 et seq.);

(V) programs carried out under section 619 and part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419, 1431 et seq.);

(VI) State prekindergarten programs; and

(VII) other programs of early childhood education and development.

(2) **SELECTION-** In selecting agencies to designate as centers of excellence under subsection (b), the Secretary shall designate not less than 1 from each of the 50 States, the District of Columbia, an Indian Head Start program, a migrant or seasonal Head Start program, and the Commonwealth of Puerto Rico.

(3) **PRIORITY-** In making bonus grant determinations under this section, the Secretary shall give priority to agencies that, through their applications, demonstrate that their programs are of exceptional quality and would serve as exemplary models for programs in the same geographic region. The Secretary may also consider the populations served by the applicants, such as agencies that serve large proportions of families of limited English proficient children or other underserved populations, and may make bonus grants to agencies that do an exceptional job meeting the needs of children in such populations.

(4) **TERM OF DESIGNATION-**

(A) **IN GENERAL-** Subject to subparagraph (B), the Secretary shall designate a Head Start agency as a center of excellence for a 5-year term. During the period of that designation,

subject to the availability of appropriations, the agency shall be eligible to receive a bonus grant under subsection (b).

(B) REVOCATION- The Secretary may revoke an agency's designation under subsection (b) if the Secretary determines that the agency is not demonstrating adequate performance or has had findings of deficiencies described in paragraph (1)(B)(ii).

(5) AMOUNT OF BONUS GRANT- The Secretary shall base the amount of funding provided through a bonus grant made under subsection (b) to a center of excellence on the number of children eligible for Head Start services in the community involved. The Secretary shall, subject to the availability of funding, make such a bonus grant in an amount of not less than \$200,000 per year.

(d) Use of Funds- A center of excellence that receives a bonus grant under subsection (b)--

(1) shall use not less than 15 percent of the funds made available through the bonus grant to disseminate to other Head Start agencies in the State involved, best practices for achieving early academic success, including--

(A) best practices for achieving school readiness, including developing early literacy and mathematics skills, for children at risk for school difficulties;

(B) best practices for achieving the acquisition of the English language for limited English proficient children, if appropriate to the population served; and

(C) best practices for providing high-quality comprehensive services for eligible children and their families;

(2) may use the funds made available through the bonus grant--

(A) to provide Head Start services to additional eligible children;

(B) to better meet the needs of working families in the community served by the center by serving more children in existing Early Head Start programs (existing as of the date the center is designated under this section) or in full-working-day, full calendar year Head Start programs;

(C) to further coordinate early childhood education and development programs and services and social services

available in the community served by the center for at-risk children (birth through age 8), their families, and pregnant women;

(D) to provide professional development for Head Start teachers and staff, including joint training for Head Start teachers and staff, child care providers, public and private preschool and elementary school teachers, and other providers of early childhood education and development programs;

(E) to provide effective transitions between Head Start programs and elementary schools and to facilitate ongoing communication between Head Start and elementary school teachers concerning children receiving Head Start services to improve the teachers' ability to work effectively with low-income, at-risk children and their families;

(F) to develop or maintain partnerships with institutions of higher education and nonprofit organizations, including community-based organizations, that recruit, train, place, and support college students to serve as mentors and reading partners to preschool children in Head Start programs; and

(G) to carry out other activities determined by the center to improve the overall quality of the Head Start program carried out by the agency and the program carried out under the bonus grant involved.

(e) Research and Reports-

(1) RESEARCH- The Secretary shall, subject to the availability of funds to carry out this subsection, award a grant or contract to an independent organization to conduct research on the ability of the centers of excellence to use the funds received under this section to improve the school readiness of children receiving Head Start services, and to positively impact school results in the earliest grades. The organization shall also conduct research to measure the success of the centers of excellence at encouraging the center's delegate agencies, additional Head Start agencies, and other providers of early childhood education and development programs in the communities involved to meet measurable improvement goals, particularly in the area of school readiness.

(2) RESEARCH REPORT- Not later than 48 months after the date of enactment of the Improving Head Start for School Readiness Act of 2007, the organization shall prepare and submit to the Secretary and

Congress a report containing the results of the research described in paragraph (1).

(3) REPORTS TO THE SECRETARY- Each center of excellence shall submit an annual report to the Secretary, at such time and in such manner as the Secretary may require, that contains a description of the activities the center carried out with funds received under this section, including a description of how such funds improved services for children and families.

(f) Authorization of Appropriations- There are authorized to be appropriated such sums as may be necessary for each of fiscal years 2008 through 2012 to make bonus grants to centers of excellence under subsection (b) to carry out activities described in subsection (d) and research and report activities described in subsection (e).

Sec. 657C. GENERAL PROVISIONS.

(a) Limitation- Nothing in this subchapter shall be construed to authorize or permit the Secretary or any employee or contractor of the Department of Health and Human Services to mandate, direct, or control, the selection of a curriculum, a program of instruction, or instructional materials, for a Head Start program.

(b) Special Rule- Nothing in this subchapter shall be construed to authorize a Head Start program or a local educational agency to require the other to select or implement a specific curriculum or program of instruction.

(c) Definition- In this subchapter, the term 'health', when used to refer to services or care provided to enrolled children, their parents, or their siblings, shall be interpreted to refer to both physical and mental health.

COMPLIANCE WITH IMPROPER PAYMENTS INFORMATION ACT OF 2002.

(a) Definitions- In this section, the term--

(1) 'appropriate committees' means--

(A) the Committee on Health, Education, Labor, and Pensions of the Senate; and

(B) the Committee on Education and Labor of the House of Representatives; and

(2) 'improper payment' has the meaning given that term under section 2(d)(2) of the Improper Payments Information Act of 2002 (31 U.S.C. 3321 note).

(b) Requirement for Compliance Certification and Report- The Secretary of Health and Human Services shall submit a report to the appropriate committees that--

(1) contains a certification that the Department of Health and Human Services has, for each program and activity of the Administration for Children and Families, performed and completed a risk assessment to determine programs and activities that are at significant risk of making improper payments; and

(2) describes the actions to be taken to reduce improper payments for the programs and activities determined to be at significant risk of making improper payments.

REFERENCES IN OTHER ACTS.

(a) Elementary and Secondary Education Act of 1965- Section 1112(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6312(c)) is amended--

(1) in paragraph (1)(G), by striking 'performance standards established under section 641A(a) of the Head Start Act' and inserting 'education performance standards in effect under section 641A(a)(1)(B) of the Head Start Act'; and

(2) in paragraph (2)(B), by striking 'Head Start performance standards as in effect under section 641A(a) of the Head Start Act' and inserting 'education performance standards in effect under section 641A(a)(1)(B) of the Head Start Act'.

(b) Early Learning Opportunities Act- Section 810(b)(1) of the Early Learning Opportunities Act (20 U.S.C. 9409(b)(1)) is amended by striking 'entities funded under section 640(a)(5) of the Head Start Act (42 U.S.C. 9835(a)(5))' and inserting 'entities funded under section 640(a)(2)(B)(vi) of the Head Start Act (42 U.S.C. 9835(a)(2)(B)(vi))'.

(c) Richard B. Russell National School Lunch Act-

(1) Section 9(b)(12)(A)(iii) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(b)(12)(A)(iii)) is amended by striking 'the child is a member of a family that meets the low-income criteria prescribed under section 645(a)(1)(A) of the Head Start Act (42 U.S.C. 9840(a)(1)(A))' and inserting 'the child meets the eligibility criteria prescribed under section 645(a)(1)(B) of the Head Start Act (42 U.S.C. 9840(a)(1)(B))'.

(2) Section 17(c)(5) of such Act (42 U.S.C. 1766(c)(5)) is amended by striking 'the child is a member of a family that meets the low-income

Head Start Act, as amended

criteria prescribed under section 645(a)(1)(A) of the Head Start Act (42 U.S.C. 9840(a)(1)(A))' and inserting 'the child meets the eligibility criteria prescribed under section 645(a)(1)(B) of the Head Start Act (42 U.S.C. 9840(a)(1)(B)).

SCHOOL READINESS/VPK

COMMITTEE 1
GUIDING QUESTION #4

**School Readiness/Voluntary Pre-Kindergarten
Resource Materials**

- **2010 Florida Statutes Chapter 411**
- **Voluntary Pre-Kindergarten Standard Eligibility
Review Program**

2010

Florida Statutes

Chapter 411

This copy has been modified for easy reading. For an official copy, refer to the Florida Statutes.
You can access the Florida Statutes at www.leg.state.fl.us/statutes.

411.01 School readiness programs; early learning coalitions.

(1) SHORT TITLE.—This section may be cited as the “School Readiness Act.”

(2) LEGISLATIVE INTENT.—

(a) The Legislature recognizes that school readiness programs increase children’s chances of achieving future educational success and becoming productive members of society. It is the intent of the Legislature that the programs be developmentally appropriate, research-based, involve the parent as a child’s first teacher, serve as preventive measures for children at risk of future school failure, enhance the educational readiness of eligible children, and support family education. Each school readiness program shall provide the elements necessary to prepare at-risk children for school, including health screening and referral and an appropriate educational program.

(b) It is the intent of the Legislature that school readiness programs be operated on a full-day, year-round basis to the maximum extent possible to enable parents to work and become financially self-sufficient.

(c) It is the intent of the Legislature that school readiness programs not exist as isolated programs, but build upon existing services and work in cooperation with other programs for young children, and that school readiness programs be coordinated to achieve full effectiveness.

(d) It is the intent of the Legislature that the administrative staff for school readiness programs be kept to the minimum necessary to administer the duties of the Agency for Workforce Innovation and early learning coalitions. The Agency for Workforce Innovation shall adopt system support services at the state level to build a comprehensive early learning system. Each early learning coalition shall implement and maintain direct enhancement services at the local level, as approved in its school readiness plan by the Agency for Workforce Innovation, and ensure access to such services in all 67 counties.

(e) It is the intent of the Legislature that the school readiness program coordinate and operate in conjunction with the district school systems. However, it is also the intent of the Legislature that the school readiness program not be construed as part of the system of free public schools but rather as a separate program for children under the age of kindergarten eligibility, funded separately from the system of free public schools, utilizing a mandatory sliding fee scale, and providing an integrated and seamless system of school readiness services for the state’s birth-to-kindergarten population.

(f) It is the intent of the Legislature that school readiness services be an integrated and seamless program of services with a developmentally appropriate education component for the state’s eligible birth-to-kindergarten population described in subsection (6) and not be construed as part of the seamless K-20 education system.

(3) PARENTAL PARTICIPATION IN SCHOOL READINESS PROGRAMS.—This section does not:

(a) Relieve parents and guardians of their own obligations to prepare their children for school; or

(b) Create any obligation to provide publicly funded school readiness programs or services beyond those authorized by the Legislature.

(4) AGENCY FOR WORKFORCE INNOVATION.—

(a) The Agency for Workforce Innovation shall administer school readiness programs at the state level and shall coordinate with the early learning coalitions in providing school

readiness services on a full-day, full-year, full-choice basis to the extent possible in order to enable parents to work and be financially self-sufficient.

(b) The Agency for Workforce Innovation shall:

1. Coordinate the birth-to-kindergarten services for children who are eligible under subsection (6) and the programmatic, administrative, and fiscal standards under this section for all public providers of school readiness programs.

2. Focus on improving the educational quality of all program providers participating in publicly funded school readiness programs.

(c) The Governor shall designate the Agency for Workforce Innovation as the lead agency for administration of the federal Child Care and Development Fund, 45 C.F.R. parts 98 and 99, and the agency shall comply with the lead agency responsibilities under federal law.

(d) The Agency for Workforce Innovation shall:

1. Be responsible for the prudent use of all public and private funds in accordance with all legal and contractual requirements.

2. Provide final approval and every 2 years review early learning coalitions and school readiness plans.

3. Establish a unified approach to the state's efforts toward enhancement of school readiness. In support of this effort, the Agency for Workforce Innovation shall adopt specific system support services that address the state's school readiness programs. An early learning coalition shall amend its school readiness plan to conform to the specific system support services adopted by the Agency for Workforce Innovation. System support services shall include, but are not limited to:

- a. Child care resource and referral services;
- b. Warm-Line services;
- c. Eligibility determinations;
- d. Child performance standards;
- e. Child screening and assessment;
- f. Developmentally appropriate curricula;
- g. Health and safety requirements;
- h. Statewide data system requirements; and
- i. Rating and improvement systems.

4. Safeguard the effective use of federal, state, local, and private resources to achieve the highest possible level of school readiness for the children in this state.

5. Adopt a rule establishing criteria for the expenditure of funds designated for the purpose of funding activities to improve the quality of child care within the state in accordance with s. 658G of the federal Child Care and Development Block Grant Act.

6. Provide technical assistance to early learning coalitions in a manner determined by the Agency for Workforce Innovation based upon information obtained by the agency from various sources, including, but not limited to, public input, government reports, private interest group reports, agency monitoring visits, and coalition requests for service.

7. In cooperation with the Department of Education and early learning coalitions, coordinate with the Child Care Services Program Office of the Department of Children and Family Services to minimize duplicating interagency activities, health and safety monitoring, and acquiring and composing data pertaining to child care training and credentialing.

8. Develop and adopt performance standards and outcome measures for school readiness programs. The performance standards must address the age-appropriate progress of children in the development of school readiness skills. The performance standards for children from birth to 5 years of age in school readiness programs must be integrated with the performance standards adopted by the Department of Education for children in the Voluntary Prekindergarten Education Program under s. 1002.67.

9. Adopt a standard contract that must be used by the coalitions when contracting with school readiness providers.

(e) The Agency for Workforce Innovation may adopt rules under ss. 120.536(1) and 120.54 to administer the provisions of law conferring duties upon the agency, including, but not limited to, rules governing the administration of system support services of school readiness programs, the collection of data, the approval of early learning coalitions and school readiness plans, the provision of a method whereby an early learning coalition may serve two or more counties, the award of incentives to early learning coalitions, child performance standards, child outcome measures, the issuance of waivers, and the implementation of the state's Child Care and Development Fund Plan as approved by the federal Administration for Children and Families.

(f) The Agency for Workforce Innovation shall have all powers necessary to administer this section, including, but not limited to, the power to receive and accept grants, loans, or advances of funds from any public or private agency and to receive and accept from any source contributions of money, property, labor, or any other thing of value, to be held, used, and applied for purposes of this section.

(g) Except as provided by law, the Agency for Workforce Innovation may not impose requirements on a child care or early childhood education provider that does not deliver services under the school readiness programs or receive state or federal funds under this section.

(h) The Agency for Workforce Innovation shall have a budget for school readiness programs, which shall be financed through an annual appropriation made for purposes of this section in the General Appropriations Act.

(i) The Agency for Workforce Innovation shall coordinate the efforts toward school readiness in this state and provide independent policy analyses, data analyses, and recommendations to the Governor, the State Board of Education, and the Legislature.

(j) The Agency for Workforce Innovation shall require that school readiness programs, at a minimum, enhance the age-appropriate progress of each child in attaining the performance standards adopted under subparagraph (d)8. and in the development of the following school readiness skills:

1. Compliance with rules, limitations, and routines.
2. Ability to perform tasks.
3. Interactions with adults.
4. Interactions with peers.
5. Ability to cope with challenges.
6. Self-help skills.
7. Ability to express the child's needs.
8. Verbal communication skills.
9. Problem-solving skills.
10. Following of verbal directions.
11. Demonstration of curiosity, persistence, and exploratory behavior.
12. Interest in books and other printed materials.
13. Paying attention to stories.
14. Participation in art and music activities.
15. Ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

Within 30 days after enrollment in the school readiness program, the early learning coalition must ensure that the program provider obtains information regarding the child's immunizations, physical development, and other health requirements as necessary, including appropriate vision and hearing screening and examinations. For a program provider licensed by the Department of Children and Family Services, the provider's compliance with s. 402.305(9), as verified pursuant to s. 402.311, shall satisfy this requirement.

(k) The Agency for Workforce Innovation shall conduct studies and planning activities related to the overall improvement and effectiveness of the outcome measures adopted by the agency for school readiness programs and the specific system support services to address the state's school readiness programs adopted by the Agency for Workforce Innovation in accordance with subparagraph (d)3.

(l) The Agency for Workforce Innovation shall monitor and evaluate the performance of each early learning coalition in administering the school readiness program, implementing the coalition's school readiness plan, and administering the Voluntary Prekindergarten Education Program. These monitoring and performance evaluations must include, at a minimum, onsite monitoring of each coalition's finances, management, operations, and programs.

(m) The Agency for Workforce Innovation shall submit an annual report of its activities conducted under this section to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the minority leaders of both houses of the Legislature. In addition, the Agency for Workforce Innovation's reports and recommendations shall be made available to the Florida Early Learning Advisory Council and other appropriate state agencies and entities. The annual report must provide an analysis of school readiness activities across the state, including the number of children who were served in the programs.

(n) The Agency for Workforce Innovation shall work with the early learning coalitions to ensure availability of training and support for parental involvement in children's early education and to provide family literacy activities and services.

(5) CREATION OF EARLY LEARNING COALITIONS.—

(a) Early learning coalitions.—

1. Each early learning coalition shall maintain direct enhancement services at the local level and ensure access to such services in all 67 counties.

2. The Agency for Workforce Innovation shall establish the minimum number of children to be served by each early learning coalition through the coalition's school readiness program. The Agency for Workforce Innovation may only approve school readiness plans in accordance with this minimum number. The minimum number must be uniform for every early learning coalition and must:

- a. Permit 31 or fewer coalitions to be established; and
- b. Require each coalition to serve at least 2,000 children based upon the average number of all children served per month through the coalition's school readiness program during the previous 12 months.

3. If an early learning coalition would serve fewer children than the minimum number established under subparagraph 2., the coalition must merge with another county to form a multicounty coalition. The Agency for Workforce Innovation shall adopt procedures for merging early learning coalitions, including procedures for the consolidation of merging coalitions, and for the early termination of the terms of coalition members which are necessary to accomplish the mergers. However, the Agency for Workforce Innovation shall grant a waiver to an early learning coalition to serve fewer children than the minimum number established under subparagraph 2., if:

- a. The Agency for Workforce Innovation has determined during the most recent review of the coalition's school readiness plan, or through monitoring and performance evaluations conducted under paragraph (4)(l), that the coalition has substantially implemented its plan;
- b. The coalition demonstrates to the Agency for Workforce Innovation the coalition's ability to effectively and efficiently implement the Voluntary Prekindergarten Education Program; and
- c. The coalition demonstrates to the Agency for Workforce Innovation that the coalition can perform its duties in accordance with law.

If an early learning coalition fails or refuses to merge as required by this subparagraph, the Agency for Workforce Innovation may dissolve the coalition and temporarily contract with a qualified entity to continue school readiness and prekindergarten services in the coalition's county or multicounty region until the agency reestablishes the coalition and a new school readiness plan is approved by the agency.

4. Each early learning coalition shall be composed of at least 15 members but not more than 30 members. The Agency for Workforce Innovation shall adopt standards establishing within this range the minimum and maximum number of members that may be appointed to an early learning coalition and procedures for identifying which members have voting privileges under subparagraph 6. These standards must include variations for a coalition serving a multicounty region. Each early learning coalition must comply with these standards.

5. The Governor shall appoint the chair and two other members of each early learning coalition, who must each meet the same qualifications as private sector business members appointed by the coalition under subparagraph 7.

6. Each early learning coalition must include the following member positions; however, in a multicounty coalition, each ex officio member position may be filled by multiple nonvoting members but no more than one voting member shall be seated per member position. If an early learning coalition has more than one member representing the same entity, only one of such members may serve as a voting member:

- a. A Department of Children and Family Services circuit administrator or his or her designee who is authorized to make decisions on behalf of the department.
- b. A district superintendent of schools or his or her designee who is authorized to make decisions on behalf of the district.
- c. A regional workforce board executive director or his or her designee.
- d. A county health department director or his or her designee.
- e. A children's services council or juvenile welfare board chair or executive director, if applicable.
- f. An agency head of a local licensing agency as defined in s. 402.302, where applicable.
- g. A president of a community college or his or her designee.
- h. One member appointed by a board of county commissioners or the governing board of a municipality.
- i. A central agency administrator, where applicable.
- j. A Head Start director.
- k. A representative of private for-profit child care providers, including private for-profit family day care homes.
- l. A representative of faith-based child care providers.
- m. A representative of programs for children with disabilities under the federal Individuals with Disabilities Education Act.

7. Including the members appointed by the Governor under subparagraph 5., more than one-third of the members of each early learning coalition must be private sector business members who do not have, and none of whose relatives as defined in s. 112.3143 has, a substantial financial interest in the design or delivery of the Voluntary Prekindergarten Education Program created under part V of chapter 1002 or the coalition's school readiness program. To meet this requirement an early learning coalition must appoint additional members. The Agency for Workforce Innovation shall establish criteria for appointing private sector business members. These criteria must include standards for determining whether a member or relative has a substantial financial interest in the design or delivery of the Voluntary Prekindergarten Education Program or the coalition's school readiness program.

8. A majority of the voting membership of an early learning coalition constitutes a quorum required to conduct the business of the coalition. An early learning coalition board may

use any method of telecommunications to conduct meetings, including establishing a quorum through telecommunications, provided that the public is given proper notice of a telecommunications meeting and reasonable access to observe and, when appropriate, participate.

9. A voting member of an early learning coalition may not appoint a designee to act in his or her place, except as otherwise provided in this paragraph. A voting member may send a representative to coalition meetings, but that representative does not have voting privileges. When a district administrator for the Department of Children and Family Services appoints a designee to an early learning coalition, the designee is the voting member of the coalition, and any individual attending in the designee's place, including the district administrator, does not have voting privileges.

10. Each member of an early learning coalition is subject to ss. 112.313, 112.3135, and 112.3143. For purposes of s. 112.3143(3)(a), each voting member is a local public officer who must abstain from voting when a voting conflict exists.

11. For purposes of tort liability, each member or employee of an early learning coalition shall be governed by s. 768.28.

12. An early learning coalition serving a multicounty region must include representation from each county.

13. Each early learning coalition shall establish terms for all appointed members of the coalition. The terms must be staggered and must be a uniform length that does not exceed 4 years per term. Coalition chairs shall be appointed for 4 years in conjunction with their membership on the Early Learning Advisory Council under s. 20.052. Appointed members may serve a maximum of two consecutive terms. When a vacancy occurs in an appointed position, the coalition must advertise the vacancy.

(b) Limitation.—Except as provided by law, the early learning coalitions may not impose requirements on a child care or early childhood education provider that does not deliver services under the school readiness programs or receive state, federal, required maintenance of effort, or matching funds under this section.

(c) Program expectations.—

1. The school readiness program must meet the following expectations:

a. The program must, at a minimum, enhance the age-appropriate progress of each child in attaining the performance standards and outcome measures adopted by the Agency for Workforce Innovation.

b. The program must provide extended-day and extended-year services to the maximum extent possible without compromising the quality of the program to meet the needs of parents who work.

c. The program must provide a coordinated professional development system that supports the achievement and maintenance of core competencies by school readiness instructors in helping children attain the performance standards and outcome measures adopted by the Agency for Workforce Innovation.

d. There must be expanded access to community services and resources for families to help achieve economic self-sufficiency.

e. There must be a single point of entry and unified waiting list. As used in this subparagraph, the term "single point of entry" means an integrated information system that allows a parent to enroll his or her child in the school readiness program at various locations throughout a county, that may allow a parent to enroll his or her child by telephone or through an Internet website, and that uses a unified waiting list to track eligible children waiting for enrollment in the school readiness program. The Agency for Workforce Innovation shall establish through technology a single statewide information system that each coalition must use for the purposes of managing the single point of entry, tracking children's progress, coordinating

services among stakeholders, determining eligibility, tracking child attendance, and streamlining administrative processes for providers and early learning coalitions.

f. The Agency for Workforce Innovation must consider the access of eligible children to the school readiness program, as demonstrated in part by waiting lists, before approving a proposed increase in payment rates submitted by an early learning coalition. In addition, early learning coalitions shall use school readiness funds made available due to enrollment shifts from school readiness programs to the Voluntary Prekindergarten Education Program for increasing the number of children served in school readiness programs before increasing payment rates.

g. The program must meet all state licensing guidelines, where applicable.

h. The program must ensure that minimum standards for child discipline practices are age-appropriate. Such standards must provide that children not be subjected to discipline that is severe, humiliating, or frightening or discipline that is associated with food, rest, or toileting. Spanking or any other form of physical punishment is prohibited.

2. Each early learning coalition must implement a comprehensive program of school readiness services in accordance with the rules adopted by the agency which enhance the cognitive, social, and physical development of children to achieve the performance standards and outcome measures. At a minimum, these programs must contain the following system support service elements:

a. Developmentally appropriate curriculum designed to enhance the age-appropriate progress of children in attaining the performance standards adopted by the Agency for Workforce Innovation under subparagraph (4)(d)8.

b. A character development program to develop basic values.

c. An age-appropriate screening of each child's development.

d. An age-appropriate assessment administered to children when they enter a program and an age-appropriate assessment administered to children when they leave the program.

e. An appropriate staff-to-children ratio, pursuant to s. 402.305(4) or s. 402.302(7) or (8), as applicable, and as verified pursuant to s. 402.311.

f. A healthy and safe environment pursuant to s. 401.305(5), (6), and (7), as applicable, and as verified pursuant to s. 402.311.

g. A resource and referral network established under s. 411.0101 to assist parents in making an informed choice and a regional Warm-Line under s. 411.01015.

The Agency for Workforce Innovation, the Department of Education, and early learning coalitions shall coordinate with the Child Care Services Program Office of the Department of Children and Family Services to minimize duplicating interagency activities pertaining to acquiring and composing data for child care training and credentialing.

(d) Implementation.—

1. An early learning coalition may not implement the school readiness program until the coalition's school readiness plan is approved by the Agency for Workforce Innovation.

2. Each early learning coalition shall coordinate with one another to implement a comprehensive program of school readiness services which enhances the cognitive, social, physical, and moral character of the children to achieve the performance standards and outcome measures and which helps families achieve economic self-sufficiency. Such program must contain, at a minimum, the following elements:

a. Implement the school readiness program to meet the requirements of this section and the system support services, performance standards, and outcome measures adopted by the Agency for Workforce Innovation.

b. Demonstrate how the program will ensure that each child from birth through 5 years of age in a publicly funded school readiness program receives scheduled activities and instruction

designed to enhance the age-appropriate progress of the children in attaining the performance standards adopted by the agency under subparagraph (4)(d)8.

c. Ensure that the coalition has solicited and considered comments regarding the proposed school readiness plan from the local community.

Before implementing the school readiness program, the early learning coalition must submit the plan to the agency for approval. The agency may approve the plan, reject the plan, or approve the plan with conditions. The agency shall review school readiness plans at least every 2 years.

3. If the Agency for Workforce Innovation determines during the review of school readiness plans, or through monitoring and performance evaluations conducted under paragraph (4)(l), that an early learning coalition has not substantially implemented its plan, has not substantially met the performance standards and outcome measures adopted by the agency, or has not effectively administered the school readiness program or Voluntary Prekindergarten Education Program, the agency may dissolve the coalition and temporarily contract with a qualified entity to continue school readiness and prekindergarten services in the coalition's county or multicounty region until the agency reestablishes the coalition and a new school readiness plan is approved in accordance with the rules adopted by the agency.

4. The Agency for Workforce Innovation shall adopt rules establishing criteria for the approval of school readiness plans. The criteria must be consistent with the system support services, performance standards, and outcome measures adopted by the agency and must require each approved plan to include the following minimum standards for the school readiness program:

a. A community plan that addresses the needs of all children and providers within the coalition's county or multicounty region.

b. A sliding fee scale establishing a copayment for parents based upon their ability to pay, which is the same for all program providers.

c. A choice of settings and locations in licensed, registered, religious-exempt, or school-based programs to be provided to parents.

d. Specific eligibility priorities for children in accordance with subsection (6).

e. Performance standards and outcome measures adopted by the agency.

f. Payment rates adopted by the early learning coalitions and approved by the agency.

Payment rates may not have the effect of limiting parental choice or creating standards or levels of services that have not been expressly established by the Legislature, unless the creation of such standards or levels of service, which must be uniform throughout the state, has been approved by the Federal Government and result in the state being eligible to receive additional federal funds available for early learning on a statewide basis.

g. Direct enhancement services for families and children. System support and direct enhancement services shall be in addition to payments for the placement of children in school readiness programs. Direct enhancement services for families may include parent training and involvement activities and strategies to meet the needs of unique populations and local eligibility priorities. Enhancement services for children may include provider supports and professional development approved in the plan by the Agency for Workforce Innovation.

h. The business organization of the early learning coalition, which must include the coalition's articles of incorporation and bylaws if the coalition is organized as a corporation. If the coalition is not organized as a corporation or other business entity, the plan must include the contract with a fiscal agent. An early learning coalition may contract with other coalitions to achieve efficiency in multicounty services, and these contracts may be part of the coalition's school readiness plan.

i. The implementation of locally developed quality programs in accordance with the requirements adopted by the agency under subparagraph (4)(d)5.

The Agency for Workforce Innovation may request the Governor to apply for a waiver to allow the coalition to administer the Head Start Program to accomplish the purposes of the school readiness program.

5. Persons with an early childhood teaching certificate may provide support and supervision to other staff in the school readiness program.

6. An early learning coalition may not implement its school readiness plan until it submits the plan to and receives approval from the Agency for Workforce Innovation. Once the plan is approved, the plan and the services provided under the plan shall be controlled by the early learning coalition. The plan shall be reviewed and revised as necessary, but at least biennially. An early learning coalition may not implement the revisions until the coalition submits the revised plan to and receives approval from the agency. If the agency rejects a revised plan, the coalition must continue to operate under its prior approved plan.

7. Section 125.901(2)(a)3. does not apply to school readiness programs. The Agency for Workforce Innovation may apply to the Governor and Cabinet for a waiver of, and the Governor and Cabinet may waive, any of the provisions of ss. 411.223 and 1003.54, if the waiver is necessary for implementation of school readiness programs.

8. Two or more early learning coalitions may join for purposes of planning and implementing a school readiness program.

(e) Requests for proposals; payment schedule.—

1. Each early learning coalition must comply with the procurement and expenditure procedures adopted by the Agency for Workforce Innovation, including, but not limited to, applying the procurement and expenditure procedures required by federal law for the expenditure of federal funds.

2. Each early learning coalition shall adopt a payment schedule that encompasses all programs funded under this section. The payment schedule must take into consideration the prevailing market rate, must include the projected number of children to be served, and must be submitted for approval by the Agency for Workforce Innovation. Informal child care arrangements shall be reimbursed at not more than 50 percent of the rate adopted for a family day care home.

(f) Evaluation and annual report.—Each early learning coalition shall conduct an evaluation of its implementation of the school readiness program, including system support services, performance standards, and outcome measures, and shall provide an annual report and fiscal statement to the Agency for Workforce Innovation. This report must also include an evaluation of the effectiveness of its direct enhancement services and conform to the content and format specifications adopted by the Agency for Workforce Innovation. The Agency for Workforce Innovation must include an analysis of the early learning coalitions' reports in the agency's annual report.

(6) PROGRAM ELIGIBILITY.—The school readiness program is established for children from birth to the beginning of the school year for which a child is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2. or who are eligible for any federal subsidized child care program. Each early learning coalition shall give priority for participation in the school readiness program as follows:

(a) Priority shall be given first to a child from a family in which there is an adult receiving temporary cash assistance who is subject to federal work requirements.

(b) Priority shall be given next to a child who is eligible for a school readiness program but who has not yet entered school, who is served by the Family Safety Program Office of the Department of Children and Family Services or a community-based lead agency under chapter 39 or chapter 409, and for whom child care is needed to minimize risk of further abuse, neglect, or abandonment.

(c) Subsequent priority shall be given to a child who meets one or more of the following criteria:

1. A child who is younger than the age of kindergarten eligibility and:
 - a. Is at risk of welfare dependency, including an economically disadvantaged child, a child of a participant in the welfare transition program, a child of a migratory agricultural worker, or a child of a teen parent.
 - b. Is a member of a working family that is economically disadvantaged.
 - c. For whom financial assistance is provided through the Relative Caregiver Program under s. 39.5085.
2. A 3-year-old child or 4-year-old child who may not be economically disadvantaged but who has a disability; has been served in a specific part-time exceptional education program or a combination of part-time exceptional education programs with required special services, aids, or equipment; and was previously reported for funding part time under the Florida Education Finance Program as an exceptional student.
3. An economically disadvantaged child, a child with a disability, or a child at risk of future school failure, from birth to 4 years of age, who is served at home through a home visitor program and an intensive parent education program.

4. A child who meets federal and state eligibility requirements for the migrant preschool program but who is not economically disadvantaged.

As used in this paragraph, the term "economically disadvantaged" means having a family income that does not exceed 150 percent of the federal poverty level. Notwithstanding any change in a family's economic status, but subject to additional family contributions in accordance with the sliding fee scale, a child who meets the eligibility requirements upon initial registration for the program remains eligible until the beginning of the school year for which the child is eligible for admission to kindergarten in a public school under s. 1003.21(1)(a)2.

(7) PARENTAL CHOICE.—

- (a) Parental choice of child care providers shall be established, to the maximum extent practicable, in accordance with 45 C.F.R. s. 98.30.
- (b) As used in this subsection, the term "payment certificate" means a child care certificate as defined in 45 C.F.R. s. 98.2.
- (c) The school readiness program shall, in accordance with 45 C.F.R. s. 98.30, provide parental choice through a payment certificate that ensures, to the maximum extent possible, flexibility in the school readiness program and payment arrangements. The payment certificate must bear the names of the beneficiary and the program provider and, when redeemed, must bear the signatures of both the beneficiary and an authorized representative of the provider.
- (d) If it is determined that a provider has given any cash to the beneficiary in return for receiving a payment certificate, the early learning coalition or its fiscal agent shall refer the matter to the Department of Financial Services pursuant to s. 414.411 for investigation.
- (e) The office of the Chief Financial Officer shall establish an electronic transfer system for the disbursement of funds in accordance with this subsection. Each early learning coalition shall fully implement the electronic funds transfer system within 2 years after approval of the coalition's school readiness plan, unless a waiver is obtained from the Agency for Workforce Innovation.

(8) STANDARDS; OUTCOME MEASURES.—A program provider participating in the school readiness program must meet the performance standards and outcome measures adopted by the Agency for Workforce Innovation.

(9) FUNDING; SCHOOL READINESS PROGRAM.—

- (a) It is the intent of this section to establish an integrated and quality seamless service delivery system for all publicly funded early childhood education and child care programs operating in this state.
- (b)1. The Agency for Workforce Innovation shall administer school readiness funds, plans, and policies and shall prepare and submit a unified budget request for the school readiness system in accordance with chapter 216.

2. All instructions to early learning coalitions for administering this section shall emanate from the Agency for Workforce Innovation in accordance with the policies of the Legislature.

(c) The Agency for Workforce Innovation, subject to legislative notice and review under s. 216.177, shall establish a formula for the allocation of all state and federal school readiness funds provided for children participating in the school readiness program, whether served by a public or private provider, based upon equity for each county. The allocation formula must be submitted to the Governor, the chair of the Senate Ways and Means Committee or its successor, and the chair of the House of Representatives Fiscal Council or its successor no later than January 1 of each year. If the Legislature specifies changes to the allocation formula, the Agency for Workforce Innovation shall allocate funds as specified in the General Appropriations Act.

(d) All state, federal, and required local maintenance-of-effort or matching funds provided to an early learning coalition for purposes of this section shall be used for implementation of its approved school readiness plan, including the hiring of staff to effectively operate the coalition's school readiness program. As part of plan approval and periodic plan review, the Agency for Workforce Innovation shall require that administrative costs be kept to the minimum necessary for efficient and effective administration of the school readiness plan, but total administrative expenditures must not exceed 5 percent unless specifically waived by the Agency for Workforce Innovation. The Agency for Workforce Innovation shall annually report to the Legislature any problems relating to administrative costs.

(e) The Agency for Workforce Innovation shall annually distribute, to a maximum extent practicable, all eligible funds provided under this section as block grants to the early learning coalitions in accordance with the terms and conditions specified by the agency.

(f) State funds appropriated for the school readiness program may not be used for the construction of new facilities or the purchase of buses.

(g) All cost savings and all revenues received through a mandatory sliding fee scale shall be used to help fund each early learning coalition's school readiness program.

(10) CONFLICTING PROVISIONS.—If a conflict exists between this section and federal requirements, the federal requirements control.

¹(11) SUBSTITUTE INSTRUCTORS.—Each school district shall make a list of all individuals currently eligible to act as a substitute teacher within the county pursuant to the rules adopted by the school district pursuant to s. 1012.35 available to an early learning coalition serving students within the school district. Child care facilities, as defined by s. 402.302, may employ individuals listed as substitute instructors for the purpose of offering the school readiness program, the Voluntary Prekindergarten Education Program, and all other legally operating child care programs.

History.— s. 1, ch. 99-357; s. 65, ch. 2000-139; s. 1, ch. 2000-149; s. 97, ch. 2000-165; s. 12, ch. 2000-337; s. 55, ch. 2001-62; s. 13, ch. 2001-89; s. 20, ch. 2001-170; s. 114, ch. 2001-266; s. 4, ch. 2002-38; s. 998, ch. 2002-387; ss. 59, 79, ch. 2002-402; s. 48, ch. 2003-1; s. 453, ch. 2003-261; s. 3, ch. 2003-292; s. 74, ch. 2003-399; s. 49, ch. 2004-269; s. 2, ch. 2004-484; s. 2, ch. 2005-56; s. 2, ch. 2006-17; ss. 40, 41, 53, ch. 2006-26; s. 2, ch. 2008-196; s. 195, ch. 2010-102; s. 27, ch. 2010-114; s. 8, ch. 2010-144; s. 20, ch. 2010-161; s. 17, ch. 2010-210.

¹Note. Section 58, ch. 2010-114, provides that “[t]he changes made by this act are intended to be prospective in nature. It is not intended that persons who are employed or licensed on the effective date of this act be rescreened until such time as they are otherwise required to be rescreened pursuant to law, at which time they must meet the requirements for screening as set forth in this act.”

411.0101 Child care and early childhood resource and referral.

(1) As a part of the school readiness programs, the Agency for Workforce Innovation shall establish a statewide child care resource and referral network that is unbiased and provides referrals to families for child care. Preference shall be given to using the already established early learning coalitions as the child care resource and referral agencies. If an early learning coalition cannot comply with the requirements to offer the resource information component or does not want to offer that service, the early learning coalition shall select the resource and referral agency for its county or multicounty region based upon a request for proposal pursuant to s. 411.01(5)(e)1.

(2) At least one child care resource and referral agency must be established in each early learning coalition's county or multicounty region. The Agency for Workforce Innovation shall adopt rules regarding accessibility of child care resource and referral services offered through child care resource and referral agencies in each county or multicounty region which include, at a minimum, required hours of operation, methods by which parents may request services, and child care resource and referral staff training requirements.

(3) Child care resource and referral agencies shall provide the following services:

(a) Identification of existing public and private child care and early childhood education services, including child care services by public and private employers, and the development of a resource file of those services through the single statewide information system developed by the Agency for Workforce Innovation under s. 411.01(5)(c)1.e. These services may include family day care, public and private child care programs, the Voluntary Prekindergarten Education Program, Head Start, the school readiness program, special education programs for prekindergarten children with disabilities, services for children with developmental disabilities, full-time and part-time programs, before-school and after-school programs, vacation care programs, parent education, the Temporary Cash Assistance Program, and related family support services. The resource file shall include, but not be limited to:

1. Type of program.
2. Hours of service.
3. Ages of children served.
4. Number of children served.
5. Significant program information.
6. Fees and eligibility for services.
7. Availability of transportation.

(b) The establishment of a referral process that responds to parental need for information and that is provided with full recognition of the confidentiality rights of parents. The resource and referral network shall make referrals to legally operating child care facilities. Referrals may not be made to a child care facility that is operating illegally.

(c) Maintenance of ongoing documentation of requests for service tabulated through the internal referral process through the single statewide information system. The following documentation of requests for service shall be maintained by the child care resource and referral network:

1. Number of calls and contacts to the child care resource information and referral network component by type of service requested.
2. Ages of children for whom service was requested.
3. Time category of child care requests for each child.
4. Special time category, such as nights, weekends, and swing shift.
5. Reason that the child care is needed.
6. Name of the employer and primary focus of the business.

(d) Provision of technical assistance to existing and potential providers of child care services. This assistance may include:

1. Information on initiating new child care services, zoning, and program and budget development and assistance in finding such information from other sources.

2. Information and resources which help existing child care services providers to maximize their ability to serve children and parents in their community.

3. Information and incentives that may help existing or planned child care services offered by public or private employers seeking to maximize their ability to serve the children of their working parent employees in their community, through contractual or other funding arrangements with businesses.

(e) Assistance to families and employers in applying for various sources of subsidy including, but not limited to, the Voluntary Prekindergarten Education Program, the school readiness program, Head Start, Project Independence, private scholarships, and the federal child and dependent care tax credit.

(f) Assistance in negotiating discounts or other special arrangements with child care providers.

(g) Assistance to families in identifying summer recreation camp and summer day camp programs, evaluating the health and safety qualities of summer recreation camp and summer day camp programs, and evaluating the health and safety qualities of summer camp programs. Contingent upon specific appropriation, a checklist of important health and safety qualities that parents can use to choose their summer camp programs shall be developed and distributed in a manner that will reach parents interested in such programs for their children.

(h) A child care facility licensed under s. 402.305 and licensed and registered family day care homes must provide the statewide child care and resource and referral network with the following information annually:

1. Type of program.
2. Hours of service.
3. Ages of children served.
4. Fees and eligibility for services.

(4) The Agency for Workforce Innovation shall adopt any rules necessary for the implementation and administration of this section.

History.— s. 5, ch. 89-379; s. 6, ch. 91-300; s. 71, ch. 96-175; s. 143, ch. 99-8; s. 13, ch. 2000-253; s. 3, ch. 2008-196; s. 13, ch. 2010-209; s. 18, ch. 2010-210.

Note. Former s. 402.27.

411.01013 Prevailing market rate schedule.

(1) As used in this section, the term:

(a) "Market rate" means the price that a child care provider charges for daily, weekly, or monthly child care services.

(b) "Prevailing market rate" means the annually determined 75th percentile of a reasonable frequency distribution of the market rate in a predetermined geographic market at which child care providers charge a person for child care services.

(2) The Agency for Workforce Innovation shall establish procedures for the adoption of a prevailing market rate schedule. The schedule must include, at a minimum, county-by-county rates:

(a) At the prevailing market rate, plus the maximum rate, for child care providers that hold a Gold Seal Quality Care designation under s. 402.281.

(b) At the prevailing market rate for child care providers that do not hold a Gold Seal Quality Care designation.

(3) The prevailing market rate schedule, at a minimum, must:

(a) Differentiate rates by type, including, but not limited to, a child care provider that holds a Gold Seal Quality Care designation under s. 402.281, a child care facility licensed under s. 402.305, a public or nonpublic school exempt from licensure under s. 402.3025, a faith-based child care facility exempt from licensure under s. 402.316 that does not hold a Gold Seal Quality

Care designation, a large family child care home licensed under s. 402.3131, a family day care home licensed or registered under s. 402.313, or an after-school program that is not defined as child care under rules adopted pursuant to s. 402.3045.

(b) Differentiate rates by the type of child care services provided for children with special needs or risk categories, infants, toddlers, preschool-age children, and school-age children.

(c) Differentiate rates between full-time and part-time child care services.

(d) Consider discounted rates for child care services for multiple children in a single family.

(4) The prevailing market rate schedule must be based exclusively on the prices charged for child care services. If a conflict exists between this subsection and federal requirements, the federal requirements shall control.

(5) The prevailing market rate shall be considered by an early learning coalition in the adoption of a payment schedule in accordance with s. 411.01(5)(e)2.

(6) The Agency for Workforce Innovation may contract with one or more qualified entities to administer this section and provide support and technical assistance for child care providers.

(7) The Agency for Workforce Innovation may adopt rules pursuant to ss. 120.536(1) and 120.54 for establishing procedures for the collection of child care providers' market rate, the calculation of a reasonable frequency distribution of the market rate, and the publication of a prevailing market rate schedule.

History.— s. 4, ch. 91-300; s. 78, ch. 96-175; s. 11, ch. 99-304; s. 33, ch. 2004-357; s. 10, ch. 2010-210.

Note. Former s. 402.3051.

411.01014 School readiness transportation services.

(1) The Agency for Workforce Innovation, pursuant to chapter 427, may authorize an early learning coalition to establish school readiness transportation services for children at risk of abuse or neglect participating in the school readiness program. The early learning coalitions may contract for the provision of transportation services as required by this section.

(2) The transportation servicers may only provide transportation to each child participating in the school readiness program to the extent that such transportation is necessary to provide child care opportunities that otherwise would not be available to a child whose home is more than a reasonable walking distance from the nearest child care facility or family day care home.

History.— s. 40, ch. 90-306; s. 13, ch. 2010-210.

Note. Former s. 402.3145.

411.01015 Consultation to child care centers and family day care homes regarding health, developmental, disability, and special needs issues.

(1) Contingent upon specific appropriations, the Agency for Workforce Innovation shall administer a statewide toll-free Warm-Line for the purpose of providing assistance and consultation to child care centers and family day care homes regarding health, developmental, disability, and special needs issues of the children they are serving, particularly children with disabilities and other special needs.

(2) The purpose of the Warm-Line is to provide advice to child care personnel concerning strategies, curriculum, and environmental adaptations that allow a child with a disability or special need to derive maximum benefit from child care services.

(3) The Agency for Workforce Innovation shall annually inform child care centers and family day care homes of the availability of this service through the child care resource and referral network under s. 411.0101.

(4) Contingent upon specific appropriations, the Agency for Workforce Innovation shall expand, or contract for the expansion of, the Warm-Line to maintain at least one Warm-Line site in each early learning coalition service area.

(5) Each regional Warm-Line shall provide assistance and consultation to child care centers and family day care homes regarding health, developmental, disability, and special needs issues of the children they are serving, particularly children with disabilities and other special needs. Regional Warm-Line staff shall provide onsite technical assistance, when requested, to assist child care centers and family day care homes with inquiries relative to the strategies, curriculum, and environmental adaptations the child care centers and family day care homes may need as they serve children with disabilities and other special needs.

History.— s. 13, ch. 99-304; s. 9, ch. 2010-210.

Note. Former s. 402.3018.

411.0102 Child Care Executive Partnership Act; findings and intent; grant; limitation; rules.

(1) This section may be cited as the “Child Care Executive Partnership Act.”

(2)(a) The Legislature finds that when private employers provide onsite child care or provide other child care benefits, they benefit by improved recruitment and higher retention rates for employees, lower absenteeism, and improved employee morale. The Legislature also finds that there are many ways in which private employers can provide child care assistance to employees: information and referral, vouchering, employer contribution to child care programs, and onsite care. Private employers can offer child care as part of a menu of employee benefits. The Legislature recognizes that flexible compensation programs providing a child care option are beneficial to the private employer through increased productivity, to the private employee in knowing that his or her children are being cared for in a safe and nurturing environment, and to the state in more dollars being available for purchasing power and investment.

(b) It is the intent of the Legislature to promote public/private partnerships to ensure that the children of the state be provided safe and enriching child care at any time, but especially while parents work to remain self-sufficient. It is the intent of the Legislature that private employers be encouraged to participate in the future of this state by providing employee child care benefits. Further, it is the intent of the Legislature to encourage private employers to explore innovative ways to assist employees to obtain quality child care.

(c) The Legislature further recognizes that many parents need assistance in paying the full costs of quality child care. The public and private sectors, by working in partnership, can promote and improve access to quality child care and early education for children of working families who need it. Therefore, a more formal mechanism is necessary to stimulate the establishment of public-private partnerships. It is the intent of the Legislature to expand the availability of scholarship options for working families by providing incentives for employers to contribute to meeting the needs of their employees' families through matching public dollars available for child care.

(3) There is created a body politic and corporate known as the Child Care Executive Partnership which shall establish and govern the Child Care Executive Partnership Program. The purpose of the Child Care Executive Partnership Program is to utilize state and federal funds as incentives for matching local funds derived from local governments, employers, charitable foundations, and other sources so that Florida communities may create local flexible partnerships with employers. The Child Care Executive Partnership Program funds shall be used at the discretion of local communities to meet the needs of working parents. A child care purchasing pool shall be developed with the state, federal, and local funds to provide subsidies to low-income working parents whose family income does not exceed the allowable income for any federally subsidized child care program with a dollar-for-dollar match from employers, local

government, and other matching contributions. The funds used from the child care purchasing pool must be used to supplement or extend the use of existing public or private funds.

(4) The Child Care Executive Partnership, staffed by the Agency for Workforce Innovation, shall consist of a representative of the Executive Office of the Governor and nine members of the corporate or child care community, appointed by the Governor.

(a) Members shall serve for a period of 4 years, except that the representative of the Executive Office of the Governor shall serve at the pleasure of the Governor.

(b) The Child Care Executive Partnership shall be chaired by a member chosen by a majority vote and shall meet at least quarterly and at other times upon the call of the chair. The Child Care Executive Partnership may use any method of telecommunications to conduct meetings, including establishing a quorum through telecommunications, only if the public is given proper notice of a telecommunications meeting and reasonable access to observe and, when appropriate, participate.

(c) Members shall serve without compensation, but may be reimbursed for per diem and travel expenses in accordance with s. 112.061.

(d) The Child Care Executive Partnership shall have all the powers and authority, not explicitly prohibited by statute, necessary to carry out and effectuate the purposes of this section, as well as the functions, duties, and responsibilities of the partnership, including, but not limited to, the following:

1. Assisting in the formulation and coordination of the state's child care policy.
2. Adopting an official seal.
3. Soliciting, accepting, receiving, investing, and expending funds from public or private sources.
4. Contracting with public or private entities as necessary.
5. Approving an annual budget.
6. Carrying forward any unexpended state appropriations into succeeding fiscal years.
7. Providing a report to the Governor, the Speaker of the House of Representatives, and the President of the Senate, on or before December 1 of each year.

(5)(a) The Legislature shall annually determine the amount of state or federal low-income child care moneys which shall be used to create Child Care Executive Partnership Program child care purchasing pools in counties chosen by the Child Care Executive Partnership, provided that at least two of the counties have populations of no more than 300,000. The Legislature shall annually review the effectiveness of the child care purchasing pool program and reevaluate the percentage of additional state or federal funds, if any, that can be used for the program's expansion.

(b) To ensure a seamless service delivery and ease of access for families, an early learning coalition or the Agency for Workforce Innovation shall administer the child care purchasing pool funds.

(c) The Agency for Workforce Innovation, in conjunction with the Child Care Executive Partnership, shall develop procedures for disbursement of funds through the child care purchasing pools. In order to be considered for funding, an early learning coalition or the Agency for Workforce Innovation must commit to:

1. Matching the state purchasing pool funds on a dollar-for-dollar basis; and
2. Expending only those public funds which are matched by employers, local government, and other matching contributors who contribute to the purchasing pool. Parents shall also pay a fee, which may not be less than the amount identified in the early learning coalition's school readiness program sliding fee scale.

¹(d) Each early learning coalition shall establish a community child care task force for each child care purchasing pool. The task force must be composed of employers, parents, private child care providers, and one representative from the local children's services council, if one exists in the area of the purchasing pool. The early learning coalition is expected to recruit

the task force members from existing child care councils, commissions, or task forces already operating in the area of a purchasing pool. A majority of the task force shall consist of employers.

(6) The Agency for Workforce Innovation shall adopt any rules necessary for the implementation and administration of this section.

History.-- ss. 4, 5, ch. 88-337; s. 43, ch. 90-306; s. 85, ch. 96-175; s. 195, ch. 97-101; s. 3, ch. 98-165; s. 20, ch. 2000-253; s. 12, ch. 2001-89; s. 4, ch. 2008-196; s. 130, ch. 2010-102; s. 19, ch. 2010-210.

¹**Note.** As amended by s. 130, ch. 2010-102. For a description of multiple acts in the same session affecting a statutory provision, see preface to the Florida Statutes, "Statutory Construction." Paragraph (5)(d) was also amended by s. 19, ch. 2010-210, and that version reads: (d) Each early learning coalition board shall develop a plan for the use of child care purchasing pool funds. The plan must show how many children will be served by the purchasing pool, how many will be new to receiving child care services, and how the early learning coalition intends to attract new employers and their employees to the program.

Note. Former s. 409.178.

411.0103 Teacher Education and Compensation Helps (TEACH) scholarship program.

(1) The Legislature finds that the level of early child care teacher education and training is a key predictor for determining program quality. The Legislature also finds that low wages for child care workers prevent many from obtaining increased training and education and contribute to high turnover rates. The Legislature therefore intends to help fund a program which links teacher training and education to compensation and commitment to the field of early childhood education.

(2) The Agency for Workforce Innovation may contract for the administration of the Teacher Education and Compensation Helps (TEACH) scholarship program, which provides educational scholarships to caregivers and administrators of early childhood programs, family day care homes, and large family child care homes.

(3) The agency shall adopt rules under ss. 120.536(1) and 120.54 as necessary to administer this section.

History.-- s. 15, ch. 2000-253; ss. 55, 79, ch. 2002-402; s. 73, ch. 2003-399; s. 55, ch. 2004-269; s. 40, ch. 2005-71; s. 1, ch. 2006-17; ss. 37, 53, ch. 2006-26; s. 6, ch. 2006-91.

Note. Former s. 402.3017.

411.0104 Early Head Start collaboration grants.

(1) Contingent upon specific appropriations, the Agency for Workforce Innovation shall establish a program to award collaboration grants to assist local agencies in securing Early Head Start programs through Early Head Start program federal grants. The collaboration grants shall provide the required matching funds for public and private nonprofit agencies that have been approved for Early Head Start program federal grants.

(2) Public and private nonprofit agencies providing Early Head Start programs applying for collaborative grants must:

(a) Ensure quality performance by meeting the requirements in the Head Start program performance standards and other applicable rules and regulations;

(b) Ensure collaboration with other service providers at the local level; and

(c) Ensure that a comprehensive array of health, nutritional, and other services are provided to the program's pregnant women and very young children, and their families.

(3) The Agency for Workforce Innovation may adopt rules under ss. 120.536(1) and 120.54 as necessary for the award of collaboration grants to competing agencies and the administration of the collaboration grants program under this section.

History.— s. 7, ch. 99-304; s. 8, ch. 2004-484; s. 109, ch. 2010-102; s. 8, ch. 2010-210.
Note. Former s. 402.3016.

411.0105 Early Learning Opportunities Act and Even Start Family Literacy Programs; lead agency. For purposes of administration of the Early Learning Opportunities Act and the Even Start Family Literacy Programs, pursuant to Pub. L. No. 106-554, the Agency for Workforce Innovation is designated as the lead agency and must comply with lead agency responsibilities pursuant to federal law.

History.— s. 19, ch. 2001-170.

411.0106 Infants and toddlers in state-funded education and care programs; brain development activities. Each state-funded education and care program for children from birth to 5 years of age must provide activities to foster brain development in infants and toddlers. A program must provide an environment that helps children attain the performance standards adopted by the Agency for Workforce Innovation under s. 411.01(4)(d)8. and must be rich in language and music and filled with objects of various colors, shapes, textures, and sizes to stimulate visual, tactile, auditory, and linguistic senses in the children and must include classical music and at least 30 minutes of reading to the children each day. A program may be offered through an existing early childhood program such as Healthy Start, the Title I program, the school readiness program, the Head Start program, or a private child care program. A program must provide training for the infants' and toddlers' parents including direct dialogue and interaction between teachers and parents demonstrating the urgency of brain development in the first year of a child's life. Family day care centers are encouraged, but not required, to comply with this section.

History.— s. 1, ch. 98-70; s. 5, ch. 2010-210.
Note. Former s. 402.25.

411.011 Records of children in school readiness programs.

(1) The individual records of children enrolled in school readiness programs provided under s. 411.01, held by an early learning coalition or the Agency for Workforce Innovation, are confidential and exempt from s. 119.07(1) and s. 24(a), Art. I of the State Constitution. For purposes of this section, records include assessment data, health data, records of teacher observations, and personal identifying information.

(2) A parent, guardian, or individual acting as a parent in the absence of a parent or guardian has the right to inspect and review the individual school readiness program record of his or her child and to obtain a copy of the record.

(3) School readiness records may be released to:

(a) The United States Secretary of Education, the United States Secretary of Health and Human Services, and the Comptroller General of the United States for the purpose of federal audits.

(b) Individuals or organizations conducting studies for institutions to develop, validate, or administer assessments or improve instruction.

(c) Accrediting organizations in order to carry out their accrediting functions.

(d) Appropriate parties in connection with an emergency if the information is necessary to protect the health or safety of the child enrollee or other individuals.

- (e) The Auditor General in connection with his or her official functions.
- (f) A court of competent jurisdiction in compliance with an order of that court in accordance with a lawfully issued subpoena.
- (g) Parties to an interagency agreement among early learning coalitions, local governmental agencies, providers of school readiness programs, state agencies, and the Agency for Workforce Innovation for the purpose of implementing the school readiness program.

Agencies, organizations, or individuals that receive school readiness records in order to carry out their official functions must protect the data in a manner that does not permit the personal identification of a child enrolled in a school readiness program and his or her parents by persons other than those authorized to receive the records.

History.— s. 3, ch. 2000-299; s. 9, ch. 2004-484; s. 1, ch. 2005-131.

411.201 Florida Prevention, Early Assistance, and Early Childhood Act; short title. This chapter may be cited as the “Florida Prevention, Early Assistance, and Early Childhood Act.”

History.— s. 1, ch. 89-379.

411.202 Definitions.

As used in this chapter, the term:

(1) **“Assistance services”** means those assessments, individualized therapies, and other medical, educational, and social services designed to enhance the environment for the high-risk or handicapped preschool child, in order to achieve optimum growth and development. Provision of such services may include monitoring and modifying the delivery of assistance services.

(2) **“Case management”** means those activities aimed at assessing the needs of the high-risk child and his or her family; planning and linking the service system to the child and his or her family, based on child and family outcome objectives; coordinating and monitoring service delivery; and evaluating the effect of the service delivery system.

(3) **“Community-based local contractor”** means any unit of county or local government, any for-profit or not-for-profit organization, or a school district.

(4) **“Developmental assistance”** means individualized therapies and services needed to enhance both the high-risk child’s growth and development and family functioning.

(5) **“Discharge planning”** means the modification of the written individual and family service plan at the time of discharge from the hospital, which plan identifies for the family of a high-risk or handicapped infant a prescription of needed medical treatments or medications, specialized evaluation needs, and necessary nonmedical and educational intervention services.

(6) **“Drug-exposed child”** means any child from birth to 5 years of age for whom there is documented evidence that the mother used illicit drugs or was a substance abuser, or both, during pregnancy and the child exhibits:

- (a) Abnormal growth;
- (b) Abnormal neurological patterns;
- (c) Abnormal behavior problems; or
- (d) Abnormal cognitive development.

(7) **“Early assistance”** means any sustained and systematic effort designed to prevent or reduce the assessed level of health, educational, biological, environmental, or social risk for a high-risk child and his or her family.

(8) **“Handicapped child”** means a preschool child who is developmentally disabled, mentally handicapped, speech impaired, language impaired, deaf or hard of hearing, blind or

partially sighted, physically handicapped, health impaired, or emotionally handicapped; a preschool child who has a specific learning disability; or any other child who has been classified under rules of the State Board of Education as eligible for preschool special education services, with the exception of those who are classified solely as gifted.

(9) "High-risk child" or "at-risk child" means a preschool child with one or more of the following characteristics:

(a) The child is a victim or a sibling of a victim in a confirmed or indicated report of child abuse or neglect.

(b) The child is a graduate of a perinatal intensive care unit.

(c) The child's mother is under 18 years of age, unless the mother received necessary comprehensive maternity care and the mother and child currently receive necessary support services.

(d) The child has a developmental delay of one standard deviation below the mean in cognition, language, or physical development.

(e) The child has survived a catastrophic infectious or traumatic illness known to be associated with developmental delay.

(f) The child has survived an accident resulting in a developmental delay.

(g) The child has a parent or guardian who is developmentally disabled, severely emotionally disturbed, drug or alcohol dependent, or incarcerated and who requires assistance in meeting the child's developmental needs.

(h) The child has no parent or guardian.

(i) The child is drug exposed.

(j) The child's family's income is at or below 100 percent of the federal poverty level or the child's family's income level impairs the development of the child.

(k) The child is a handicapped child as defined in subsection (8).

(l) The child has been placed in residential care under the custody of the state through dependency proceedings pursuant to chapter 39.

(m) The child is a member of a migrant farmworker family.

(10) "Impact evaluation" means the provision of evaluation information to the department on the impact of the components of the childhood pregnancy prevention public education program and an assessment of the impact of the program on a child's related sexual knowledge, attitudes, and risk-taking behavior.

(11) "Individual and family service plan" means a written individualized plan describing the developmental status of the high-risk child and the therapies and services needed to enhance both the high-risk child's growth and development and family functioning, and shall include the contents of the written individualized family service plan as defined in part H of Pub. L. No. 99-457.

(12) "Infant" or "toddler" means any child from birth to 3 years of age.

(13) "Interdisciplinary team" means a team that may include the physician, psychologist, educator, social worker, nursing staff, physical or occupational therapist, speech pathologist, parents, developmental intervention and parent support and training program director, case manager for the child and family, and others who are involved with the individual and family service plan.

(14) "Parent support and training" means a range of services for families of high-risk or handicapped preschool children, including family counseling; financial planning; agency referral; development of parent-to-parent support groups; education relating to growth and development, developmental assistance, and objective measurable skills, including abuse avoidance skills; training of parents to advocate for their child; and bereavement counseling.

(15) "Posthospital assistance services" means assessment, individual and family service planning, developmental assistance, counseling, parent education, and referrals which

are delivered as needed in a home or nonhome setting, upon discharge, by a professional or paraprofessional trained for this purpose.

(16) **"Prenatal"** means the time period from pregnancy to delivery.

(17) **"Preschool child"** means a child from birth to 5 years of age, including a child who attains 5 years of age before September 1.

(18) **"Prevention"** means any program, service, or sustained activity designed to eliminate or reduce high-risk conditions in pregnant women, to eliminate or ameliorate handicapping or high-risk conditions in infants, toddlers, or preschool children, or to reduce sexual activity or the risk of unwanted pregnancy in teenagers.

(19) **"Preventive health care"** means periodic physical examinations, immunizations, and assessments for hearing, vision, nutritional deficiencies, development of language, physical growth, small and large muscle skills, and emotional behavior, as well as age-appropriate laboratory tests.

(20) **"Process evaluation"** means the provision of information to the department on the breadth and scope of the childhood pregnancy prevention public education program. The evaluation must identify program areas that need modification and identify community-based local contractor strategies and procedures which are particularly effective.

(21) **"Strategic plan"** means a report that analyzes existing programs, services, resources, policy, and needs and sets clear and consistent direction for programs and services for high-risk pregnant women and for preschool children, with emphasis on high-risk and handicapped children, by establishing goals and child and family outcomes, and strategies to meet them.

(22) **"Teen parent"** means a person under 18 years of age or enrolled in school in grade 12 or below, who is pregnant, who is the father of an unborn child, or who is the parent of a child.

History.— s. 1, ch. 89-379; s. 7, ch. 90-358; s. 2, ch. 91-229; s. 1, ch. 95-321; s. 51, ch. 97-103; s. 62, ch. 2000-153.

411.203 Continuum of comprehensive services. The Department of Education and the ¹Department of Health and Rehabilitative Services shall utilize the continuum of prevention and early assistance services for high-risk pregnant women and for high-risk and handicapped children and their families, as outlined in this section, as a basis for the intraagency and interagency program coordination, monitoring, and analysis required in this chapter. The continuum shall be the guide for the comprehensive statewide approach for services for high-risk pregnant women and for high-risk and handicapped children and their families, and may be expanded or reduced as necessary for the enhancement of those services. Expansion or reduction of the continuum shall be determined by intraagency or interagency findings and agreement, whichever is applicable. Implementation of the continuum shall be based upon applicable eligibility criteria, availability of resources, and interagency prioritization when programs impact both agencies, or upon single agency prioritization when programs impact only one agency. The continuum shall include, but not be limited to:

(1) EDUCATION AND AWARENESS.—

(a) Education of the public concerning, but not limited to, the causes of handicapping conditions, normal and abnormal child development, the benefits of abstinence from sexual activity, and the consequences of teenage pregnancy.

(b) Education of professionals and paraprofessionals concerning, but not limited to, the causes of handicapping conditions, normal and abnormal child development, parenting skills, the benefits of abstinence from sexual activity, and the consequences of teenage pregnancy, through preservice and inservice training, continuing education, and required postsecondary coursework.

(2) INFORMATION AND REFERRAL.—

- (a) Providing information about available services and programs to families of high-risk and handicapped children.
- (b) Providing information about service options and providing technical assistance to aid families in the decisionmaking process.
- (c) Directing the family to appropriate services and programs to meet identified needs.

(3) CASE MANAGEMENT.—

- (a) Arranging and coordinating services and activities for high-risk pregnant women, and for high-risk children and their families, with identified service providers.
- (b) Providing appropriate casework services to pregnant women and to high-risk children and their families.
- (c) Advocating for pregnant women and for children and their families.

(4) SUPPORT SERVICES PRIOR TO PREGNANCY.—

- (a) Basic needs, such as food, clothing, and shelter.
- (b) Health education.
- (c) Family planning services, on a voluntary basis.
- (d) Counseling to promote a healthy, stable, and supportive family unit, to include, but not be limited to, financial planning, stress management, and educational planning.

(5) MATERNITY AND NEWBORN SERVICES.—

- (a) Comprehensive prenatal care, accessible to all pregnant women and provided for high-risk pregnant women.
- (b) Adoption counseling for unmarried pregnant teenagers.
- (c) Nutrition services for high-risk pregnant women.
- (d) Perinatal intensive care.
- (e) Delivery services for high-risk pregnant women.
- (f) Postpartum care.
- (g) Nutrition services for lactating mothers of high-risk children.
- (h) A new mother information program at the birth site, to provide an informational brochure about immunizations, normal child development, abuse avoidance and appropriate parenting strategies, family planning, and community resources and support services for all parents of newborns and to schedule Medicaid-eligible infants for a health checkup.
- (i) Appropriate screenings, to include, but not be limited to, metabolic screening, sickle-cell screening, hearing screening, developmental screening, and categorical screening.
- (j) Followup family planning services for high-risk mothers and mothers of high-risk infants.

(6) HEALTH AND NUTRITION SERVICES FOR PRESCHOOL CHILDREN.—

- (a) Preventive health services for all preschool children.
- (b) Nutrition services for all preschool children, including, but not limited to, the Child Care Food Program and the Special Supplemental Food Program for Women, Infants, and Children.
- (c) Medical care for seriously medically impaired preschool children.
- (d) Cost-effective quality health care alternatives for medically involved preschool children, in or near their homes.

(7) EDUCATION, EARLY ASSISTANCE, AND RELATED SERVICES FOR HIGH-RISK CHILDREN AND THEIR FAMILIES.—

- (a) Early assistance, including, but not limited to, developmental assistance programs, parent support and training programs, and appropriate followup assistance services, for handicapped and high-risk infants and their families.
- (b) Special education and related services for handicapped children.
- (c) Education, early assistance, and related services for high-risk children.

(8) SUPPORT SERVICES FOR ALL EXPECTANT PARENTS AND PARENTS OF HIGH-RISK CHILDREN.—

(a) Nonmedical prenatal and support services for pregnant teenagers and other high-risk pregnant women.

(b) Child care and early childhood programs, including, but not limited to, licensed child care facilities, family day care homes, therapeutic child care, Head Start, and preschool programs in public and private schools.

(c) Parent education and counseling.

(d) Transportation.

(e) Respite care, homemaker care, crisis management, and other services that allow families of high-risk children to maintain and provide quality care to their children at home.

(f) Parent support groups, such as the community resource mother or father program as established in s. 402.45, or parents as first teachers, to strengthen families and to enable families of high-risk children to better meet their needs.

(g) Utilization of the elderly, either as volunteers or paid employees, to work with high-risk children.

(h) Utilization of high school and postsecondary students as volunteers to work with high-risk children.

(9) MANAGEMENT SYSTEMS AND PROCEDURES.—

(a) Resource information systems on services and programs available for families.

(b) Registry of high-risk newborns and newborns with birth defects, which utilizes privacy safeguards for children and parents who are subjects of the registry.

(c) Local registry of preschoolers with high-risk or handicapping conditions, which utilizes privacy safeguards for children and parents who are subjects of the registry.

(d) Information sharing system among the ¹Department of Health and Rehabilitative Services, the Department of Education, local education agencies, and other appropriate entities, on children eligible for services. Information may be shared when parental or guardian permission has been given for release.

(e) Well-baby insurance for preschoolers included in the family policy coverage.

(f) Evaluation, to include:

1. Establishing child-centered and family-focused goals and objectives for each element of the continuum.

2. Developing a system to report child and family outcomes and program effectiveness for each element of the continuum.

(g) Planning for continuation of services, to include:

1. Individual and family service plan by an interdisciplinary team, for the transition from birth or the earliest point of identification of a high-risk infant or toddler into an early assistance, preschool program for 3-year-olds or 4-year-olds, or other appropriate programs.

2. Individual and family service plan by an interdisciplinary team, for the transition of a high-risk preschool child into a public or private school system.

History.— s. 1, ch. 89-379; s. 999, ch. 2002-387; s. 20, ch. 2010-210.

¹Note. The Department of Health and Rehabilitative Services was redesignated as the Department of Children and Family Services by s. 5, ch. 96-403, and the Department of Health was created by s. 8, ch. 96-403.

411.2035 Dangers of shaking infants and young children; requirements for distributing brochures.

(1) Every hospital, birthing facility, and provider of home birth which has maternity and newborn services shall provide to the parents of a newborn, before they take their newborn

home from the hospital or birthing facility, written information with an explanation concerning the dangers of shaking infants and young children.

(2) The Department of Health shall prepare a brochure that describes the dangers of shaking infants and young children. The description must include information concerning the grave effects of shaking infants and young children, information concerning appropriate ways to manage the causes that can lead a person to shake infants and young children, and a discussion of ways to reduce the risks that can lead a person to shake infants and young children.

(3) This section does not preclude a hospital, birthing facility, or a home birth provider from providing the notice required under this section as an addendum to, or in connection with, any other required information.

—(4) A cause of action does not accrue against the state or any subdivision or agency thereof or any hospital birthing facility or home-birth provider for failure to give or receive the information required under this section.

History.— s. 2, ch. 2002-174.

Note. Former s. 411.233.

411.205 Rules. The ¹Department of Health and Rehabilitative Services and the State Board of Education shall adopt rules necessary for the implementation of this chapter.

History.— s. 1, ch. 89-379.

¹**Note.** The Department of Health and Rehabilitative Services was redesignated as the Department of Children and Family Services by s. 5, ch. 96-403, and the Department of Health was created by s. 8, ch. 96-403.

PART II

PREVENTION AND EARLY ASSISTANCE

411.22 Legislative intent.

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411.224 Family support planning process.

411.226 Learning Gateway.

411.227 Components of the Learning Gateway.

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411.22 Legislative intent.

The Legislature finds and declares that 50 percent of handicapping conditions in young children can be prevented, and such conditions which are not prevented can be minimized by focusing prevention efforts on high-risk pregnant women and on high-risk and handicapped preschool children and their families. The Legislature further finds that by preventing handicaps in preschool children, infant mortality and child abuse can be reduced and this state can reap substantial savings in both human potential and state funds. The Legislature finds that infant mortality, handicapping conditions in young children, and other health problems for infants and mothers are associated with teenage pregnancy and that the prevention of sexual activity and unwanted teenage pregnancy can reduce the number of at-risk children, while increasing human potential and reducing the cost of health care. The Legislature further finds that a continuum of integrated services is needed to identify, diagnose, and treat high-risk conditions in pregnant women and in preschool children. The Legislature finds that intraagency and

interagency coordination can enhance the framework of a continuum that is already in existence and that coordination of public sector and private sector prevention services can reduce infant mortality and handicapping conditions in preschool children and minimize the effects of handicapping conditions. It is the intent of the Legislature, therefore, that a continuum of efficient and cost-effective prevention and early assistance services be identified, that a plan for intraagency and interagency coordination be developed for the purpose of implementing such a continuum, and that the continuum of services be implemented as resources are made available for such implementation.

History.-- s. 2, ch. 89-379; s. 8, ch. 90-358.

411.223 Uniform standards.

(1) The Department of Children and Family Services, in consultation with the Department of Education, shall establish a minimum set of procedures for each preschool child who receives preventive health care with state funds. Preventive health care services shall meet the minimum standards established by federal law for the Early Periodic Screening, Diagnosis, and Treatment Program and shall provide guidance on screening instruments which are appropriate for identifying health risks and handicapping conditions in preschool children.

(2) Duplicative diagnostic and planning practices shall be eliminated to the extent possible. Diagnostic and other information necessary to provide quality services to high-risk or handicapped children shall be shared among the program offices of the Department of Children and Family Services, pursuant to the provisions of s. 1002.22.

History.-- s. 2, ch. 89-379; s. 66, ch. 2000-139; s. 1000, ch. 2002-387.

411.224 Family support planning process. The Legislature establishes a family support planning process to be used by the Department of Children and Family Services as the service planning process for targeted individuals, children, and families under its purview.

(1) The Department of Education shall take all appropriate and necessary steps to encourage and facilitate the implementation of the family support planning process for individuals, children, and families within its purview.

(2) To the extent possible within existing resources, the following populations must be included in the family support planning process:

(a) Children from birth to age 5 who are served by the clinic and programs of the Division of Children's Medical Services of the Department of Health.

(b) Children participating in the developmental evaluation and intervention program of the Division of Children's Medical Services of the Department of Health.

(c) Children from age 3 through age 5 who are served by the Agency for Persons with Disabilities.

(d) Children from birth through age 5 who are served by the Mental Health Program Office of the Department of Children and Family Services.

(e) Healthy Start participants in need of ongoing service coordination.

(f) Children from birth through age 5 who are served by the voluntary family services, protective supervision, foster care, or adoption and related services programs of the Child Care Services Program Office of the Department of Children and Family Services, and who are eligible for ongoing services from one or more other programs or agencies that participate in family support planning; however, children served by the voluntary family services program, where the planned length of intervention is 30 days or less, are excluded from this population.

(3) When individuals included in the target population are served by Head Start, local education agencies, or other prevention and early intervention programs, providers must be

notified and efforts made to facilitate the concerned agency's participation in family support planning.

(4) Local education agencies are encouraged to use a family support planning process for children from birth through 5 years of age who are served by the prekindergarten program for children with disabilities, in lieu of the Individual Education Plan.

(5) There must be only a single-family support plan to address the problems of the various family members unless the family requests that an individual family support plan be developed for different members of that family. The family support plan must replace individual habilitation plans for children from 3 through 5 years old who are served by the Agency for Persons with Disabilities.

(6) The family support plan at a minimum must include the following information:

(a) The family's statement of family concerns, priorities, and resources.

(b) Information related to the health, educational, economic and social needs, and overall development of the individual and the family.

(c) The outcomes that the plan is intended to achieve.

(d) Identification of the resources and services to achieve each outcome projected in the plan. These resources and services are to be provided based on availability and funding.

(7) A family support plan meeting must be held with the family to initially develop the family support plan and annually thereafter to update the plan as necessary. The family includes anyone who has an integral role in the life of the individual or child as identified by the individual or family. The family support plan must be reviewed periodically during the year, at least at 6-month intervals, to modify and update the plan as needed. Such periodic reviews do not require a family support plan team meeting but may be accomplished through other means such as a case file review and telephone conference with the family.

(8) The initial family support plan must be developed within a 90-day period. If exceptional circumstances make it impossible to complete the evaluation activities and to hold the initial family support plan team meeting within a reasonable time period, these circumstances must be documented, and the individual or family must be notified of the reason for the delay. With the agreement of the family and the provider, services for which either the individual or the family is eligible may be initiated before the completion of the evaluation activities and the family support plan.

(9) The Department of Children and Family Services, the Department of Health, and the Department of Education, to the extent that funds are available, must offer technical assistance to communities to facilitate the implementation of the family support plan.

(10) The Department of Children and Family Services, the Department of Health, and the Department of Education shall adopt rules necessary to implement this act.

History.— s. 7, ch. 93-143; s. 196, ch. 99-8; s. 67, ch. 2000-139; s. 63, ch. 2000-158; s. 55, ch. 2006-227; s. 21, ch. 2010-161.

411.226 Learning Gateway.

(1) **PROGRAM GOALS.**—The Legislature authorizes a 3-year demonstration program, to be called the Learning Gateway, the purpose of which is to provide parents access to information, referral, and services to lessen the effects of learning disabilities in children from birth to age 9. Parental consent shall be required for initial contact and referral for evaluation and services provided through the Learning Gateway. Each pilot program must design and test an integrated, community-based system to help parents identify learning problems and access early education and intervention services in order to minimize or prevent learning disabilities. The Learning Gateway must be available to parents in the settings where they and their children live, work, seek care, or study. The goals of the Learning Gateway are to:

(a) Improve community awareness and education of parents and practitioners about the warning signs or precursors of learning problems and learning disabilities, including disorders or delayed development in language, attention, behavior, and social-emotional functioning, including dyslexia and attention deficit hyperactivity disorder, in children from birth through age 9.

(b) Improve access for children who are experiencing early learning problems and their families to appropriate programs, services, and supports through improved outreach and referral processes among providers.

(c) Improve developmental monitoring and the availability to parents of appropriate screening resources, with emphasis on children from birth through age 9 who are at high risk of having learning problems.

(d) Improve the availability to parents of appropriate education and intervention programs, services, and supports to address learning problems and learning disabilities.

(e) Identify gaps in the array of services and supports so that an appropriate child-centered and family-centered continuum of education and support would be readily available in each community.

(f) Improve accountability of the system through improved planning, integration, and collaboration among providers and through outcome measurement in collaboration with parents.

(2) LEARNING GATEWAY STEERING COMMITTEE.—

(a) To ensure that parents of children with potential learning problems and learning disabilities have access to the appropriate necessary services and supports, an 18-member steering committee is created. The steering committee is assigned to the Department of Education for administrative purposes.

(b) The duties of the Learning Gateway Steering Committee are to provide policy development, consultation, oversight, and support for the implementation of three demonstration programs and to advise the agencies, the Legislature, and the Governor on statewide implementation of system components and issues and on strategies for continuing improvement to the system.

(c) The steering committee shall direct the administering agency of the Learning Gateway program to expend the funds appropriated for the steering committee's use to procure the products delineated in s. 411.227 through contracts or other means. The steering committee and the Learning Gateway pilot programs will provide information and referral for services but will not provide direct services to parents or children.

(d) The steering committee must include parents, service providers, and representatives of the disciplines relevant to diagnosis of and intervention in early learning problems. The Governor shall appoint one member from the private sector who has expertise in communications, management or service provision, one member who has expertise in children's vision, one member who has expertise in learning disabilities, one member who has expertise in audiology, one member who is a parent of a child eligible for services by the Learning Gateway, and one provider of related diagnostic and intervention services. The President of the Senate shall appoint one member from the private sector who has expertise in communications, management or service provision, one member who has expertise in emergent literacy, one member who has expertise in pediatrics, one member who has expertise in brain development, one member who is a parent of a child eligible for services by the Learning Gateway, and one member who is a provider of related diagnostic and intervention services. The Speaker of the House of Representatives shall appoint one member from the private sector who has expertise in communications, management or service provision, one member who has expertise in environmental health and allergies, one member who has expertise in children's nutrition, one member who has expertise in family medicine, one parent of a child eligible for services by the Learning Gateway, and one member who is a school psychologist providing diagnostic and intervention services.

(e) To support and facilitate system improvements, the steering committee must consult with representatives from the Department of Education, the Department of Health, the Agency for Workforce Innovation, the Department of Children and Family Services, the Agency for Health Care Administration, the Department of Juvenile Justice, and the Department of Corrections and with the director of the Learning Development and Evaluation Center of Florida Agricultural and Mechanical University.

(f) Steering committee appointments must be made, and the committee must hold its first meeting, within 90 days after this act takes effect. Steering committee members shall be appointed to serve a term of 3 years. The Governor shall designate the chair of the steering committee.

(g) Steering committee members shall not receive compensation for their services, but may receive reimbursement for travel expenses incurred under s. 112.061.

(3) LEARNING GATEWAY DEMONSTRATION PROJECTS.—

(a) Within 90 days after its initial meeting, the Learning Gateway Steering Committee shall accept proposals from interagency consortia in Orange, Manatee, and St. Lucie counties which comprise public and private providers, community agencies, business representatives, and the local school board in each county to serve as demonstration sites for design and development of a system that addresses the requirements in s. 411.227. If there is no proposal from one of the designated counties, the steering committee may select another county to serve as a demonstration site by majority vote.

(b) The proposals for demonstration projects must provide a comprehensive and detailed description of the system of care. The description of the proposed system of care must clearly indicate the point of access for parents, integration of services, linkages of providers, and additional array of services required to address the needs of children and families.

(c) The demonstration projects should ensure that the system of care appropriately includes existing services to the fullest extent possible and should determine additional programs, services, and supports that would be necessary to implement the requirements of this act.

(d) The projects, in conjunction with the steering committee, shall determine what portion of the system can be funded using existing funds, demonstration funds provided by this act, and other available private and community funds.

(e) The demonstration projects shall recommend to the steering committee the linking or combining of some or all of the local planning bodies, including school readiness coalitions, Healthy Start coalitions, Part C advisory councils, Department of Children and Family Services community alliances, and other boards or councils that have a primary focus on services for children from birth to age 9, to the extent allowed by federal regulations, if such changes would improve coordination and reduce unnecessary duplication of effort.

(f) Demonstration projects shall use public and private partnerships, partnerships with faith-based organizations, and volunteers, as appropriate, to enhance accomplishment of the goals of the system.

(g) Addressing system components delineated in s. 411.227, each demonstration project proposal must include, at a minimum:

1. Protocols for requiring and receiving parental consent for Learning Gateway services.
2. A method for establishing communication with parents and coordination and planning processes within the community.
3. Action steps for making appropriate linkages to existing services within the community.
4. Procedures to determine gaps in services and identify appropriate providers.
5. A lead agency to serve as the system access point, or gateway.

(h) As authorized under the budget authority of the Department of Education, demonstration projects, representative of the diversity of the communities in this state, shall be

established in Manatee, Orange, and St. Lucie counties as local Learning Gateway sites and shall be authorized to hire staff, establish office space, and contract for administrative services as needed to implement the project within the budget designated by the Legislature.

(i) The steering committee must approve, deny, or conditionally approve a Learning Gateway proposal within 60 days after receipt of the proposal. If a proposal is conditionally approved, the steering committee must assist the Learning Gateway applicant to correct deficiencies in the proposal by December 1, 2002. Funds must be available to a pilot program 15 days after final approval of its proposal by the steering committee. Funds must be available to all pilot programs by January 1, 2003.

History.— s. 5, ch. 2002-265; s. 1, ch. 2003-3; s. 10, ch. 2004-484.

411.227 Components of the Learning Gateway. The Learning Gateway system consists of the following components:

(1) COMMUNITY EDUCATION STRATEGIES AND FAMILY-ORIENTED ACCESS.—

(a) Each local demonstration project shall establish the system access point, or gateway, by which parents can receive information about available appropriate services. An existing public or private agency or provider or new provider may serve as the system gateway. The local Learning Gateway should provide parents and caretakers with a single point of access for screening, assessment, and referral for services for children from birth through age 9. The demonstration projects have the budgetary authority to hire appropriate personnel to perform administrative functions. These staff members must be knowledgeable about child development, early identification of learning problems and learning disabilities, family service planning, and services in the local area. Each demonstration project must arrange for the following services to be provided by existing service systems:

1. Conducting intake with families.
2. Conducting appropriate screening or referral for such services.
3. Conducting needs/strengths-based family assessment.
4. Developing family resource plans.
5. Making referrals for needed services and assisting families in the application process.
6. Providing service coordination as needed by families.
7. Assisting families in establishing a medical home.
8. Conducting case management and transition planning as necessary.
9. Monitoring performance of service providers against appropriate standards.

(b) The Learning Gateway Steering Committee and demonstration projects shall designate a central information and referral access phone number for parents in each pilot community. This centralized phone number should be used to increase public awareness and to improve access to local supports and services for children from birth through age 9 and their families. The number should be highly publicized as the primary source of information on services for young children. The telephone staff should be trained and supported to offer accurate and complete information and to make appropriate referrals to existing public and private community agencies.

(c) In collaboration with local resources such as Healthy Start, the demonstration projects shall develop strategies for offering hospital visits or home visits by trained staff to new mothers. The Learning Gateway Steering Committee shall provide technical assistance to local demonstration projects in developing brochures and other materials to be distributed to parents of newborns.

(d) In collaboration with other local resources, the demonstration projects shall develop public awareness strategies to disseminate information about developmental milestones, precursors of learning problems and other developmental delays, and the service system that is available. The information should target parents of children from birth through age 9 and should

be distributed to parents, health care providers, and caregivers of children from birth through age 9. A variety of media should be used as appropriate, such as print, television, radio, and a community-based Internet website, as well as opportunities such as those presented by parent visits to physicians for well-child checkups. The Learning Gateway Steering Committee shall provide technical assistance to the local demonstration projects in developing and distributing educational materials and information.

1. Public awareness strategies targeting parents of children from birth through age 5 shall be designed to provide information to public and private preschool programs, child care providers, pediatricians, parents, and local businesses and organizations. These strategies should include information on the school readiness performance standards adopted by the Agency for Workforce Innovation.

2. Public awareness strategies targeting parents of children from ages 6 through 9 must be designed to disseminate training materials and brochures to parents and public and private school personnel, and must be coordinated with the local school board and the appropriate school advisory committees in the demonstration projects. The materials should contain information on state and district proficiency levels for grades K-3.

(2) SCREENING AND DEVELOPMENTAL MONITORING.—

(a) In coordination with the Agency for Workforce Innovation, the Department of Education, and the Florida Pediatric Society, and using information learned from the local demonstration projects, the Learning Gateway Steering Committee shall establish guidelines for screening children from birth through age 9. The guidelines should incorporate recent research on the indicators most likely to predict early learning problems, mild developmental delays, child-specific precursors of school failure, and other related developmental indicators in the domains of cognition; communication; attention; perception; behavior; and social, emotional, sensory, and motor functioning.

(b) Based on the guidelines established by the steering committee and in cooperation with the Florida Pediatric Society, the steering committee shall adopt a comprehensive checklist for child healthcare checkups and a corresponding training package for physicians and other medical personnel in implementing more effective screening for precursors of learning problems, learning disabilities, and mild developmental delays.

(c) Using the screening guidelines developed by the steering committee, local demonstration projects should engage local physicians and other medical professionals in enhancing the screening opportunities presented by immunization visits and other well-child appointments, in accordance with the American Academy of Pediatrics Periodicity Schedule.

(d) Using the screening guidelines developed by the steering committee, the demonstration projects shall develop strategies to increase early identification of precursors to learning problems and learning disabilities through providing parents the option of improved screening and referral practices within public and private early care and education programs and K-3 public and private school settings. Strategies may include training and technical assistance teams to assist program providers and teachers. The program shall collaborate appropriately with the school readiness coalitions, local school boards, and other community resources in arranging training and technical assistance for early identification and screening with parental consent.

(e) The demonstration project shall work with appropriate local entities to reduce the duplication of cross-agency screening in each demonstration project area. Demonstration projects shall provide opportunities for public and private providers of screening and assessment at each age level to meet periodically to identify gaps or duplication of efforts in screening practices.

(f) Based on technical assistance and support provided by the steering committee and in conjunction with the school readiness coalitions and other appropriate entities, demonstration projects shall develop a system to log the number of children screened, assessed, and referred

for services. After development and testing, tracking should be supported by a standard electronic data system for screening and assessment information.

(g) In conjunction with the technical assistance of the steering committee, demonstration projects shall develop a system for targeted screening. The projects should conduct a needs assessment of existing services and programs where targeted screening programs should be offered. Based on the results of the needs assessment, the project shall develop procedures within the demonstration community whereby periodic developmental screening could be offered to parents of children from birth through age 9 who are served by state intervention programs or whose parents or caregivers are in state intervention programs. Intervention programs for children, parents, and caregivers include those administered or funded by the:

1. Agency for Health Care Administration;
2. Department of Children and Family Services;
3. Department of Corrections and other criminal justice programs;
4. Department of Education;
5. Department of Health; and
6. Department of Juvenile Justice.

(h) When results of screening suggest developmental problems, potential learning problems, or learning disabilities, the intervention program shall inform the child's parent of the results of the screening and shall offer to refer the child to the Learning Gateway for coordination of further assessment. If the parent chooses to have further assessment, the Learning Gateway shall make referrals to the appropriate entities within the service system.

(i) The local Learning Gateway shall provide for followup contact to all families whose children have been found ineligible for services under Part B or Part C of the IDEA to inform them of other services available in the county.

(j) Notwithstanding any law to the contrary, each agency participating in the Learning Gateway is authorized to provide to a Learning Gateway program confidential information exempt from disclosure under chapter 119 regarding a developmental screening on any child participating in the Learning Gateway who is or has been the subject of a developmental screening within the jurisdiction of each agency.

(3) EARLY EDUCATION, SERVICES AND SUPPORTS.—

(a) The demonstration projects shall develop a conceptual model system of care that builds upon, integrates, and fills the gaps in existing services. The model shall indicate how qualified providers of family-based or center-based interventions or public and private school personnel may offer services in a manner consistent with the standards established by their profession and by the standards and criteria adopted by the steering committee and consistent with effective and proven strategies. The specific services and supports may include:

1. High-quality early education and care programs.
2. Assistance to parents and other caregivers, such as home-based modeling programs for parents and play programs to provide peer interactions.
3. Speech and language therapy that is age-appropriate.
4. Parent education and training.
5. Comprehensive medical screening and referral with biomedical interventions as necessary.
6. Referral as needed for family therapy, other mental health services, and treatment programs.
7. Family support services as necessary.
8. Therapy for learning differences in reading and math, and attention to subject material for children in grades K-3.
9. Referral for Part B or Part C services as required.
10. Expanded access to community-based services for parents.

11. Parental choice in the provision of services by public and private providers. The model shall include a statement of the cost of implementing the model.

(b) Demonstration projects shall develop strategies to increase the use of appropriate intervention practices with children who have learning problems and learning disabilities within public and private early care and education programs and K-3 public and private school settings. Strategies may include training and technical assistance teams. Intervention must be coordinated and must focus on providing effective supports to children and their families within their regular education and community environment. These strategies must incorporate, as appropriate, school and district activities related to the student's progress monitoring plan and must provide parents with greater access to community-based services that should be available beyond the traditional school day. Academic expectations for public school students in grades K-3 must be based upon the local school board's adopted proficiency levels. When appropriate, school personnel shall consult with the local Learning Gateway to identify other community resources for supporting the child and the family.

(c) The steering committee, in cooperation with the Department of Children and Family Services, the Department of Education, and the Agency for Workforce Innovation, shall identify the elements of an effective research-based curriculum for early care and education programs.

(d) The steering committee, in conjunction with the demonstration projects, shall develop processes for identifying and sharing promising practices and shall showcase these programs and practices at a dissemination conference.

(e) The steering committee shall establish processes for facilitating state and local providers' ready access to information and training concerning effective instructional and behavioral practices and interventions based on advances in the field and for encouraging researchers to regularly guide practitioners in designing and implementing research-based practices. The steering committee shall assist the demonstration projects in conducting a conference for participants in the three demonstration projects for the dissemination of information on best practices and new insights about early identification, education, and intervention for children from birth through age 9. The conference should be established so that continuing education credits may be awarded to medical professionals, teachers, and others for whom this is an incentive.

(f) Demonstration projects shall investigate and may recommend to the steering committee more effective resource allocation and flexible funding strategies if such strategies are in the best interest of the children and families in the community. The Department of Education and other relevant agencies shall assist the demonstration projects in securing state and federal waivers as appropriate.

History.— s. 6, ch. 2002-265; s. 11, ch. 2004-484; s. 2, ch. 2006-74.

411.228 Accountability.

(1) The steering committee shall provide information to the School Readiness Estimating Conference and the Enrollment Conference for Public Schools regarding estimates of the population of children from birth through age 9 who are at risk of learning problems and learning disabilities.

(2) The steering committee, in conjunction with the demonstration projects, shall develop accountability mechanisms to ensure that the demonstration programs are effective and that resources are used as efficiently as possible. Accountability should be addressed through a multilevel evaluation system, including measurement of outcomes and operational indicators. Measurable outcomes must be developed to address improved child development, improved child health, and success in school. Indicators of system improvements must be developed to address quality of programs and integration of services. Agency monitoring of programs shall

include a review of child and family outcomes and system effectiveness indicators with a specific focus on elimination of unnecessary duplication of planning, screening, and services.

(3) The steering committee shall oversee a formative evaluation of the project during implementation, including reporting short-term outcomes and system improvements. By January 2005, the steering committee shall make recommendations to the Governor, the President of the Senate, the Speaker of the House of Representatives, and the Commissioner of Education related to the merits of expansion of the demonstration projects.

(4) By January 1, 2005, the steering committee, in conjunction with the demonstration projects, shall develop a model county-level strategic plan to formalize the goals, objectives, strategies, and intended outcomes of the comprehensive system, and to support the integration and efficient delivery of all services and supports for parents of children from birth through age 9 who have learning problems or learning disabilities. The model county-level strategic plan must include, but need not be limited to, strategies to:

(a) Establish a system whereby parents can access information about learning problems in young children and receive services at their discretion;

(b) Improve early identification of those who are at risk for learning problems and learning disabilities;

(c) Provide access to an appropriate array of services within the child's natural environment or regular classroom setting or specialized training in other settings;

(d) Improve and coordinate screening for children from birth through age 9;

(e) Improve and coordinate services for children from birth through age 9;

(f) Address training of professionals in effectively identifying factors, across all domains, which place children from birth through age 9 at risk of school failure and in appropriate interventions for the learning differences;

(g) Provide appropriate support to families;

(h) Share best practices with caregivers and referral sources;

(i) Address resource needs of the assessment and intervention system; and

(j) Address development of implementation plans to establish protocols for requiring and receiving parental consent for services; to identify action steps, responsible parties, and implementation schedules; and to ensure appropriate alignment with agency strategic plans.

History.-- s. 7, ch. 2002-265.

PART III CHILDHOOD PREGNANCY PREVENTION

PUBLIC EDUCATION PROGRAM

411.24 Short title.

411.241 Legislative intent.

411.243 Teen Pregnancy Prevention Community Initiative.

411.24 Short title.

This part may be cited as the "Florida Education Now and Babies Later (ENABL) Act."

History.-- s. 2, ch. 95-321.

411.241 Legislative intent. The Legislature finds and declares that childhood pregnancies continue to be a serious problem in the state. Therefore, the Legislature intends to establish, through a public-private partnership, a program to encourage children to abstain from sexual activity.

History.-- s. 2, ch. 95-321.

411.243 Teen Pregnancy Prevention Community Initiative. Subject to the availability of funds, the Department of Health shall create a Teen Pregnancy Prevention Community Initiative. The purpose of this initiative is to create collaborative community partnerships to reduce teen pregnancy. Participating communities shall examine their needs and resources relative to teen pregnancy prevention and develop plans which provide for a collaborative approach to how existing, enhanced, and new initiatives together will reduce teen pregnancy in a community. Community incentive grants shall provide funds for communities to implement plans which provide for a collaborative, comprehensive, outcome-focused approach to reducing teen pregnancy.

(1) The requirements of the community incentive grants are as follows:

(a) The goal required of all grants is to reduce the incidence of teen pregnancy. All grants must be designed and required to maintain the data to substantiate reducing the incidence of teen pregnancy in the targeted area in their community.

(b) The target population is teens through 19 years of age, including both males and females and mothers and fathers.

(c) Grants must target a specified geographic area or region, for which data can be maintained to substantiate the teen pregnancy rate.

(d) In order to receive funding, communities must demonstrate collaboration in the provision of existing and new teen pregnancy prevention initiatives. This collaboration shall include developing linkages to the health care, social services, and education systems.

(e) Plans must be developed for how a community will reduce the incidence of teen pregnancy in a specified geographic area or region. These plans must include:

1. Provision for collaboration between existing and new initiatives for a comprehensive, well-planned, outcome-focused approach. All organizations involved in teen pregnancy prevention in the community must be involved in the planning and implementation of the community incentive grant initiative.

2. Provision in the targeted area or region for all of the components identified below. These components may be addressed through a collaboration of existing initiatives, enhancements, or new initiatives. Community incentive grant funds must address current gaps in the comprehensive teen pregnancy prevention plan for communities.

a. Primary prevention components are:

(I) Prevention strategies targeting males.

(II) Role modeling and monitoring.

(III) Intervention strategies targeting abused or neglected children.

(IV) Human sexuality education.

(V) Sexual advances protection education.

(VI) Reproductive health care.

(VII) Intervention strategies targeting younger siblings of teen mothers.

(VIII) Community and public awareness.

(IX) Innovative programs to facilitate prosecutions under s. 794.011, s. 794.05, or s.

800.04.

b. Secondary prevention components are:

(I) Home visiting.

(II) Parent education, skill building, and supports.

(III) Care coordination and case management.

(IV) Career development.

(V) Goal setting and achievement.

Community plans must provide for initiatives which are culturally competent and relevant to the families' values.

(2) The state shall conduct an independent process and outcome evaluation of all the community incentive grant initiatives. The evaluation shall be conducted in three phases: The first phase shall focus on process, including implementation and operation, to be reported on after the first year of operation; the second phase shall be an interim evaluation of the outcome, to be completed after the third year of operation; the third phase shall be a final evaluation of process, outcome, and achievement of the overall goal of reducing the incidence of teen pregnancy, to be completed at the end of the fifth year of operation.

(3) The state shall provide technical assistance, training, and quality assurance to assist the initiative in achieving its goals.

History.— s. 102, ch. 96-175; s. 198, ch. 99-8.

Voluntary Prekindergarten Standard Eligibility Review Program

INTRODUCTION

This monitoring program serves as a resource for Voluntary Prekindergarten (VPK) Education Program provider and child eligibility reviewers. Rule Chapter 60BB-8 in the Florida Administrative Code (F.A.C.), and Section 411.01 and Chapter 1002, Part V, Florida Statutes (F.S.), and the *Early Learning Grant Agreement* are referenced as a foundation for observations and/or guidelines.

The program is used by the Office of Early Learning (OEL) Accountability Unit to conduct annual eligibility monitoring of coalitions that directly deliver services. All coalitions and statewide contractors with subrecipients that perform eligibility reviews are responsible for ongoing subrecipient monitoring and shall use the elements included in this VPK eligibility monitoring program.

Instead of a full review, OEL will review the monitoring results and corrective actions taken (including a small sample of cases) of coalitions and contractors with subrecipients. This will maintain accountability while increasing efficiency and reducing duplication in monitoring.

AUTHORITY

In accordance with the *Early Learning Grant Agreement*, the Coalition shall prepare and implement a monitoring plan for each fiscal year that documents the monitoring procedures planned for all contracts, grants, agreements, and programs. The plan shall include monitoring of all subrecipients (including, but not limited to central agencies and material service providers) on an ongoing basis, but not less than quarterly.

Subrecipient eligibility monitoring shall include, at a minimum, the elements required within the *Voluntary Prekindergarten Standard Eligibility Review Program*. These activities shall include, but are not limited to regular contact with subrecipients, desk reviews, and site visits. By execution of the *Early Learning Grant Agreement*, the Coalition certifies that it has established and shall implement a monitoring plan in accordance with this paragraph, which includes, at a minimum, reporting, corrective action resolution, and tracking.

For the fiscal year 2009-10, in an effort to facilitate the coalitions' implementation of the elements included in the standard eligibility review programs, the Agency is working in collaboration with the coalitions to ensure that all elements are reviewed. The Agency will review coalitions' subrecipient eligibility monitoring reports and provide feedback and validation of the elements each coalition has reviewed, and will monitor for those elements not included in the coalitions current monitoring.

Beginning with the 2010-11 fiscal year, the Agency will monitor for full compliance with the *Early Learning Grant Agreement* and all elements identified below shall be included in the coalitions' subrecipient eligibility monitoring.

SAMPLE SIZE GUIDANCE

Subrecipient monitoring includes "during the award" monitoring to provide reasonable assurance that the subrecipient administers awards in compliance with laws, regulations, and the provisions of contracts or grant agreements and those performance goals are achieved. Therefore, a coalition (and AWI) shall monitor for eligibility during the grant agreement period for the terms of the grant agreement.

In accordance with the *Early Learning Grant Agreement*, the coalition shall prepare and implement a monitoring plan for each fiscal year that documents the monitoring procedures planned for all contracts/grants/agreements. The plan shall include monitoring of all subrecipients (including, but not limited to contracted agencies and material service providers) on an ongoing basis, but not less than quarterly.

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To comply with subrecipient monitoring requirements, this tool provides guidance for quarterly VPK Eligibility monitoring. The period reviewed shall represent active cases during the last quarter. For example, if on May 10 the coalition pulls the sample, the child should have been active and paid in January - March. The coalition may complete reviews on a monthly basis to remain timely and consolidate results and corrective action on a quarterly report.

Criteria included within this monitoring program may be excluded at different intervals throughout the year based on a documented risk assessment of prior review results.

If a coalition chooses to perform file level reviews less than quarterly, it should ensure that the minimum annual sample size is monitored and other monitoring activities are completed in the remaining quarters as documented in its monitoring plan.

Quarterly reports with corrective action(s) must be submitted to the Accountability Unit within the Office of Early Learning upon request. See Appendix A for minimum sample sizes.

Once the coalition determines the average counts (VPK Child Enrollment and VPK Providers) for the most recent quarter, the coalition should use the sample size look-up table (Appendix A) to determine the number of files to be reviewed based on the enrollment. For example, if the coalition's actual enrollment is 1,000 children, 121 children should be the annual total selected for review. The coalition should make a best estimate for the sample size when the total enrollment falls somewhere between the numbers listed in the table. For the quarterly period, the coalition would review $\frac{1}{4}$ of the annual total. For a monthly review, the coalition would review $\frac{1}{12}$ of the annual total.

Note: The coalition may choose to review a greater number of files if it wants to provide additional assurance or it has reason to believe the program has a deficiency and wants to review more files to dispute or confirm the concern. *Reviews conducted for each year should include unique files. The coalition may want to select three to four replacement files to ensure a file is not reviewed twice in the program year.*

Questioned Costs

The Coalition should identify questioned costs related to each instance of non-compliance. For additional instructions reference *Early Learning Grant Agreement* Section 9(c) and OEL Policy 240.01.

Additional Instructions

Criteria included in the *VPK Standard Eligibility Review Program* are written from an Agency perspective. Each ELC should apply the criteria to its contractor(s). For example:

Does the coalition have grievance policies and procedures for board members, coalition staff, providers, and parents?

Coalition should apply the following:

Does the contractor have grievance policies and procedures for contractor staff, providers, and parents?

Description of *Assessment Activities* may be included for some criteria when additional explanation may be needed.

To assist the coalition, a monitoring spreadsheet is available (upon request) to capture results from the monitoring criteria listed below. The monitoring spreadsheet includes a comment section to allow the reviewer to clarify any compliance or training. Criteria that may be captured on the spreadsheet are indicated

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below with an “*.” It should be noted that the criteria numbering in some sections listed below may not be consecutive because the criteria line up with numbers on the monitoring spreadsheet.

Additionally, the Data Security Section below references a Data Security Checklist. Coalitions may also request this checklist of OEL to assist in their monitoring.

Each VPK Child and Provider case should be able to stand alone upon review. To do so, cases should be well documented, demonstrating and supporting the decisions made in determining eligibility. If policies and procedures were followed, and actions well narrated, any reviewer should reach the same conclusions as the specialist determining eligibility.

The Agency identifies best practices of early learning coalitions in order to improve the efficiencies of VPK programs and identifies these practices as Notable Observations. Coalitions are also encouraged to identify and make note of best practices of their sub-contractors.

VPK PROGRAM OPERATIONS	
<i>Eligibility, Policies, Priorities, and Internal Controls (VPO-A)</i>	
1.	<p>Has the coalition established eligibility policies, procedures, or priority rules that do not discriminate against a parent or child on the basis of race, color or national origin?(s. 1002.53(6)(c), F.S.)</p> <p><u>Assessment Activity:</u></p> <ul style="list-style-type: none"> ✓ Does the coalition have any complaints within the last year regarding discrimination or violation of civil rights from a parent or provider? If so, did the coalition follow up on those complaints and follow the coalition’s approved grievance policies and procedures? ✓ Review eligibility policies, procedures, and priority rules to ensure they contain no discriminatory language or processes.
2.	Does the coalition have grievance policies and procedures for board members, coalition staff, providers, and parents? (Plan 0.3.1 and 1.10.1)
3.	Does the coalition comply with the statutory exemptions for information for Voluntary Prekindergarten (VPK) records, involving individual records of children enrolled in these programs? (s. 1002.72, F.S., Grant Award Agreement Section 24 a-d)
4.	Do the coalition policies preclude limiting the number of children enrolled with VPK providers? (s. 1002.53(6) (a), F.S.)
5.	Does the coalition have an appropriate separation of duties ensuring that personnel performing duties relating to parent/child application intake, eligibility determination and approval do not perform duties relating to accounting and reimbursement, unless the coalition has implemented sufficient internal controls to ensure proper oversight of the reimbursement process/procedures?
<i>Accurate and Timely Reporting on Misrepresentation and Suspect Fraud (VPO-B)</i>	
1.	<p>Does the coalition have policies and procedures to support the reporting of overpayment? (Rule 60BB-8.204 and -8.205, F.A.C.)</p> <p><u>Assessment Activity:</u></p> <ul style="list-style-type: none"> ✓ What policies/procedures are in place indicating process to follow when a report of possible overpayment or fraud has occurred?

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2.	<p>Has the coalition acted upon all cases where fraud is suspected?</p> <p><u>Assessment Activity:</u></p> <ul style="list-style-type: none"> ✓ Obtain information from fraud referral database. ✓ The coalition had _____ number of fraud referrals from MM/YY to MM/YY.
THE COALITION ENSURES THAT VPK PROVIDER PROFILES ARE IN COMPLIANCE WITH LAW (VPO-C)	
1.	<p>Does the coalition ensure that the VPK provider profile, of all VPK providers in the coalition's county or multi-county region, is available to all parents enrolling or registering their child in VPK and complies with statutory requirements (Rule 60BB-8.201 (4)(a)(5-7), F.A.C.; s. 1002.53(5) F.S).</p> <p><u>Assessment Activity:</u></p> <ul style="list-style-type: none"> ✓ Obtain copy of VPK provider profile. ✓ Assess whether it is made available to all parents enrolling or registering their child. ✓ Check that the VPK provider profile contains the following required elements. <ol style="list-style-type: none"> 1. Services 2. Curriculum 3. Instructor Credentials 4. Instructor/Student Ratio 5. Kindergarten Readiness Rates
VPK DATA SECURITY	
Data Security Integrity Performance Criteria (DSI-A) - EFS Data and Reporting Systems Accuracy	
<p>The law requires each coalition to use the Enhanced Field System (EFS), the "single statewide information system" established by the Agency under s.411.01(5)(c)1.e., F.S. (s.1002.53(4)(a)). The coalition must use the EFS database to establish eligibility for child care funding. EFS data must accurately reflect the most current household circumstances that the applicant presented to the coalition. EFS data are the basis for reimbursement and federal and state reporting.</p> <p>The review should compare VPK provider and child eligibility files against the EFS database records for accuracy of entry, timeliness of processing actions, case history note narrations, and data security.</p>	
1.*	Does the information in each VPK <u>child</u> file match the information in EFS?
2.*	Does the information in each VPK <u>provider</u> file match the information in EFS?
Data Security Integrity Performance Criteria (DSI-B) - Information Systems Security	
<p>In accordance with the coalition's Early Learning Grant Agreement, the coalition shall comply with the Computer-Related Crimes Act, Chapter 815, F.S., and demonstrate due diligence in safeguarding the coalition's information resources by establishing policies and procedures for information systems security that contain criteria and standards according to the Agency's Policy 5.02, Information Systems Security Program. The coalition shall develop specific security protocols that include at a minimum the Agency's 5.02 protocols #4 - Security Training and Awareness, #10 - Contingency Planning, #11 - Access Control, #12 - Identification and Authentication, #16 - Personnel Security, #22 - Mobile Computing, #25 - Remote Access, #30 - Database Security, #31 - Media Management, and #32 - Password Management, , as well as Records Confidentiality Compliance and the Data Security Agreement from the Early Learning Grant Agreement. The coalition was evaluated for compliance using the EFS Data Security Review Checklist.</p>	

Voluntary Prekindergarten Standard Eligibility Review Program

Note: This criterion should be performed on the contractor; this has been included in both SR and VPK Monitoring Criteria. This only need to be performed once for each contractor.

1.	Does the coalition comply with the information security protocols?
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VPK CHILD ELIGIBILITY CRITERIA

The VPK law requires the Agency to adopt procedures that govern the enrollment and eligibility determination of a child in the VPK program by a coalition or school district (s. 1002.75(2)(a), F.S.). A coalition determines the eligibility of a child in accordance with Rule 60BB-8.200 and 8.202, F.A.C.

VPK Child Eligibility Criteria (VPKC-A) - Age and Residential Eligibility Requirement

A child who resides in Florida and will be 4 years old on or before September 1 is eligible for the VPK program during that program year (s. 1002.53(2), F.S., and Rule 60BB-8.200(1) & (2)(a), F.A.C.). A parent who enrolls a child in VPK must complete and submit an application to the coalition, as established under s. 1002.53(4)(a), F.S. and Rule 60BB-8.201(1), F.A.C.

1.*	Has the coalition determined and documented each child's age? Is each child four years of age on or before September 1 of the program year and is the appropriate documentation in the file? (Rule 60BB-8.200(1), F.A.C.; s. 1002.53(2) F.S.)
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2.*	Does each applicant reside in Florida and is the appropriate documentation in the file? (Rule 60BB-8.200(2), F.A.C.; s. 1002.53(2) F.S.)
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VPK Child Eligibility Criteria (VPKC-B) - Child Registration

A parent that registers a child for the VPK program must complete and sign *Form AWI-VPK 01 (Child Application)*; or alternatively a parent may register online through the Internet website, submit the registration, and print confirmation of the online registration.

A coalition determines a child's eligibility face-to-face with the child's parent unless the coalition is not required, under Rule 60BB-8.201(4)(b), F.A.C., to conduct a parent-orientation session or exhibit a parent-orientation video for the child's parent. Once the coalition determines that a child is eligible for the VPK program, the coalition issues the child's parent *Form AWI-VPK 02 (Certificate of Eligibility) (COE)*, either completed by the coalition as a paper form or as an electronically generated and printed form using the Enhanced Field System (EFS) (Rule 60BB-8.202(1)(c), F.A.C.). The form must be signed by the provider and the parent. To enroll an eligible child, the VPK provider admitting the child must submit the child's COE to the coalition.

If necessary, a parent must re-register his or her child for the VPK program with the coalition of the county where the VPK provider site is located if the parent initially registered the child with the coalition of another county. Re-registration is the responsibility of a child's parent. To assist a parent with re-registration, a coalition may enter into one or more agreements with another coalition to provide for the transfer of a child application and supporting documents between the coalitions. (Rule 60BB-8.201(2), F.A.C.)

A coalition shall conduct a face-to-face parent-orientation session or exhibit a parent orientation video for a parent or group of parents registering their children for the VPK program in accordance with Rule 60BB-8.201(4), F.A.C. During the parent-orientation session or video exhibition, the coalition shall provide the parent with a copy of the VPK Parent Handbook. (Rule 60BB-8.201(4)(a)(2), F.A.C.)

1.*	Is there a signed and dated application <i>Form AWI-VPK 01 (Child Application)</i> or an online confirmation of the registration form on file for the child? (Rule 60BB-8.201(1))
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2.*	Has the coalition determined each child eligible and was <i>Form AWI-VPK 02 (Certificate of Eligibility) (COE)</i> completed, signed, and issued? (Rule 60BB-8.202(1)(c), F.A.C.)
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3.*	Is there a completed <i>Form AWI-VPK 02 (Certificate of Eligibility)</i> indicating the child's assignment to a VPK Class in the file and has the information been included in the statewide information system? (Rule 60BB-8.202(2)(a), F.A.C.)
4.	Does the coalition have processes in place to ensure each parent receives a VPK program orientation either face-to-face or by a video? (Rule 60BB-8.201(4), F.A.C.)
5.*	Do the files reflect that each parent received a copy of the VPK Parent Handbook? (Rule 60BB-8.201(4)(a)(2), F.A.C.)

VPK Child Eligibility Criteria (VPKC-C) - Delayed Enrollment, Reenrollment and Transfers

A parent may enroll a child in a 540-hour school-year or a 300-hour summer VPK program. The Agency's Office of Early Learning issued guidance that indicates that after instruction has begun for a VPK class an eligible child may still enroll in the VPK program and begin instruction in a VPK class, if at least 10 percent of the class' instructional hours remain (54 hours for a school-year program or 30 hours for a summer program) (s. 1002.53(3), F.S., OEL-PI 510.027). The coalition should maintain documentation indicating that a parent who chooses delayed enrollment was fully informed of enrollment options and may do so by requesting that a parent who chooses delayed enrollment sign *Form AWI-VPK 04 (Informed Parental Consent for Delayed Enrollment)*. VPK law prohibits a child from enrolling in more than one program type (s. 1002.53(3), F.S.) or from being reported for funding purposes as more than one full-time equivalent (FTE) student (s. 1002.71(2), F.S.).

The law allows a one-time opportunity for re-enrollment with full funding in another VPK program for good cause or because of an extreme hardship (s. 1002.71(4), F.S.). In order to maintain appropriate documentation regarding reenrollments, a coalition may request that a parent complete *Form AWI-VPK 05 (Reenrollment Application)* and attach documentation of an extreme hardship, if applicable. If the child is reenrolled with a coalition other than the coalition of the previous enrollment, the coalition may also request that a parent complete and resubmit *Form AWI-VPK 01 (Child Application)*. The coalition should follow the procedures for registration, eligibility determination, and enrollment of the child in the VPK program (Rule 60BB-8.202, F.A.C.). The coalition does not have to repeat the face-to-face parent consultation performed by the coalition of the previous enrollment.

In circumstances where a VPK student does not qualify for a good cause or extreme hardship reenrollment or in cases where a good cause or extreme hardship reenrollment is not desired for the student by his or her parent or guardian, a student may undergo a class transfer or a provider transfer in accordance with the intent of section 1(b), Article IX, of the Florida Constitution. A student who undergoes a class transfer or provider transfer uses only his/her remaining FTE funding. Provider and class transfers may be documented with *Form AWI-VPK 06 (Informed Parental Consent for Provider Transfers and Class Transfer)*.

1.*	If applicable, did the coalition document that the parent was fully informed of the potential loss of program hours for delayed enrollment, as evidenced by <i>Form AWI-VPK 04 (Informed Parental Consent for Delayed Enrollment)</i> or other documentation?
2.*	If applicable, in accordance with reenrollment law, did a parent request to reenroll in another VPK program due to an extreme hardship that was beyond the child's or parent's control as evidenced by <i>Form AWI-VPK 05 (Reenrollment Application)</i> ? (s. 1002.71(4)(b), F.S.)
3.*	If applicable, did a parent and the coalition complete documentation <i>Form AWI-VPK 06 (Informed parental consent for Provider and Class Transfers)</i> or provide other evidence indicating compliance with re-registration law? (Rule 60BB-8.201(2)(a), F.A.C.)

VPK Child Eligibility Criteria (VPKC-D) - Previous Corrective Actions

1.	Did the coalition implement VPK child eligibility corrective actions as indicated in the previous Accountability Unit review?
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Voluntary Prekindergarten Standard Eligibility Review Program

VOLUNTARY PREKINDERGARTEN PROVIDERS

A coalition administers the VPK program through the service delivery of a VPK provider. Even after a coalition has determined that a provider is eligible to deliver the program, a coalition has an ongoing duty to verify the provider's compliance with the Florida Statutes, state rules, and procedures of the coalition. The Agency review examines VPK classroom instructors' credentials and qualifications within child care provider sites to establish whether all instructors were qualified before the coalition authorized the instructors to enter the classroom.

VPK Provider Criteria (VPKP-A) - Provider and Class Registration

Before delivering instruction or receiving payment for the VPK program, a VPK provider must submit a completed and signed *Form AWI-VPK 10 (Statewide Provider Application)* and *AWI-VPK11 (Class Registration Application)*. A provider must submit *Form AWI-VPK 10 (Statewide Provider Application)* to the coalition in the county of the VPK provider's site. If a VPK provider has more than one VPK site, the provider must submit a separate *Form AWI-VPK 10 (Statewide Provider Application)* for each site. Once a coalition determines a VPK provider eligible, the provider does not have to resubmit the form unless the provider needs to update information on the form, which should be done within 14 calendar days after the change.

A coalition must follow procedures for classroom registration (Rule 60BB-8.300, F.A.C.). A provider must submit *Form AWI-VPK 11 (Class Registration Application)* to the coalition annually. If the VPK provider has more than one VPK class, the provider must submit a separate *Form AWI-VPK 11 (Class Registration Application)* with supporting documents for each class. If any change that would affect the information the provider supplied on the *Form AWI-VPK 11 (Class Registration Application)* occurs, the provider must submit an updated form to the coalition within 14 calendar days after the change.

1.*	Has the coalition placed a completed, signed, and dated <i>Form AWI-VPK 10 (Statewide Provider Registration Application)</i> in the file for each provider? (Rule 60BB-8.300(1)(a), F.A.C.)
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2.*	Has the coalition placed a completed, signed, and dated <i>Form AWI-VPK 11 (Class Registration Application)</i> in the file for each class? (Rule 60BB-8.300(2)(a), F.A.C.)
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VPK Provider Criteria (VPKP-B) - Statewide Provider Agreement

Before delivering instruction or receiving payment for the VPK program, a VPK provider must submit a completed and signed *Form AWI-VPK 20 (Statewide Provider Agreement)*. A VPK provider must have, for each VPK class, at least one VPK instructor who is qualified to act as a VPK instructor in accordance with sections 1002.55, 1002.61, and 1002.63, F.S. A VPK instructor must be of good moral character, must complete a level 2 background screening before entering the classroom and re-screening every five years, and must not be ineligible to teach in a public school because the instructor's educator certificate is suspended or revoked (s. 1002.55(3)(d), F.S.). As of January 1, 2007, the Good Moral Character Attestation became an attestation and must be updated annually (Rule 65C-22.006(4)(d)1.c., F.A.C.). A level 2 background screening is defined by statute as including, but not be limited to fingerprinting, a Florida Department of Law Enforcement (FDLE) statewide criminal and juvenile records check, a Federal Bureau of Investigation (FBI) federal criminal records check, and a local criminal records check through local law enforcement agencies (s. 1002.55(3)(d), F.S., and s. 435.04, F.S., and *Form AWI-VPK 20 (VPK Statewide Provider Agreement)*).

Statute defines time limits on validity for VPK coursework and/or credential requirements. All instructors must have valid credentials before entering a VPK classroom and maintain valid credentials while acting as a VPK instructor.

The coalition must ensure that both the coalition and the VPK provider sign a *Form AWI-VPK 20 (Statewide VPK Provider Agreement)* before the coalition pays the provider (Rule 60BB 8.301, F.A.C.). The coalition is not obligated to pay for costs the provider incurs before the agreement's beginning date or

Voluntary Prekindergarten Standard Eligibility Review Program

<p>after the agreement's ending date.</p> <p>A private VPK provider must have a VPK director who has a VPK director credential that meets or exceeds the minimum standards adopted under s. 1002.57, F.S. A VPK director who earned a director credential on or before December 31, 2006, is exempt from completing additional requirements to obtain a VPK endorsement. A director who received a director credential on or after January 1, 2007, must complete a series of requirements to receive a VPK endorsement.</p>	
1.*	Is there a completed, signed, and dated <i>Form AWI-VPK 20 (Statewide Provider Agreement)</i> ? (Rule 60BB-8.301, F.A.C.)
2.*	Has each provider met the requirements for a legally operating provider eligible to deliver the VPK program? (1) Licensed or licensed exempt and/or (2) accredited by an Agency-approved accrediting body and/or hold a Gold Seal Quality Care designation? (s. 1002.55, 61, and 63 F.S.)
3.*	Does each private VPK provider have a director with a valid director credential for the full classroom period and is onsite for the majority of the time of the program's hours of operation, and, if applicable, the VPK Director Endorsement? (s. 1002.57 F.S.)
4.*	Does each lead instructor meet the qualifications of a VPK instructor in accordance with sections 1002.55, 1002.61, and 1002.63, F.S.?
5.*	Does each VPK lead, secondary, and substitute instructor for each class offered by a private provider have evidence of completing all current level 2 screening before entering the classroom? (s. 1002.55, 61 and 63 F.S.)
6.*	Does each lead, secondary, and substitute instructor have evidence of an annually updated <i>Good Moral Character (GMC) Attestation</i> for each class that a private provider offers? (s. 1002.55, 61 and 63 F.S.)
<p><i>VPK Provider Criteria (VPKP-C) - Program Classroom Sizes</i></p> <p>According to Rule 60BB-8.451(1)(a), F.A.C., "a school-year program may not begin instruction more than 14 days before Labor Day." A VPK class must be composed of at least four children enrolled in the VPK program and cannot exceed 18 children for a school-year program or 12 children for a summer program (s. 1002.61(7), F.S. and Rule 60BB-8.400(3) F.A.C.). A coalition may not issue the initial prepayment for a VPK class unless the class meets the minimum class size. If a mixed group of VPK and non-VPK children are in a class, both groups count toward the 18-child or 12-child maximum class size. A VPK class may not exceed the maximum class size in enrollment or attendance on a particular day (Rule 60BB-8.400(3), F.A.C.).</p> <p>The minimum class size for a VPK programs must be at least four children and cannot exceed 18 children for a school-year program. For a summer program, the class is 1:12 for a private and public school providers.</p>	
1.*	Did the coalition ensure that the provider had a minimum of 4 VPK children enrolled to begin the class or school year programs? Public School providers are exempt from this requirement during the summer program. (s. 1002.53(6)(b), F.S.; Rule 60BB-8.400, F.A.C.)
2.*	Did not exceed a maximum of 18 children per class for the school year program or 12 per class for the summer program? For school year classrooms in excess of 10 children, two instructors should be present. (Rule 60BB-8-400, F.A.C., s. 1002.55(3)(f), F.S., 1002.61(7), F.S., and 1002.63(7), F.S.)

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VPK Provider Criteria (VPKP-D) - VPK Statewide Kindergarten Screening

The VPK legislation (s. 1002.69(5), F.S.) requires the Department of Education (DOE) to calculate kindergarten readiness rates annually for each VPK provider. The State Board of Education, responsible for setting the minimum readiness rate, set the minimum readiness rate at 138 for program year 2008-2009 during their meeting on March 26, 2010. A VPK provider has 21 calendar days from the State Board's adoption of the minimum readiness rate) to acknowledge status as a low performing provider by utilizing the www.ImproveVPK.org website. The review team requests documentation and improvement plans for low performing providers as part of the annual eligibility review.

The VPK legislation (s. 1002.67(3)(c), 1002.69(5), F.S.) establishes that the Department of Education (DOE) shall annually calculate each private and public provider's VPK readiness rate. If the readiness rate falls below the established level, the provider or school shall submit an improvement plan for approval by the coalition or school district.

1.	Has the coalition approved an improvement plan for each low performing provider and have they required the provider to implement the plan? (s. 1002.67, F.S.) OR Has the coalition approved an improvement plan for each low performing provider and have the providers submitted periodic progress reports?
2.	For each VPK provider that was designated as a low performing provider for two consecutive years that the team reviewed, did the coalition place the provider on probation and require the provider to take certain corrective actions, including the use of a curriculum approved by DOE? (s. 1002.67, F.S.)

VPK Provider Eligibility Criteria (VPKC-E) - Previous Corrective Actions

1.	Did the coalition implement VPK provider eligibility corrective actions as indicated in the previous Accountability Unit review?
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VPK PAYMENT VALIDATION

Payment Validation Criteria (PV-A) - Attendance Monitoring and Payment Validation

The coalition and the coalition's contractors should have well-defined procedures for attendance monitoring and provider payments. A VPK provider must maintain daily attendance documentation, which, at a minimum, must include a sign-in/sign-out process that the coalition approves to validate the attendance data (Rule 60BB-8.305(1) and (2), F.A.C.). Exception: *Form AWI-VPK 03L (Child Attendance and Parental Choice Certification Long)*. A coalition must implement a records retention policy ensuring that all documentation is maintained in accordance with sub-grant award provisions. The coalition must conduct monitoring activities to ensure the accuracy of payments of the monthly reimbursement requests.

A coalition pays a VPK provider in accordance with the provisions of the Agency's uniform attendance policy for Funding the VPK Program and Advance Payment and Reconciliation for the VPK Program Rules (Rule 60BB-8.204 and 60BB-8.205, F.A.C.).

A VPK provider must keep a daily record of a child's attendance in the program and require the parent to verify monthly the child's attendance for the prior month as follows (Rule 60BB-8.305(2), F.A.C.). See forms used for VPK daily attendance listed below:

- *Form AWI-VPK 03S (Child Attendance and Parental Choice Certificate Short)*. The parent may use the short form if the VPK provider records daily attendance using a paper sign-in/sign-out log that records the date, child's name, and signature of the parent or other person dropping off or picking up the child to, or from, the VPK site or an electronic attendance-tracking system that records the date, time, child's name, and electronic signature, card swipe, entry of a personal identification number, or similar daily action taken by the parent or other person dropping off or picking up the child from the VPK site.
- *Form AWI-VPK 03L (Child Attendance and Parental Choice Certificate Long)*. If the provider does not

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<p style="margin: 0;">maintain daily sign-in/sign-out logs, the parent must complete and sign <i>Form AWI-VPK 03L (Child Attendance and Parental Choice Certificate Long)</i> that indicates which days the child was in attendance for that month.</p> <p style="margin: 0;">A coalition shall give a VPK provider a monthly roster (Enrollment/Attendance Certification), prepared by using the Agency's statewide information system, which lists each child enrolled in the provider's program and includes blank spaces for a provider to add and certify a child's attendance for the calendar month. A provider must certify and submit the monthly enrollment/attendance certification of a child enrolled in the provider's program to ensure payment from the coalition.</p> <p style="margin: 0;">The coalition may not pay the final payment for the VPK program year until the provider submits a final verification of the annual cumulative attendance of each child enrolled in the program, which certifies the paid hours of attendance of each child enrolled for the program year (Rule 60BB-8.305(3), F.A.C.).</p> <p style="margin: 0;">The review team should evaluate the records for absences according to the Agency's attendance rule. The team should compare attendance records and note any discrepancies. After the coalition approves the enrollment/attendance certification, the coalition will generate a provider reimbursement report for the net reimbursement amount to be paid to the provider. The Coalition will pay the provider by electronic funds transfer (EFT) or by warrant (check). The Coalition should check to see if the provider received payment by EFT or check.</p> <p style="margin: 0;"><i>[Numbering scheme below corresponds to Agency payment validation spreadsheet.]</i></p>	
A.1.*	Does the coalition have enrollment/attendance certifications for each child enrolled in the VPK program? Including the <i>Forms AWI-VPK 03S (Child Attendance and Parental Choice Certificate Short or AWI-VPK 03L (Child Attendance and Parental Choice Certificate Long)</i> .
Does the coalition verify each provider for a child's attendance in accordance with VPK rule?	
A. 3.*	Do the VPK forms match the parent's sign-in/out or <i>Form AWI-VPK 03L (Child Attendance and Parental Choice Certificate Long)</i> ?
A. 3. (a).*	Does the coalition have <i>Forms AWI-VPK 03S (Child Attendance and Parental Choice Certificate Short or AWI-VPK 03L (Child Attendance and Parental Choice Certificate Long)</i> completed for each child according to rule?
A.3. (b).*	Were absences and temporary emergency closures documented correctly in EFS based on rule?
Does documentation support the final provider reimbursement report?	
A.4.(a)*	Does the Final Provider Reimbursement report match the Enrollment/Attendance Certification report?
A.4.(d)*	Are VPK rates correct for provider county?
A.5.*	Does the final 5045 detail report by billing group and provider match the payment transmittal?
Has the coalition documented that the payment cleared or provided documentation of a reconciling item?	
A.6.*	Does proof exist that the provider payment has cleared (canceled check, bank statement or whatever the coalition used to reconcile the payment)?

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Appendix A Minimum Annual Sample Size

Number of Providers or Students	Minimum Sample Size
<20	all
30	25
35	28
40	31
45	34
50	37
55	38
60	39
65	40
70	42
75	44
80	47
85	50
90	53
95	56
100	58
110	62
120	65
130	68
140	70
150	72
160	74
170	76
180	78
190	80
200	80
210	82
220	83
230	84
240	85
250	86
260	87
270	88
280	89
290	90
300	91
325	93
350	95
375	98
400	102
425	100
450	103

Number of Providers or Students	Minimum Sample Size
475	106
500	108
525	109
550	110
575	111
600	112
625	113
650	114
675	115
700	116
725	116
750	117
775	117
800	118
900	119
1000	121
1500	122
2000	123
2500	124
3000	125
3500	126
4000	127
4500	128
5000	129
5500	130
6000	131
6500	132
7000	133
7500	134
8000	135
8500	136
9000	137
9500	138
10000	139
11750	140
12500	141
13750	142
15000	144
16750	145
17500	146
18750	148
>20000	150

COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
SCHOOL READINESS

REGULATORY REQUIREMENTS FOR ALL PROGRAMS

The following are the regulatory requirements for each division:

1. Eligibility Determination:

- All administrative reports/measures are submitted timely as required.
- Ensure that Florida Department Financial Services, Public Assistance Fraud Referrals are met.
- Access to the State mandated Enhanced Field System (EFS) database via Virtual Private Network (VPN) for a minimum of six users, including the Coalition Finance Department.
- Ensure 100% of parents have documented receipt of information on their rights to choose their provider setting and location and of their right to unlimited access to their child in that setting and location during care hours.
- Ensure that 97% of customers approved for school readiness funded services enroll their children within 10 working days.
- Ensure 100% of all enrollment and/or transfers are made according to parental choice with approved providers who have an executed provider agreement with the Coalition. Clients in the At-Risk billing category are provided with a list of all available accredited providers from which to select a caregiver.
- Ensure that 100% of customer eligibility is determined accurately and timely based on the established required purpose for care, income and family size criteria.
- Ensure that 95% of parent co-payments are accurately calculated and documented in the case file and based on the approved Sliding Fee Scale.
- Ensure that 95% of eligibility data is maintained accurately in Enhanced Field System (EFS).
- Provide client satisfaction surveys and ensure that 95% of families responding report overall satisfaction with services, efficiency of service, convenience of hours and location of service as measured by a client satisfaction survey approved by the ELC Contract Manager.
- Ensure that 95% of deficiencies found through monitoring are documented and addressed within forty-five (45) days. Deficiencies, which threaten the health and/or safety of children and/or staff, must be acted upon immediately.
- 80% of all requests from providers, parents, or the ELC must be responded to within four (4) business days of receipt. A monthly report of these concerns and corresponding resolution must be submitted to the Coalition.

2. Provider Payment:

The State of Florida mandates that the Department of Children and Families (DC&F) govern the process of issuing childcare licenses to the Early Care and Education providers. It is required that all Childcare providers who serve children between ages 0-5 maintain a valid childcare license, which must be updated annually. For the facilities considered exempt by the DC&F, a letter of exemption is required in lieu of the license; however, even though the Enrichment providers fall under the exempt category, they cannot serve children less than 5 years of age. As well, all providers must annually secure an approved School Readiness and/or Voluntary Pre-Kindergarten agreement with the ELC before reimbursement can be processed and subsequent funds are disbursed. As such, the Division can only conduct business with providers that adhere to the aforementioned requirements.

Further regulatory requirements entail:

- 1) Keeping all records for five (5) years.

3. Child Care Resource and Referral:

Services are governed by the Florida Department Office of Early Learning (OEL) Program Requirements.

4. Screening, Assessment and Inclusion:

- Administrative reports/measures are consistently met and reported timely; 100% of families with school readiness children, eligible for screenings are offered an Ages and Stages Questionnaire (ASQ) developmental screening.
- 100% of 425 randomly selected children receive an Early-Learning Accomplishment Profile or Learning Accomplishment Profile-Diagnostic in pre-assessment to be completed by November 30th of each contract year.
- 100% of available randomly selected children available who received a pre-assessment will receive an Early-Learning Accomplishment Profile or Learning Accomplishment Profile-Diagnostic post-assessment to be completed by June 15th of each contract year.
- 100% of staff must have documentation of appropriate training certification for administration of the Early-Learning Accomplishment Profile and Learning Accomplishment Profile-Diagnostic.
- 100% of children with requested warm-line assistance are provided technical assistance.

5. Psychological Services:

State of Florida Licensure requirements are met.

**Committee 1 – Improving the Quality of Miami-Dade County’s Early
Childhood Program**

Guiding Question 5

After a review of staff’s professional development needs, are these needs being met effectively? Are there recommendations to improve professional development efforts related to all County early childhood programs? Are there any resources or models of professional development that should be further considered?

HEAD START/EARLY HEAD START

COMMITTEE 1
GUIDING QUESTION #5

Head Start/Early Head Start
Resource Materials

- **Professional Development Information for Head Start/Early Head Start**

MIAMI-DADE COUNTY COMMUNITY ACTION AGENCY

PROFESSIONAL DEVELOPMENT PLAN

Name: _____ Position: _____ Division: _____

Employee ID#: _____ Work Location: _____ Date: _____

What are your professional development goals? Please include all goals, even if they are not related to your current position.

CURRENT EDUCATIONAL STATUS

What is your highest level of education? (Please Check All that Apply)

<input type="checkbox"/> High School Diploma/GED	<input type="checkbox"/> CDA – Expiration Date: _____
<input type="checkbox"/> Some College	<input type="checkbox"/> Associates Degree
<input type="checkbox"/> Bachelors Degree	<input type="checkbox"/> Masters Degree or Post Graduate Work
<input type="checkbox"/> FDCF 45 hours	<input type="checkbox"/> 18 College Credits in Early Childhood Ed.

Are you currently enrolled in any higher education degree programs? Yes No

If Yes:

What program/degree are you pursuing? _____

What is your field of study? _____

How many credit hours have you earned towards this degree? _____

What was the last semester you attended? _____

Are you utilizing the County's Tuition Reimbursement Program? _____

If No:

Are you participating in the County's Succession Planning Program? _____

Are you participating in the County's Supervisory Training Program? _____

What do you feel are the barriers from preventing you from doing so? _____

What can the Agency/Division do to better assist you towards your career goals? _____

Would you like to set-up an appointment to discuss your educational goals and/or technical assistance needs? If so, what is the best time and number to contact you? _____

Comments/Concerns: _____

Employee's Signature: _____ Supervisor's Signature: _____

HEAD START ACT (AS AMENDED DECEMBER 12, 2007)

SECTION 648A. STAFF QUALIFICATIONS AND DEVELOPMENT

(8) REGULATIONS.--The Secretary shall promulgate regulations to carry out this subsection.

(e) MODEL STAFFING PLANS.--Not later than 1 year after the date of enactment of this subsection, the Secretary, in consultation with appropriate public agencies, private agencies, and organizations and with individuals with expertise in the field of children and family services, shall develop model staffing plans to provide guidance to local Head Start agencies and programs on the numbers, types, responsibilities, and qualifications of staff required to operate a Head Start program.

(f) Professional Development Plans- Each Head Start agency and program shall create, in consultation with an employee, a professional development plan for all full-time Head Start employees who provide direct services to children and shall ensure that such plans are regularly evaluated for their impact on teacher and staff effectiveness. The agency and the employee shall implement the plan to the extent feasible and practicable.

SCHOOL READINESS/VPK

COMMITTEE 1
GUIDING QUESTION #5

**School Readiness/Voluntary Pre-Kindergarten
Resource Materials**

- **Professional Development Information for School Readiness/Voluntary Pre-Kindergarten**

SCHOOL READINESS/VPK STAFF DEVELOPMENT

Departmental Overall Staff Development:

The Miami-Dade County Community Action and Human Services offer its employees diverse training and development opportunities. All new personnel are required to attend orientation training. At the county level, employees are scheduled to participate in 'Employee Orientation Training' during the new employee processing. In this training, departmental guest speakers cover a wide range of topics from Performance Evaluations, Sick Leave, Annual Leave, Harassment, Workplace Violence, Ethics, Payroll, Tuition Reimbursement, County Government, Career Advancements, Employee Assistance Program, Credit Union and other topics. At Miami-Dade County Community Action and Human Services level, all employees attend a 'New Employee Orientation' where they are introduced to the various human service areas provided by our department. The following topic areas are covered in the new employee orientation training provided at the Department level:

1. Orientation to the Department's services provided by the various Offices or Bureaus; Organizational structure explained (e.g., lines of authority, accountability, etc.).
2. Socio-demographic profile of the clients served by the Department; overview of the Miami-Dade County Social Services Master Plan.
3. Explanation of Benefits and Departmental policies and procedures.
4. General discussion of administrative orders, ordinances, statues, policies and County mandates. These topics are presented in the training session and printed materials covering these areas are distributed to all new employees. These areas include:

Miami-Dade County Community Action and Human Services Vision, Mission and Objectives

Nepotism Policy (County Code)

Personnel Rules of the Classified services

Employee Reference Manual

Information on HIV/AIDS

Information on Employees Support Services Section (ESSS).

Conflict of Interest

Disciplinary Action Process

Employee Grievance Procedure

Performance Evaluation Process

Alcohol and Drug Screening for pre-employment and County-provided physical examination

Sexual Harassment Policy

Alcohol and Drug Screening for County employees based on reasonable suspicion

Workplace Violence

Unlawful Harassment

Non-smoking policy

Employee protection complaints

Outside employment

Outside employment disclaimer

Fair employment practices

Americans with Disabilities Act (ADA) – reasonable accommodations

SCHOOL READINESS/VPK STAFF DEVELOPMENT

W. Family Medical Leave Act (FMLA)

X. Confidentiality Requirement and Policies

Y. Client Bill of Rights

Z. Professional Ethics and other Legal Issues impacting personnel

AA. Diversity Matters

AB. Going Green

AC. Benefits with Miami-Dade County

AD. Employee Performance Evaluation

AE. Service Excellence

5. Overview of Miami Dade County resources (e.g., Community Based Organizations and other Social Services).
6. Orientation to the Miami-Dade County Community Action and Human Services Continuous Performance Improvement Process.

The following topics are covered in the new employee orientation training provided at the specific work site level where the employee is assigned:

1. Work site general administrative issues:
 - A. Job description of employee's duties and responsibilities
 - B. Performance Standards for employees
 - C. Explanation of the Department's role in County government/community and employee's role
 - D. Location of workplace tools, equipment and reference manuals
 - E. Location of office elevators, bathrooms, water fountain, bulleting boards, parking and other facilities
 - F. Posting of job bulletins
 - G. Sexual harassment policy and unlawful harassment policy
 - H. Explanation of job series and promotional opportunities
 - I. Explanation of availability of employee support services
 - J. Name and phone number of departmental Affirmative Action Officer (AAO) and departmental personnel representative
 - K. Location of Affirmative Action Plan in the Office of Departmental Affirmative Action Officer
 - L. Role of the Office of Fair Employment Practices (OFEP)
 - N. HIPPA
 - O. Client Rights
 - P. Mandatory reporting guidelines for cases of child abuse, elder abuse, domestic violence, etc.
 - Q. Availability of translator and/or sign language interpreters

SCHOOL READINESS/VPK STAFF DEVELOPMENT

2. Worksite program-specific policies and procedures
 - A. Work hours, lunch, breaks and overtime
 - B. Probationary period/interim performance evaluation/evaluation for status/merit
 - C. Work schedules: procedures for reporting to work, sign in and out, for work, lunch, field, etc.
 - D. Explanation of sick and annual leave accrual and usage, call in procedure
 - E. Paycheck distribution, direct payroll deposit
 - F. Outside employment, conflict of interest, gifts and political activities
 - G. Use and care of tools and equipment
 - H. Drivers' responsibilities if involved in vehicle accident
 - I. Safe working habits and reporting of injuries
 - J. Other program policies and procedures: safety policies and telephone usage
 - K. Departmental procedural memoranda
 - L. Standard Operating Procedures
 - M. Emergency procedures (Hurricanes, natural disasters, building evacuation, bomb threats, fire drills, etc.)
 - N. Client rights, confidentiality requirements for records/release of information (as applicable)
 - O. Public assistance and government subsidies

County level

Miami Dade County University provides numerous on-going opportunities for employee professional development. One of the most important and frequently attended training is the Supervisory Certification Program. Participants in this program must complete one block of core courses and twelve elective hours to receive a final "Certificate of Achievement". The core areas include topics such as: Effective Management Skills, Orientation to Personnel Procedures, Fair Employment Practices, Proactive Performance Appraisal, Progressive Discipline, Supervisory Safety, etc. Examples of the elective courses are: Budget Preparation, Cultural Diversity, Customer Service and Communication, Procurement Guidelines, etc.

Additionally, the Miami Dade County University (MDCU) through its tuition reimbursement program, provides opportunities for employees to receive 50% tuition reimbursement when pursuing college degrees – both at the undergraduate and graduate levels. To that effect, MDCU has established formal agreements with selected local universities that offer the Bachelor degree in various academic areas as well as Master degree programs offering majors in MIS, Business Administration, Public Administration, etc. Other employee development opportunities offered by MDCU are Language classes, HR certification preparation courses, etc. A complete listing of these training and development opportunities offered by MDCU can be found in the county's web portal (www.miamidade.gov).

The county manager's office recently implemented a succession planning program entitled the "Mentoring Program" with the major objective of capacity building for county employees. Employees are pair up with experienced administrators in the county to mentor and foster future administrators within Miami Dade County government. The county manager's office is responsible for the implementation and monitoring of this program and DHS being a county dept actively participates in this program by identifying a pool of mentors and mentees within its ranks. This type of program promotes the advancement of staff throughout the county.

SCHOOL READINESS/VPK STAFF DEVELOPMENT

Leadership Training

Additionally, the county has contacted with University of Miami to conduct a Leadership Training geared towards the management level staff up to the county manager's office. The goal of this training goes hand in hand with the county's "Delivering Excellence" plan. The emphasis during the three day training was placed on how to become a better leader, how to motivate staff, and how to establish a networking system within the community. County employees were challenged with how to continue conducting business on tight budget's while maintaining our service "Delivery of Excellence"

At the Miami-Dade County Community Action and Human Services level, a Professional Development Plan has been implemented whereby employees in different classifications receive appropriate training depending on the type of service delivery they are engaged in as part of their job. The Development Plan identifies six functional job categories that group all of the job classifications within the Department. These are: 1) Official-Administrator; 2) Professional; 3) Technical; 4) Para-Professional; 5) Office-Clerical; and 6) Service-Maintenance. The Plan identifies essential competencies required to perform in each of these functional job categories. Based on these competencies, selected training topics are included that enhance and improve the knowledge, skills and aptitudes (KSAs) required to perform in these jobs. For example, employees in the Office of Rehabilitative Services that provide counseling and supervision for substance abuse clients regularly engage in learning activities that address substance abuse treatment issues. Another example, employees in the Psychological Services Division also receive regular training on mental health assessment and intervention issues. (see attached Professional Development Plan.

The Miami-Dade County Community Action and Human Services entire staff went through a County mandated "Service Excellence" training. This 4-hour block of instructions dealt with the importance of providing outstanding services to all customers – both internal and external. Principles of effective communication and dealing with difficult persons were discussed in this training.

Another county-mandated training dealt with professional ethics. The County has been providing mandatory Ethics training for all employees for the last 5 years. This information is extremely important for public human services to become transparent and accountable to taxpayers supporting these activities. Thus far, the Department has not experienced any serious ethics crisis involving public corruption and any similar negative publicity. This is in part due to the awareness created through the on-going ethics training.

Another significant mandatory training provided to all departmental employees had to do with disaster preparation, particularly hurricane preparedness. A mandatory 3 hour seminar was conducted for all employees where both personal and department related disaster plans were discussed. Given South Florida vulnerability to such natural disasters (i.e., hurricanes) this training keeps every employee and their families prepare to minimize personal and economic losses due to hurricanes. This year, when the first threat of a hurricane was felt in Miami Dade County, all the preparation plans were carried out as designed. Although, there was not a direct hit, the staff was prepared and plans went into effect as previously designed.

A selected team of administrators attended a two-day train-the-trainer "Weapons of Mass Destruction" seminar sponsored by the Department of Homeland Security. We are currently planning to deliver an abbreviated version of this very important seminar to all of our supervisory staff so that everyone becomes security conscious should any terrorist attacks occur in South Florida and Miami-Dade County in particular.

Miami-Dade County Community Action and Human Services has a training committee of licensed mental health professionals representing various bureaus. This committee serves a dual purpose, ie: Coordinating departmental trainings and overseeing the mental health internship program. A monthly departmental training calendar is emailed to staff. Concurrently, employees training data is tracked through a database system. All employees are to complete 20 hours of training per year.

SCHOOL READINESS/VPK STAFF DEVELOPMENT

A web-based (i.e., intranet) system to allow employees to sign up for up-coming training courses. The system will provide basic information such as the title of the workshop, goal, objectives, length of the training and location. This system will let selected staff to input information on the actual staff that attended the training. This system will also us to print the list of attendees and provide various reports on training attendance by topic, date, program, bureau/office, etc.

The internship program is nationally accredited by the American Psychological Association (APA), since 2002 and has recently been re-accredited for 7 more years. The training committee actively participates in the screening, selection, and supervision of students seeking placement in the department. We receive requests from all over the country for training purposes.

The departmental Internship Program requirements are posted on the Miami-Dade County Community Action and Human Services website (www.miamidade.gov/dhs/internship).

The department is a Continuous Unit Education (CEU) provider for the State of Florida Department of Professional Regulation for the Boards of Psychology, Social Worker, Mental Health Counselor and Marriage and Family Therapist. CEU's are provided to staff throughout the year free of charge to staff to fulfill their licensing requirements as well as enhancing staff development. This is another way DHS rewards and acknowledges employees.

As the Miami-Dade County Community Action and Human Services is not located in one or two buildings, but has multiple sites throughout Miami-Dade County and because some of our units (e.g., residential services) are a 24-hour operation, coordinating mandatory training for all staff can be challenging. However, we have managed to deliver such training both from a centralized location and at the various work sites. For example, the mandatory Ethics and Diversity Matters training were delivered on-line for all employees who have a computer account assigned to them, however, those employees that do not have an e-mail account (e.g., drivers, home makers, etc.) were provided a laptop. On occasion, bilingual training has been provided for the homemakers employed in the Elderly, Disability and Veteran Services Division who are not proficient in the English language and speak Haitian Creole or Spanish. A similar arrangement sensitive to staff hours and language proficiency was utilized when delivering the Excellence Training that focused on the importance of customer service, CPR/First Aide and the Hurricane Preparation sessions held at the beginning of Hurricane season.

All Miami-Dade County employees have the benefit of tuition reimbursement to pursue college degrees and other professional certifications. The county offers 50% tuition reimbursement for those employees pursuing a Bachelor, Master or Doctoral degrees. In addition, the Miami Dade County University has an agreement with Florida International University (i.e., a local State of Florida University) to offer discounted tuition rates for those employees who wish to pursue a Bachelor or a Master degree in Public and/or Business Administration. This fringe benefit promotes staff competence and motivates employees to pursue other careers within the Miami Dade County system.

HEAD START/EARLY HEAD START

OTHER MATERIALS HEAD START/EARLY HEADSTART

- **PROGRAM HISTORY**
- **SCOPE OF SERVICES**
- **PROGRAM DESCRIPTION**



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

PROGRAM DESCRIPTION

Head Start/Early Head Start, administered locally by the Miami-Dade County Community Action and Human Services, is a comprehensive program for children from birth to age five and their families. Key principles of the program include:

COMPREHENSIVE SERVICES: To help children develop fully and achieve social competence, a comprehensive, interdisciplinary approach to services including education, health, nutrition, social services, and parent involvement are provided by the program. The range of services available is responsive and appropriate to each child and family's unique developmental, ethnic, cultural, and linguistic experiences.

PARENT INVOLVEMENT AND FAMILY FOCUS: Head Start/Early Head Start is family centered and designated to foster a parent's role as the principle influence on their children's development and as their children's primary educators, nurturers, and advocates. Parents are encouraged to become involved in all aspects of Head Start, including direct involvement in policy and program decisions that respond to their interests and needs.

COMMUNITY PARTNERSHIPS AND COMMUNITY-BASED SERVICES: Head Start/Early Head Start programs are community-based, with modes for service based on the unique needs of the diverse communities they serve. Based on these principles, Head Start embraces a comprehensive vision of the health of children and families. This vision supports wellness by encouraging practices that prevent, identify, treat, and reduce the impact of health problems on Head Start families and children.



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

SCOPE OF SERVICES

Today, the Miami-Dade County Community Action and Human Services Head Start/Early Head Start Program has grown to serving approximately 6,756 children and families throughout the Miami Dade County geographic area, and has been serving children age's birth to five years old and their families for approximately 46 years.

1. The Head Start/Early Head Start Programs, as defined by the United States Department of Health and Human Services and County rules is administered five (5) days a week for a total of 175 (one hundred and seven-five) school days for preschoolers, and 226 (two hundred and twenty-six) school days for infants and toddlers (ages 0 to 5).
2. Adhere to all applicable Head Start Programs Performance Standards, notices and instructions as promulgated by the United States Department of Health and Human Services Administration for Children and Families (ACF), Administration for Children, Youth and Families (ACYF), including but not limited to Code of Federal Regulations (CFR), Title 45 Parts 1301, 1302, 1303, 1304, 1305, 1306, 1308, 1309 and Section 544(g)(3) of the Head Start Act, Florida Statutes (Section 402.301-402.319 and Section 120.60) Florida Administrative Code (Chapter 65C-22 and Chapter 64E-11) and appropriate County requirements. These rules, regulations and requirements must be followed to the extent that they are consistent with the Head Start Act, 42 U.S.C. §9807 et seq., as amended.
3. Establish and maintain an organizational structure that supports the accomplishment of program objectives. The structure must address the following program management functions: Management of early childhood development and health services, including child development and education; child medical, dental, and mental health; child nutrition; and services for disabilities; and management of family and community partnerships, including parent activities.
4. Establish and maintain an organizational structure that supports the accomplishment of program objectives. At the minimum the program shall ensure that the following program management functions are assigned within the program:

a. Parent Involvement Services supported by staff or consultants with training, experience, and skills in assisting the parents of young children in advocating and decision-making for their families. Parents can take part in training classes on many subjects, such as child rearing, job training, learning about health and nutrition, and using free resources in the community. Head Start also offers assistance to parents interested in obtaining a high school General Equivalency Diploma (GED) or other adult education opportunities. Parents can become a Head Start volunteer and learn more about child development. This experience may later qualify parents for training which can help them find employment in the Early Care and Education Field. Parents also have a voice in the Head Start program by serving on various committees. Parents' experiences in Head Start have raised their own self-confidence and improved their ability to make decisions.

b. Education and Child Development Services supported by staff or consultants with training and experience in areas that include: the theories and principles of child growth and development, early childhood education and family support. In addition, teaching staff or consultants shall meet the qualifications for classroom teachers. The objective of Education and Early Childhood Development is to provide all children with a safe, nurturing, engaging, enjoyable, and secure learning environment, in order to help them gain the awareness, skills, and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and life.

c. Early Head Start Home Based Services supports children and families through visits and group socialization experiences. Early Head home visits provide comprehensive services to support and strengthen the relationship between infants, toddlers and their parents.

d. Health Services supported by staff or consultants with training and experience in public health, nursing, health education, maternal and child health, or health administration. Ensure immunizations, medical exams; dental, sensory, behavioral and developmental screenings are obtained timely and appropriate follow-up care for all enrolled children is provided.

e. Nutrition Services supported by staff or consultants who are registered dietitians or nutritionist. The goal of the nutritional service unit is to assist families in meeting each child's nutritional needs, establishing good eating habits that nurture health development and promoting life-long well being.

- Identification of Nutritional Needs- Nutrition assessments are conducted (height, weight, hemoglobin, special diets, religious preferences, feeding requirements of infants and toddlers, and parental input.) of the children.
- Nutritional Services- The program provides nutritional meals that are age appropriate (breakfast, lunch and snack. The meals are high in nutrients, low in fat, sugar, and salt.

- **Meal Services** - The program provides a variety of ethnic foods served. All toddlers, preschoolers, classroom staff and volunteers sit and eat the same meal together. Infants are held while being fed. Children are involved in doing nutrition activities from the nutrition education calendar.
- **Family Assistance with Nutrition**- Parents are provided with current food and nutrition information, food preparation, and nutritional skills through the nutrition education calendar. Parents are also offered a 12 week course in basic nutrition, meal planning and home management skills through the Food and Nutrition Program administered by Miami-Dade County Cooperative Extension Services.

f. Family and Community Partnership Services supported by staff or consultants with training and experience in field(s) related to social, human or family services. Head Start offers parents opportunities and support for growth, so that they can identify their own strengths, needs and interests, and find their own solutions. The objective of Family Partnerships is to support parents as they identify and meet their own goals, nurture the development of their children in the context of their family and culture, and advocate for communities that are supportive of children and families of all cultures. The objective of Community Partnership is to ensure that grantee and delegate agencies collaborate with partners in their communities, in order to provide the highest level of service to children and families, to foster the development of a continuum of family centered services, and to advocate for a community that shares responsibility for the healthy development of children and families of cultures.

g. Disability Services supported by staff or consultants with training and experience in securing and individualizing needs for children with disabilities. Ten percent (10%) of the children in Head Start/Early Head Start must be children with disabilities. Children with disabilities are determined eligible are determined eligible for special education and related services or early intervention services by Miami-Dade County Public School (M-DCPS) or Early Steps program as determined under the individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), by the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act. To qualify as a child with a disability, an individual Family Support Plan (IFSP) for Early Head Start or Individual Education Plan (IEP) for Head Start is required.

h. Mental Health Services supported by staff or consultants who are licensed or certified mental health professionals with experience and expertise in serving young children and their families. The focus of mental health services in the Head Start program is to ensure the health



social and emotional development of children. Identification, prevention, and treatment services are available to ensure that all children have the skills they will need to be successful in kindergarten. Resources and services are also available which promote the mental health and wellness of each child's family and the staff.



SCHOOL READINESS/VPK



OTHER MATERIALS SCHOOL READINESS/VOLUNTARY PRE-KINDERGARTEN

- **PROGRAM HISTORY**
 - **SCOPE OF SERVICES**
 - **PROGRAM DESCRIPTION**
- 
- 



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT SCHOOL READINESS

PROGRAM HISTORY

A. SCHOOL READINESS (SR) ELIGIBILITY SERVICES

Florida's Early Learning System is governed by collaborative state and local partnerships. Today's structure was created through several major legislative acts that organized early learning programs into three agencies: the Office of Early Learning, Early Learning Coalitions and Early Learning Advisory Council.

Prior to 1999, the early education and child care system in Florida consisted of multiple programs and agencies that were created at different times for different purposes. Child care licensing was the responsibility of the very large Florida Department of Health Rehabilitative Services until 1997 when it was dismantled into two agencies: Department of Children & Families and Department of Health. The Department of Children & Families became responsible for most of the child care health, safety and subsidy programs.

Federal changes to the Aid to Families with Dependent Children program in 1996, replacing that program with the Temporary Assistance to Needy Families program, which put more emphasis on workforce issues as essential to creating self-reliant families. Both of these changes paved the way for the Florida Legislature to change the framework of early learning in the state.

In 1999, the Legislature sought to create a cohesive, efficient, and integrated School Readiness system for increasing children's chances of achieving future educational success. The Legislature created the Partnership for School Readiness and housed the Partnership under the Executive Office of the Governor (EOG). The Partnership for School Readiness, in collaboration with 67 community-based early learning coalitions, focused on providing developmentally appropriate educational services for Pre-Kindergarten children at risk of future academic failure. The local School Readiness Coalitions were formed to plan and implement local services.

In 2001, Florida's early education and child care system went through another transformation when Florida's Legislature transferred the Partnership from the EOG to the Agency for Workforce Innovation which assumed direct responsibility for certain administrative aspects, such as budget development and allocation. The next year, Florida voters passed a constitutional amendment creating a Voluntary Prekindergarten program for all 4-year-old children, with diverse responsibilities assigned to the Agency and to the Department of Education. In 2005, the Partnership and its governing board became the Office of Early Learning and the Early Learning Advisory Council (ELAC).

The administrative support of the Partnership was transferred in 2001 from the Executive Office of the Governor to the Agency for Workforce Innovation (Ch. 2001-170, Laws of Florida) in recognition that subsidized child care is a workforce stability issue and that quality early learning is a workforce development need. The Legislature also repealed the statutory authority for the individual school-based readiness programs creating one readiness program under the direction of the Partnership and local coalitions.

The Agency for Workforce Innovation was responsible for state-level coordination of the School Readiness and VPK Programs and of the School Readiness Coalitions, which were renamed Early Learning Coalitions. The number of Early Learning Coalitions was limited to 30, with some exceptions. Responsibility for developing educational standards and



measuring program outcomes for the VPK Program was assigned to the Florida Department of Education (Ch. 2004-484, Laws of Florida).

Below is the program history of each program area:

1. Eligibility Determination/Provider Payments:

Miami-Dade County Department of Human Services has been administering the subsidized child care program, and later the School Readiness program, for approximately 40 years. During the early years, the Department of Children and Families (DC&F) was responsible for the administration of the childcare component, health, safety and subsidized programs. Changes in the industry forced the Florida Legislature to shape the structure of early learning throughout the State.

The County has faced many challenges over the years administering the School Readiness (SR) Program, some of them were immense and of severe impact to the children and families of Miami-Dade County. In 1992, Hurricane Andrew tested every facet of the County's infrastructure and the limitations of its staff to restore services and provide immediate relief to those affected. DHS responded by realigning its Child Development Services' (CDS) eligibility determination outreach offices within three days to ensure that families could continue to apply for and receive this most valuable service with minimal interruption.

Later in the 1990s, the State of Florida implemented the Child Care Purchasing Pool to foster a partnership with private businesses to promote quality child care for employees, but was met with unhappy underfunded private corporate contributions. The County took advantage of this opportunity, while it could, and provided nearly \$9 million over the next two years to provide over 2,400 children the opportunity to receive care that otherwise they would not have received due to the limited resources available under the subsidized child care program.

As mentioned above, the Early Learning Coalitions (ELC) were legislatively enacted in 1999. Consequently, the County began to earnestly support and collaborate with the ELC in its efforts to improve the quality of care offered by child care providers while developing the current wide range of efforts to ensure that children would succeed upon entering school.

As evidenced by the history, all areas of the County's School Readiness efforts have always surpassed the requirements of the grantors. The Child Care Resource and Referral (CCR&R) section continues to provide services to a multitude of clients while surpassing the grant requirements. The Eligibility Determination Unit has undergone many changes; however, these changes have not diminished the quality of services provided to the clientele nor have decreased the outcomes expected by the grantors. The Payment Division has and continues to timely deliver payments to the providers in a timely manner; which is reflected in the attached auditing documents and feedback from our providers and stakeholders.

2. Screening, Assessment and Inclusion:

As a part of the School Readiness Act of 1999, Screening, Assessment and Inclusion services were mandated for all children enrolled in the School Readiness. In Miami-Dade, the major partners were:

1. Florida International University (FIU) - Best Practices
2. Miami Dade County, Department of Human Services (CDS) - Central Agency
3. George Mason University (GMU) - Research
4. RE-DE-SET-GROW (RSG) - Uploading of data
5. Miami Dade County Public Schools (Pre-K and FDLRS) - Host Agency
6. Other agencies providing early care and education in the community - Resources

Initially, the partner agencies addressed and developed the Assessment Intervention Program's scope of services deciding on a random group of subsidized children to receive a full developmental and social emotional development assessment. A developmental assessment tool was chosen the Learning Accomplishment Profile Diagnostic (Lap-D), as well as a tool to evaluate social emotional, the Devereux Early Childhood Assessment (DECA). The Lap-D was first completed by Miami-Dade County Public School's Pre-K programs as a means of evaluating its effectiveness.

In July 2002, after a year of training staff on the different tools and developing a system, CDS began the Assessment process, assessing a random group of subsidized children over 36 months of age with the Lap-D, as well as having parents fill out the DECA for the social emotional component. George Mason University provided the research results and FIU assisted in the development of the criteria, etc. for the program, and RSG was the software company where the Lap-D's were uploaded to. After two years into the program (2005), palm pilots were then used to enhance upload effectiveness.

In 2007, after review of the state mandate, it revealed that every subsidized child in child care had to have a screening, therefore the Ages and Stages Questionnaire (ASQ) was introduced as the screening tool. In doing so, the DECA was eliminated due to the high cost and it was not a mandate at the time. In March 2007, trainings on the ASQ was provided to all Child Care Centers and Miami Dade County, CDS, Inclusion Assessment, facilitated every child care center with an ASQ to be done on every subsidized child in their care, introducing the Early Learning Accomplishment Profile Diagnostic (E-Lap), for those children 35 months and under. Upon the implementation of the Ages & Stages, FIU became responsible for the research and continued with best practices, criteria review and implementation. In turn, a Battelle Inventory (BDI) was completed on every child with at least 1 concern in the ASQ, and if a concern in the BDI, then intervention was provided by CDS staff. The BDI was done for one year until 2008.

In 2008, Ages and Stages children with 1 or more concerns, automatically received intervention. A random sample of children continued to receive the Lap-D and E-Lap and CDS staff continued to also provide intervention for those children in need of intervention until July 2010, when Miami Dade County subcontracted with Citrus Health Network to provide the intervention to those children with concerns until present. From 2007 until present, CDS has



provided trainings in the area of ASQ implementation, as well as in other areas related to early childcare and development.

3. *Psychological Services:*

Miami-Dade County has been providing psychological services for children and families for more than 25 years. We have closely worked with the County's Head Start program and Miami-Dade County Public Schools (MDCPS). The program is accredited by the American Psychological Association to provide internships to psychological doctoral students.





**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
SCHOOL READINESS**

Miami-Dade County, Community Action and Human Services (CAHS) Department, formerly known as the Department of Human Services (DHS), Child Development Services Bureau (CDS), has operated as a central agency for children receiving child care subsidies for over 40 years, providing comprehensive, culturally/linguistically competent early childhood services; through a contracted grant from the Agency for Workforce Innovation (AWI); under the umbrella of the Early Learning Coalition of Miami-Dade and Monroe, Inc (ELCMDM). The Child Development Services Bureau administers programs to assist parents and families needing School Readiness (SR) and Voluntary Pre-Kindergarten (VPK) services for children from infancy up to 9 years of age. Services include: Child Care Resource and Referral (CCR&R) information on child related services and other pertinent information, determination of eligibility for subsidized childcare services and payment to providers for childcare services. Assessment and early intervention for pre-school children and a professional development program for Early Care and Education providers is also provided.

PROGRAM DESCRIPTION

SCHOOL READINESS

Miami-Dade County administers the School Readiness (SR) contract with funding from the Early Learning Coalition of Miami-Dade/Monroe Inc. The objective is to increase school readiness for preschoolers and support primary caregivers to maintain their status of self sufficiency. The County facilitates enrollment for the maximum number of eligible children within current availability of funds.

The following descriptions pertain to the divisions which also compose the SR Program:

1. *Provider Payments:*

The Provider Payments processes monthly reimbursement to approximately 900 Voluntary Pre-Kindergarten (VPK) and 1,200 School Readiness Providers. Through these providers, there are approximately 45,000 children; 26,000 School Readiness; 19,000 VPK that are paid for on a monthly basis.

2. *Child Care Resource and Referral:*

Child Care Resource and Referral (CCR&R) offers CCR&R services including but not limited to early learning referrals, consumer education resources, and information regarding community resources to each individual requesting CCR&R Services, including but not limited to individuals specifically requesting CCR&R services, individuals applying for School Readiness services, and individuals with a child who has a suspected or diagnosed special need or disability. CCR&R services shall be offered without regard to an individual's level of income or personal circumstances. CCR&R services shall be available for all children, aged zero (0) through twelve (12) including unborn children and children aged thirteen (13) through eighteen (18) who are physically or mentally challenged, incapable of self-care or are under court supervision.

3. Screening, Assessment and Inclusion:

Developmental screenings and assessments are conducted for each child enrolled in School Readiness within 45 days of enrollment. The screenings and assessments tools include: Lap-D/E-Lap, DECA, Battelle Developmental Inventory (BDI), and the Ages and Stages Questionnaire-3 (ASQ-3); pre and post tests are also conducted. The staff has received training and is certified in all of the above mentioned tools. Over the last 10 years, more than 30,000 assessments have been conducted and over 50,000 Ages and Stages Questionnaires completed. Training/support has also been provided to over 3000 teachers in the ASQ implementation.

4. Psychological Services:

Psychological services are offered for families. These services includes:

- Individual
- Group
- Family
- Play Therapy,
- Consultation,
- Psychological Evaluations
- Training for teachers and parents.





COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
SCHOOL READINESS

SCOPE OF SERVICES

The Early Learning Coalition of Miami-Dade and Monroe (ELCMDM) has contracted with the County to provide School Readiness (SR) Services. These services include Eligibility Determination, Provider Payments, Child Care Resource and Referral, and Screening Assessment and Inclusion.

SR scope of services requires the County facilitate efficient and effective customer friendly access to financial assistance for School Readiness funded services. A cash match of \$3,400,000 is also required. The scope of service for each activity is outlined below:

1. Eligibility Determination:

Assist parents and families in obtaining financial assisted School Readiness services. Services include eligibility determination and placement of children through a network of children through a network of child care services throughout Miami-Dade County in accordance with Chapter 60BB-4; maintain and update eligibility in the Enhanced Field System (State of Florida child care data base). There are three eligibility offices and one mail-in re-determination office located as follows:

Coconut Grove	Mail-In Re-	Miami Gardens	Naranja
3750 South	Determination	16405 NW 25 th	13955 SW
Dixie Highway	Office	Avenue	264 Street
Miami, Fl	(re-determination	Miami, Fl	Miami, Fl
33133	by mail only)	33054	33032
(305) 694-3510	(305) 633-1634	(305) 626-7969	(305) 258-5471

2. Provider Payment:

The Payment Division provides payment and financial management services that maximize efficiency and accuracy in accordance with federal, state, and Coalition regulations and guidelines. The contract from the Early Learning Coalition of Miami-Dade/Monroe (ELCMDM) is a cost reimbursement contract requiring that all payments be based on actual expenses. The SR and VPK contracts mandate that the Division:

- Provide timely and accurate payments to childcare providers who participate in school readiness funded programs and have completed the Contractor's financial certification and the Coalition's provider agreement.
- Provide timely and accurate information on participating children and providers to facilitate the accounting process. The information should include the number of providers that have reached the maximum rate.
- Manage all school readiness funds in compliance with Federal, State, and Coalition requirements.
- Serve as a single point of entry for slot management and payment for all school readiness funded services.
- Ensure that payments are made to participating childcare providers by the 20th working day of the month following service.

- Ensure that all providers requesting assistance from the designated provider help desk for attendance, and payment related support shall receive assistance within four (4) business days.
- Provide all required payment documentation necessary for auditing purposes, for example, provider daily sign-in/sign-out sheets, attendance rosters, etc.
- On a monthly basis, randomly select childcare providers to audit attendance sheets and payments to ensure accuracy. Over the contract term, the Contractor will ensure that 10% of all childcare provider attendance sheets and payments are audited. The Contractor shall provide copies of the reports of these monitoring reports/results to the Coalition within thirty (30) days of completion.
- Ensure that certified Gold Seal providers receive the Gold Seal differential of up to twenty (20%) percent. If the Gold Seal provider loses their Gold Seal status at any time, the Contractor will notify the Coalition, on a monthly basis, upon notification. The Contractor is responsible to recoup the overpayment from the provider. Upon request, the Contractor shall provide back-up documentation to the Coalition regarding Gold Seal provider status for monitoring purposes.

3. Child Care Resource and Referral:

The scopes of services for Child Care Resource and Referral (CCR&R) is to educate consumers on how to gain access to the availability and affordability of quality early learning and information on community resources, in particular, but not limited to quality early care options. CCR&R maintains a comprehensive data base of all legally operating early care and education providers; assist providers with start up information; and information/access on training and technical assistance. CCR&R trained Specialists provide information, materials, and related assistance on the following:

- Early care and education options and community resources
- How to select a quality care and education program
- How to select and enroll in a Voluntary Prekindergarten Education (VPK) Program
- Access School Readiness and other financial assistance
- Individualize non-biased referrals to early care and education programs
- Maintain resource file/database of community services and resources to assist families and providers
- Participate in community events
- Plan and attend annual CCR&R community education and outreach for families and providers. Activities may include, but not limited to:
 - Displaying/distributing posters, brochures in key locations through out the community
 - Setting up booth/table or speaking at local health/employer fairs or other community events
 - Presenting at provider trainings.

4. *Screening, Assessment and Inclusion:*

The scope of service for Screening Assessment and Inclusion include administering the Ages and Stages Questionnaire 3 (ASQ-3), on all School Readiness (SR) eligible children ages 2 months through 5 years old to identify those at risk for developmental delays, excluding children attending Voluntary Pre-Kindergarten or other pre-kindergarten programs in a Miami-Dade County Public Schools setting, and children in Head Start/Early Head Start.

Conducting assessments on a random selection of four hundred twenty five (425) SR eligible children ages 3 months to 5 years old using the Learning Accomplishment Profile-Diagnostic (LAP-D) and Early-Learning Accomplishment Profile (E-LAP) in a pre/post; assessments protocols may change as result of State mandates.





**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
VOLUNTARY PREKINDERGARTEN**

PROGRAM HISTORY

Voluntary Prekindergarten (VPK) began as a constitutional amendment passed by Florida voters in November 2002 and signed into law January 2, 2005. It is designed to prepare every four-year-old in Florida for kindergarten and build the foundation for their educational success. The VPK program gives each child an opportunity to perform better in school and throughout life with quality programs that include high literacy standards, accountability, appropriate curricula, substantial instruction periods, manageable class sizes, and qualified instructors. All eligible four-year-olds are entitled to participate in one of the VPK program options.

Since 2005 over 100,000 VPK certificates have been issued to parents of eligible four-year-old children. See Tab 7 for annual breakdown.



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
VOLUNTARY PREKINDERGARTEN

Voluntary Prekindergarten (VPK) is designed to prepare 4 year-olds in Florida for kindergarten and build the foundation for their educational success.

PROGRAM DESCRIPTION

The VPK give each child an opportunity to perform better in school and throughout life with quality programs that include high literacy standards, accountability, appropriate curricula, substantial instruction periods, manageable class sizes, and qualified instructors. All eligible four (4) year olds are entitled to participate in the school year program or the summer program. Children must be four (4) years old by September 1, of each school year and live in the State of Florida.

School Year Program - 540 instructional hours; Class sizes not to exceed 18 students; instructors must have a minimum of a Child Development Associate (CDA) for the school year program.

Summer Program - 300 instructional hours; Class sizes not to exceed 12 students; instructors must have a minimum of a Bachelor's degree.



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
VOLUNTARY PREKINDERGARTEN

SCOPE OF SERVICES

- Determine eligibility of children as per State and Coalition policies and guidelines
- Establish VPK student registration sites throughout Miami-Dade County.
- Assist parent in completing accurate VPK applications; collect and retain in the applicant's file all required documents required for service
- Maintain electronic files in the State of Florida's Enhanced Field System (EFS); maintain paper files.
- Assign a specific and consistent contact person with a specific telephone line to answer any parent/client concerns. The information will be posted in each registration sites. Respond to the parent immediately within three (3) business days of additional research is needed. Serious concerns will be reported to the Coalition as required.
- Perform child withdrawals. Transfers, re-enrollments as necessary, as prescribed in the Office of Early learning and/or Coalition's policy guidelines. All documents must be maintained within the child file.
- On a monthly basis, provide a monthly report to the Coalition's Contract Manager with a summary of eligibility activity.
- Assist the Coalition comply with requests' from the Office of Early Learning requests for ad hoc reports regarding eligibility and enrollment.





**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
VOLUNTARY PREKINDERGARTEN**

SCOPE OF SERVICES

- Determine eligibility of children as per State and Coalition policies and guidelines
- Establish VPK student registration sites throughout Miami-Dade County.
- Assist parent in completing accurate VPK applications; collect and retain in the applicant's file all required documents required for service
- Maintain electronic files in the State of Florida's Enhanced Field System (EFS); maintain paper files.
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- Perform child withdrawals. Transfers, re-enrollments as necessary, as prescribed in the Office of Early learning and/or Coalition's policy guidelines. All documents must be maintained within the child file.
- On a monthly basis, provide a monthly report to the Coalition's Contract Manager with a summary of eligibility activity.
- Assist the Coalition comply with requests' from the Office of Early Learning requests for ad hoc reports regarding eligibility and enrollment.



Miami-Dade County Mayor's Taskforce on School Readiness

Committee II Maximizing Efficiencies and Community Impact of Miami-Dade County's Early Childhood



NO.1	Guiding Question #1
NO.2	Guiding Question #2
NO.3	Guiding Question #3
NO.4	Guiding Question #4
NO.5	Guiding Question #5
NO.6	Guiding Question #6
NO.7	Guiding Question #7
NO.8	Other Information
NO.9	
NO.10	



Committee 2 – Maximizing efficiencies and community impact of Miami-Dade County’s Early Childhood Programs

Guiding Question 1

After review of the governance structure of current programs and consideration of other governance structure models, are there recommendations to improve effective oversight?

HEAD START/EARLY HEAD START

COMMITTEE 2
GUIDING QUESTION #1

Head Start/Early Head Start
Resource Materials

- **Governance and Composition**



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT

HEAD START/EARLY HEAD START

GOVERNANCE STRUCTURE AND COMPOSITION

<p>642(c) Program Governance-Upon receiving designation as a Head Start agency, the agency shall establish and maintain a formal structure for program governance, for the oversight of quality services for Head Start children and families and for making decisions related to program design and implementation.</p>	<p>Head Start Performance Standards and Head Start Act</p> <p>(c)(1) IN GENERAL- The governing body shall have legal and fiscal responsibility for the Head Start agency (c)(B) COMPOSITION- The governing body shall be composed as follows: (i) Not less than one member shall have a background and expertise in fiscal management and accounting (ii) Not less than 1 member shall have a background and expertise in early childhood education and development. (iii) Not less than 1 member shall be a licensed attorney familiar with issues that come before the governing body. (iv) Additional members shall-- (i) reflect the community to be served and include parents of children who are currently, or were formerly, enrolled in Head Start programs; and (ii) are selected for their expertise in education, business administration, or community affairs. (v) Exceptions shall be made to the requirements of clauses (i) through (iv) for members of a governing body when those members oversee a public entity and are selected to their positions with the public entity by public election or political appointment.</p>	<p>Miami-Dade County Head Start Program</p> <p>The governing body for Miami-Dade County is the Board of County Commissioners.</p> <p>The Board of County Commissioners, in County Ordinance 091120, designated the following powers and duties to the Community Action Agency Board</p> <ul style="list-style-type: none"> • (1) To adopt [(recommend to the Board of County Commissioners for formal adoption,]] practices that are consistent with federal regulations and that assure active, independent and informed governance of the County's Head Start/Early Head Start program. • Adoption of any such practices shall be documented as a report and presented to the Board of County Commissioners; • (2) To fully participate in the development, planning and evaluation of the County's Head Start/Early Head Start program as may be delineated more specifically in the CAA Board's bylaws; • (3) To ensure compliance with all applicable Federal, State and County laws and regulations; • (4) To be responsible for [(approve]] the selection of service areas and delegate agencies, once any necessary Policy Council approval is attained and as consistent with County procurement policies and procedures; • (5) To approve, consistent with County procurement policies and procedures, contracts and agreements under one million dollars, which are necessary for the day-to-day operation of the County's Head Start/Early Head Start program, including but not limited to, contracts with delegate agencies and ancillary service providers. Such approval shall be sufficient to authorize the County Mayor or designee to execute such contracts and agreements on behalf of
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	<p>(vi) If a person described in clause (i), (ii), or (iii) is not available to serve as a member of the governing body, the governing body shall use a consultant, or another individual with relevant expertise, with the qualifications described in that clause, who shall work directly with the governing body.</p>	<p>Miami-Dade County. All other contracts and agreements shall be forwarded, with a recommendation from the Community Action Agency Board, to the Board of County Commissioners for final approval;</p> <ul style="list-style-type: none"> • (6) To establish procedures and criteria for recruitment, selection and enrollment of children; • (7) To review and make recommendations to the Board of County Commissioners regarding all Head Start/Early Head Start program funding applications and amendments; • (8) To establish procedures and guidelines for accessing and collecting information for review by the Board of County Commissioners as the governing body and the Policy Council regarding program planning, policies and Head Start/Early Head Start program operations. The CAA Board shall provide a quarterly report to the Board of County Commissioners ensuring that all planning, policies and Head Start/Early Head Start program operations are proceeding efficiently and according to the requirements of the Head Start Act. Additional reports outside of this quarterly reporting period shall be required to inform the Board of County Commissioners of issues and instances of exceptional importance that require immediate attention; • (9) Consistent with the County's financial management structure, to: approve all major Head Start/Early Head Start financial expenditures; approve the Head Start/Early Head Start operating budget, prior to final approval by the Board of County Commissioners; oversee audit findings and other actions necessary to comply with applicable laws and regulations [(related to)] governing financial statements and accounting practices; review and approve the annual self-assessment and financial audit; review and approve the County's progress in carrying out the programmatic and fiscal provisions in the County's grant application, including implementation of corrective actions; and review results from federal monitoring, including appropriate follow-up activities; • (10) To establish advisory committees to oversee key responsibilities related to program governance and improvement of the County's Head Start/Early Head Start program if so approved by the Board of County Commissioners. If said advisory committee is approved by the Board of County Commissioners, the CAA Board shall contact the Office of Head Start and present information regarding the formation and purpose of the advisory committee;
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		<ul style="list-style-type: none"> • (11) To provide the following information to the Board of County Commissioners in an annual report: <ul style="list-style-type: none"> A) A list of approved delegate agencies and service areas; B) Procedures and criteria for recruiting, selecting and enrolling children in the County's Head Start/Early Head Start program; C) All approved contracts and agreements pursuant to section 6(b)(5); D) A copy of the annual report required by the Head Start Act. • (12) All other powers and duties not specifically delegated hereunder shall remain with the Board of County Commissioners as the federally-recognized governing body of the County's Head Start/Early Head Start program with the legal and fiscal responsibility for administering and overseeing programs under the Head Start Act, including the safeguarding of federal funds.
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<p>Policy Council</p>	<p>(A) IN GENERAL- Consistent with paragraph (1)(E), each Head Start agency shall have a policy council responsible for the direction of the Head Start program, including program design and operation, and long- and short-term planning goals and objectives, taking into account the annual communitywide strategic planning and needs assessment and self-assessment.</p> <p>(B) COMPOSITION AND SELECTION-</p> <p>(i) The policy council shall be elected by the parents of children who are currently enrolled in the Head Start program of the Head Start agency.</p> <p>(ii) The policy council shall be composed of--</p> <p>(I) parents of children who are currently enrolled in the Head Start program of the Head Start agency (including any delegate agency), who shall constitute a majority of the members of the policy council; and</p> <p>(II) members at large of the community served by the Head Start agency (including any delegate agency), who may include parents of children who were formerly enrolled in the Head Start program of the agency.</p>	<p>The 2010-2011 Composition of the Miami-Dade Head Start Policy Council is as follows:</p> <ul style="list-style-type: none"> 11 Head Start Parents 2 Early Head Start Parents 2 Home based Parents 3 Community Representatives 1 CAA Board Member <p>Policy Council members are elected at the center level by the parents of the children enrolled at the center. The voters for the Policy Council are elected by the Policy Council Representatives within each grantee cluster.</p> <p>Community Representatives are recommended by the Head Start Administration and approved by the Policy Council</p>
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A=General responsibility B=Operating responsibility C=Must approve or disapprove D=Determined locally	Function	Grantee agency		Delegate agency		Grantee or delegate management staff	
		Governing body	Policy Council	Governing body	Policy Cmte.	HS* program director	Agency director
	I. Planning						
	(a) 1304.50(d)(1)(iii) Procedures for program planning in accordance with this Part and the requirements of 45 CFR 1305.3.	A & C	C	C	C	B	D
	(b) 1304.50(d)(1)(iv) The program's philosophy and long- and short-range program goals and objectives (see 45 CFR 1304.51 (a) and 45 CFR 1305.3 for additional requirements regarding program planning).	A & C	C	C	C	B	D
	(c) 1304.50(d)(1)(v) The selection of delegate agencies and their service areas (this regulation is binding on Policy Councils exclusively) (see 45 CFR 1301.33 and 45 CFR 1305.3(a) for additional requirements about delegate agency and service area selection, respectively).	A & C	C	-	-	B (Grantee only)	D (Grantee only)
	(d) 1304.50(d)(1)(vii) Criteria for defining recruitment, selection, and enrollment priorities, in accordance with the requirements of 45 CFR Part 1305.	A	C	A	C	B	D
	(e) 1304.50(d)(1)(i) All funding applications and amendments to funding applications for Early Head Start and Head Start, including administrative services, prior to the submission of such applications to the grantee (in the case of Policy Committees) or to HHS (in the case of Policy Councils).	A & C	C	A & C	C	B	D

<p>(f) 1304.50(f) Policy Council, Policy Committee, and Parent Committee reimbursement. Grantee and delegate agencies must enable low-income members to participate fully in their group responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the members.</p>	A	C	A	C	B	D
<p>(g) 1304.50(d)(1)(viii) The annual self-assessment of the grantee or delegate agency's progress in carrying out the programmatic and fiscal intent of its grant application, including planning or other actions that may result from the review of the annual audit and findings from the Federal monitoring review (see 45 CFR 1304.51 (f)(1) for additional requirements about the annual self-assessment).</p>	A	C	A	C	B	D

A=General responsibility B=Operating responsibility C=Must approve or disapprove D=Determined locally	Function	Grantee agency		Delegate agency		Grantee or delegate management staff	
		Governing body	Policy Council	Governing body	Policy C. mte.	HS* program director	Agency director
	ii. General Procedures						
	(a) 1304.50(d)(1)(vi) The composition of the Policy Council or the Policy Committee and the procedures by which policy group members are chosen.	A & C	C	A & C	C	B	D
	(b) 1304.50(g)(1) Grantee and delegate agencies must have written policies that define the roles and responsibilities of the governing body members and that inform them of the management procedures and functions necessary to implement a high quality program.	A & C	-	A & C	-	-	D
	(c) 1304.50(d)(1)(ii) Procedures describing how the governing body and the appropriate policy group will implement shared decision-making.	A & C	C	A & C	C	D	D
	(d) 1304.50(h) Internal dispute resolution. Each grantee and delegate agency and Policy Council or Policy Committee jointly must establish written procedures for resolving internal disputes, including impasse procedures, between the governing body and policy group.	A & C	C	A & C	C	D	D
	(e) 1304.50(d)(2)(v) Establish and maintain procedures for hearing and working with the grantee or delegate agency to resolve community complaints about the program.	B	B	B	B	D	D
	(f) 1304.50(g)(2) Grantee and delegate agencies must ensure that appropriate internal controls are established and implemented to	A	-	A	-	D	D

safeguard Federal funds in accordance with 45 CFR 1301.13.								
(g) The annual independent audit that must be conducted in accordance with 45 CFR 1301.12.		A	-	A	-	D	D	D
A=General responsibility B=Operating responsibility C=Must approve or disapprove D=Determined locally		Grantee agency		Delegate agency		Grantee or delegate management staff		
Function		Governing body	Policy Council	Governing body	Policy Cmte.	HS* program director	Agency director	
III. Human Resources Management								
(a) 1304.50(d)(1)(x) Program personnel policies and subsequent changes to those policies, in accordance with 45 CFR 1301.31, including standards of conduct for program staff, consultants, and volunteers.		A & C	C	A & C	C	D	D	D
(b) 1304.50(d)(1)(x) Decisions to hire or terminate the Early Head Start or Head Start director of the grantee agency.		A & C	C	-	-	-	D	D
(c) 1304.50(d)(1)(xi) Decisions to hire or terminate any person who works primarily for the Early Head Start or Head Start program of the grantee agency.		A	C	-	-	B (Grantee only)	D	D
(d) 1304.50(d)(1)(x) Decisions to hire or terminate the Early Head Start or Head Start director of the delegate agency.		-	-	A & C	C	-	D	D
(e) 1304.50(d)(1)(xi) Decisions to hire or terminate any person who works primarily for the Early Head Start or Head Start program of the delegate agency.		-	-	A	C	B (Delegate only)	D	D

KEY AND DEFINITIONS AS USED IN CHART

* When a grantee or delegate agency operates an Early Head Start program only and not an Early Head Start and a Head Start program, these responsibilities apply to the Early Head Start Director.

- A. General Responsibility. The group with legal and fiscal responsibility that guides and oversees the carrying out of the functions described through the individual or group given operating responsibility.
- B. Operating Responsibility. The individual or group that is directly responsible for carrying out or performing the functions consistent with the general guidance and oversight from the group holding general responsibility.
- C. Must Approve or Disapprove. The group that must be involved in the decision-making process prior to the point of seeking approval. If it does not approve, a proposal cannot be adopted, or the proposed action taken, until agreement is reached between the disagreeing groups.
- D. Determined locally. Functions as determined by the local governing body and in accordance with all Head Start regulations.

45 CFR 45 CFR 1304.50 Appendix A - Governance and Management Responsibilities. Program Performance Standards for the Operation of Head Start Programs by Grantee and Delegate Agencies. 2006. English.

SCHOOL READINESS/VPK

COMMITTEE 2
GUIDING QUESTION #1

School Readiness/Voluntary Pre-Kindergarten
Resource Materials

- **Governance and Composition**



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
SCHOOL READINESS**

GOVERNANCE STRUCTURE AND COMPOSITION

SCHOOL READINESS (SR)

In 1999, an integrated system of School Readiness was created by the Legislature in an effort to increase children's chances of being ready to enter school; thus, increasing their chances of being successful. The Florida Childcare system has gone through various changes over the years; however, Miami-Dade County remains as one of the main leaders in the industry.

The present governance structure for the State of Florida School Readiness is as follows:

State of Florida Legislature - Chapter 411
Florida Department Office of Early Learning (OEL)
Early Learning Coalition of Miami/Dade-Monroe (ELCMDM)
Central Agency Miami-Dade County Community Action and Human Services Department (CAHS) Child Development Services Bureau (CDS)
Miami-Dade County Contracted/Licensed Child Care Providers 1,500++

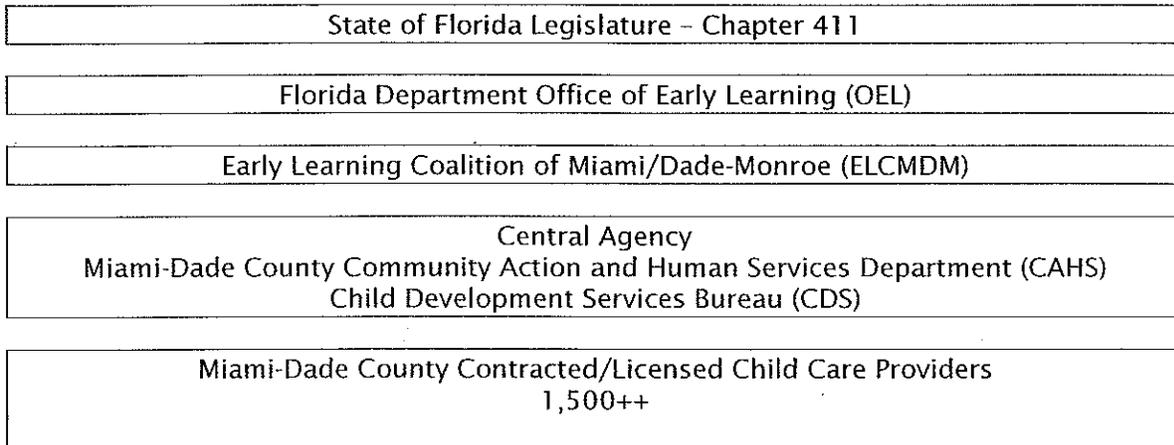


**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
VOLUNTARY PREKINDERGARTEN**

GOVERNANCE STRUCTURE AND COMPOSITION

In 2002, the voters of Florida through a constitutional amendment decided to create the Voluntary Pre-Kindergarten (VPK) program for all 4 years old with the purpose of ensuring school readiness in Fiscal Year 2005 - 2006 VPK services began. The Florida Childcare system has gone through various changes over the years; however, Miami-Dade County remains as one of the main leaders in the industry.

The present governance structure for the State of Florida School Readiness is as follows:



Committee 2 – Maximizing efficiencies and community impact of Miami-Dade County's Early Childhood Programs

Guiding Question 2

After review of student registration process, student support services assessment process, and trend data regarding waiting lists of all early childhood programs offered by Miami-Dade County, are there recommendations to improve the process to maximize the impact of service delivery?

HEAD START/EARLY HEAD START

COMMITTEE 2
GUIDING QUESTION #2

Head Start/Early Head Start
Resource Materials

- **Application Process**
- **Waitlist Trends 2006-2011**
- **Number of Children Served 10 Year Trend**



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

APPLICATION PROCESS

ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, AND ATTENDANCE PLAN
(ERSEA)

MIAMI-DADE COUNTY

COMMUNITY ACTION AGENCY
HEAD START/EARLY HEAD START



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**Miami-Dade Community Action Agency
Head Start/Early Head Start Division**

2010-2011 RECRUITMENT AND ENROLLMENT PLAN

The open period to recruit children and families for the 2010 - 2011 Program Year will be from January 11, 2010 through April 30, 2010. These enrollment opportunities will be available for pregnant women and children two (2) months to 4 (four) years of age by September 1, 2010.

Former and current Head Start/Early Head Start parents will be encouraged to assist in the recruitment efforts. Parents can assist in distributing flyers in the community and by sharing positive experiences with other parents that may be interested.

Application Process:

Parents picking up an application package will receive Part I and II. This will consist of the ChildPlus application, the registration requirements (attachment A) and related instructions.

Parents will be able to pick up an application package from the centers and indicate if they are applying for home or center based placement. The Federal Poverty Guidelines (attachment B) and Selection Criteria (attachment C) points must be prominently displayed. Parents should also be advised that the selection process is based on families who have the greatest need.

Public Relations:

Public Service Announcements will be sent to the media in English, Spanish and Creole languages via the Miami-Dade Communications Department. Additionally, letters will be sent to other agencies that serve low-income families advising them of enrollment opportunities. Presentations will also be made at CAA staff meetings to encourage referrals for participation in the Head Start/Early Head Start Program.

Head Start/Early Head Start staff will be responsible for contacting other agencies, such as the Miami-Dade County Public Schools, Department of Children & Families, South Florida Workforce, Nurseries, United States Postal Office, Park & Recreation, retail stores, churches, local businesses, and housing developments, etc., to inform the community about enrollment opportunities. Extra efforts will also be made to reach out to organizations that serve children with disabilities including neighborhood health centers.

Presentations/Announcements will be made at Parent Committee meetings as well as CAA Community Advisory Meetings. The Policy Council, Policy

Committees and CAA Board and Delegate Agency Board of Director's will also receive information regarding enrollment opportunities.

Center Directors will provide Recruitment Verification Forms (attachment D) to staff to conduct outreach activities. Community representatives that meet with program staff will be encouraged to sign the recruitment verification form. These forms will be maintained on site in a folder for each center. This form will also be completed when outreach takes place at community events. Center Directors will contact the Department of Children and Families area managers in their area, school principals, South Florida Workforce and the Child Development Services Supervisors. Staff conducting outreach will be required to submit the Recruitment Verification Form. As part of these community outreach efforts, flyers (attachment E) will be distributed and posted throughout the neighborhoods surrounding the center.

Recruitment of Children with Disabilities

The ERSEA and Disabilities Coordinators will work with agencies that serve children with disabilities to recruit children with an Individualized Education Plan (IEP) or Individualized Family Support Plan (IFSP). Referrals from the Early Steps Programs and Miami-Dade County Public School will be disseminated to the center(s) of the parent's choice or in close proximity to the child's home. Recruitment efforts will include attending the Birth to Three Programs' Parent Transition meetings at the ARC, UCP, Easter Seals, Debbie School and the Linda Ray Intervention Centers. Enrollment flyers will be distributed to Hospital and Clinics throughout the recruitment campaign.

All outreach information and flyers will contain a statement regarding Head Start/Early Head Start's willingness to serve children with disabilities. Our contracted specialized health services providers are also a source for referrals. They actively promote the inclusiveness of the Head Start/Early Head Start program. Head Start/Early Head Start staff serves on interagency committees addressing the needs of children with disabilities. These networking partnerships are additional sources of referrals.

Every effort will be made to encourage all parents and particularly parents of disabled children to remain in Head Start for the second year. Each center is required to have at least 10% of their funded enrollment with children of special needs or disability.

Interdisciplinary Team Meeting

Social Workers assigned to families will lead the team meetings to discuss the children's needs (e.g., special diet, disability and mental health services, etc) at enrollment and as need during the program year. This staffing team will consist of the Social Worker, Center Director, Teaching Staff, Curriculum Specialist, and Service Area Staff.

Cluster Recruitment and Enrollment Plan:

The Center Director will be responsible for developing a **Cluster Recruitment and Enrollment Plan by November 30, 2009**. The plan will consist of outreach efforts to South Florida Work Force, Department of Children and Families, Miami-Dade Public Housing Units, agencies that serve children with disabilities, pregnant women, infants and toddlers. Details of recruitment and registration activities to inform the returning 4 years old children about the benefits of participating in the Voluntary Pre-Kindergarten program must be outlined in the plan.

The Plan should include but not be limited to an Open House for the community to observe the centers activities in session for the official **Recruitment and Enrollment Kickoff** activities scheduled for the week of **December 16-18, 2009** or at another time that is most appropriate.

On-Site Recruitment Monitoring Visits:

Onsite monitoring visits will be conducted by the ERSEA Coordinator between **May** and **June** for home and center based programs. Monitoring will include, but not limited to: an audit of the new applications and its supporting documentations, ChildPlus Desktop monitoring of enrollment data, and a review of the Preliminary Application Request Log (attachment F).

Enrollment Tracking (via ChildPlus):

The ERSEA Coordinator, Center Directors and Program Coordinators will monitor the enrollment efforts on a consistent basis during the open enrollment campaign. Meetings will be scheduled with centers that are having difficulties reaching full enrollment to determine to plan the next steps for outreach and marketing.

Record Audit:

Social Workers will bring their applications and supporting documentations to a designated center to be audited by a team made up of Center Directors, Social Workers and Service Area staff. The record audit reviews will be held in April and June. A final audit will be conducted the second week of July if needed. Documents to be reviewed are not limited to the following.

Document List for Eligibility:	Document List for Enrollment/ Child's Health Records:
Signed and Dated HS/EHS Application by Parent, Social Worker, and Center Director.	Original Immunization Records

Document List for Eligibility:	Document List for Enrollment/ Child's Health Records:
Proofs of age and Miami-Dade County Residency	Original Physical Examination (Must include: Head Circumference, Hearing and Vision Screening Results)
Family Income Verification Form completed	Original Dental Exam (the PATCH Dental Program is an option for family who are unable to pay for the exam; a consent form must be signed by the parent in order to receive services. Attachment G)
Parent/Legal Guardian Photo ID	Lab Results Blood Pressure Results
Diagnosed Disability - IEP or IFSP Information if applicable.	Diagnosed Disability Documentation

Prior to the open recruitment period:

Center staff will send letters to all families with age eligible children on the waiting and inquiry lists to confirm their continued interest in the program by **November 30, 2009**. Families on the waiting list will receive priority for placement next year assuming they continue to meet the income criteria; ChildPlus points assigned will remain valid.

During the open enrollment period:

Returning families will receive a letter (attachment H), by **January 22, 2010** to confirm their continued interest in remaining in the center or transferring to another facility. In addition, information requested will include updating the State of Florida Department of Children and Families Emergency Contact Form. All Transfer Request Form (attachment I) and Transition Request Forms (attachment J) must be forwarded to the receiving center by **March 15, 2010**.

During the interview with the returning parents, staff will discuss the benefits of their child remaining in the program for the second year. Staff will also stress the importance of the Voluntary Prekindergarten Education Program services which are available in the program.

Special emphasis will be placed on retaining families who have children with a diagnosed disability. Many of the services that are available in the program are not readily available through the Miami-Dade County Public Schools system (MDCPS).

Voluntary Prekindergarten (VPK) Certificates

Parents of four years old will be encouraged to secure the VPK Certificates from Miami-Dade County Child Development Services for the upcoming school year. Documentation required to apply for the VPK Program includes proof of the child's age and Florida residency. Efforts will be made to assist the parents in securing the certificate prior to school closing. A copy of the certificate will be kept in the folder for VPK certification.

All four year old children accepted to a grantee center will be requested to participate in the Head Start/Voluntary Prekindergarten Education Model. Parents will be requested to secure a VPK certificate at the time of the second interview.

Part I Application and Eligibility:

Parents will receive an application form, the registration requirements, and a list of the centers addresses and phone numbers. Parents will be directed to contact the social worker to schedule an appointment to start the enrollment process. All parents interested enrolling their child in person or by phone will be requested to provide the necessary information to complete the Preliminary Application Request Log. The application contains all information necessary to determine the child's ranking priority based on the Selection Criteria, including income information.

Parents will submit the application with the required supporting documents and staff will record the submission date on the Preliminary Request Log. Income information, proof of age and residency, as well as any disability documentation must be attached to the application. Staff must verify all documents for accuracy and sign and date the Application and Income Verification forms. The family income should be verified by the social service staff and Center Director before the child is eligible to participate in the program. The income verification is completed when staff has signed the income verification form. All completed applications must be entered in ChildPlus within five (5) business days of the date submitted.

Income verification will required the examination of any of the following: Individual Income Tax Form 1040, W-2 forms, pay stubs, pay envelopes, written statements from parent's employer on company letterhead, child support letter, notarized statement, and documentation showing current status as recipients of public assistance such as, TANF or SSI. A parent who is being supported by someone else can ask the person who supports them for a notarized letter regarding the income they provide. Documentation must indicate the family's source of income for the last 12 months or the last calendar year.

The Selection Criteria along with the Federal Poverty Guidelines must be prominently displayed and accessible to parents at the time of the application.

Once the child is found eligible for the program the family will be notified of their initial eligibility status for enrollment. The family will be notified of their eligibility by mail (attachment K) and an interview will be scheduled with the family selected by **May 14, 2010**. All interviews will be scheduled between **May 14, 2010 - June 30, 2010**.



Part II Selection:

The application will be scored utilizing the established selection criteria. Once entered, a total number of points will determine the priority of eligible families. ChildPlus will generate the Application Prioritization Report for all applications returned with verified proof of income for the last twelve (12) months or last calendar year by **May 7, 2010**.

The ChildPlus Application Prioritization Report will rank the applications based on the highest to lowest points received by each family. If two or more families receive the same number of points, the family with the lowest percentage of income based on the poverty guidelines will be given priority. Children who have been court ordered into the program will receive priority for placement to comply with legal requirements.

In order to strive to meet the mandated 10% enrollment of children with disabilities, all centers must reserve the necessary slots for children with a current IEP for Head Start or IFSP for Early Head Start until **July 14, 2010**. The ERSEA Coordinator will authorize filling all vacancies after reviewing the referrals from the Early Steps Program and MDCPS, to ensure that every possible effort have been made to enroll all children with disabilities referred. Centers are responsible for making efforts to retain all returning children with disabilities.

All efforts must be made to enroll children who meet the income guidelines. Approved applications of children whose families' income exceed the Federal Poverty Guideline will not be enrolled until all children who meet the income guideline have been enrolled. All over income applications must be approved by the Head Start/Early Head Start Director, including children who have a diagnosed disability and children who are transitioning from Early Head Start.

The social service staff will prepare the Over Income Justification Request Form (attachment L) and written justification on families whose income exceeds the Federal Poverty Guidelines. The Over Income Justification Form must be signed by the Center Director and social service staff at the center level. Staff must hand deliver to the ERSEA Coordinator the family folder, the Over Income Justification Form, and a justification letter from the family in order for the enrollment request to be considered. The ERSEA Coordinator will forward the information to the Head Start/Early Head Start Director for final approval.

A. Selection Letters:

Selected applicants will receive a letter (attachment M) informing them of their acceptance in the programs no later than **May 14, 2010**. All interviews will include a review of the application, dental exams, medical forms, labs requirements, HIPPA, DCF Child Care Application for Enrollment (emergency contact), consents and agreement forms. The enrolled children must have a current physical, immunization, and TB screenings prior to starting school. The Social Worker will assist families without a health home, to apply for Medicaid/Florida KidCare if they qualify or to locate the nearest public or private clinic in their community. Families that do not qualify for any state public insurance and cannot afford to pay for the required health

exams must be referred to the Miami-Dade County CAA Head Start/EHS Health Coordinator. A copy of the referral and family outcome must be filed in the child's folder.

All children attending a grantee center and who are four years old on or before September 1st will be requested to submit a VPK Child Eligibility and Enrollment certificate. The social worker will assist the families as needed to ensure all the required documents are secured prior to the start of school.

The selection letter for returning children requesting a transfer will include the new location and Parent Orientation information. The child records will be transferred to the new center by **June 30, 2010**. Transfers will receive priority attention during the recruitment period and throughout the program year. Placements will be based on the date indicated on the transfer request form. The letter for returning children requesting a transfer for the new school year will include a letter inviting them to the Parent Orientation or related activities.

Children transitioning from Early Head Start will be sent a selection letter based on available openings. **The Head Start Social Service staff must ensure that these families meet the income requirements before sending a Selection Letter to the transitioning families by March 15, 2010.** All Over income applications must be reviewed by the ERSEA Coordinator and approved by the HS/EHS Director, prior to accepting the child in Head Start. The letter for children transitioning from Early Head Start into Head Start for the new school year will include a letter inviting them to the Parent Orientation or related activities.

A non-selection letter (attachment N) will be sent to parents by **May 21, 2010** when there are no available openings remaining. Information will also be provided regarding how the selection process occurs. They will be advised of being placed on the waiting list. Prior to sending this letter staff must determine if there are vacancies at a surrounding center and offer this option to parents. In addition, families placed on the waiting list will be contacted for placement from centers with immediate openings.

B. Transfer Requests:

Parents will be eligible to make a Transfer Request to another center to the Social Service Staff after their child has actually attended school. Children enrolled in the Home based program will be eligible for the program at the end of the program year or deemed necessary by the Home Visitor Coordinator.

The Transfer Request Form (attachment I) will be completed by the parent and staff and forwarded to the center requested by the parent. Transfers will receive priority attention during the recruitment period and throughout the program year. Placements will be based on the date indicated on the transfer request form.

Transfer folders will be reviewed by the Center Director prior to being transferred. The receiving Center Director will review and sign and date the application of all incoming transfers on the application. The receiving center will contact the family to advise them of the status of their placement

~~Transfers will be honored as long as the folder contains their current medical information, educational and developmental information; attendance information and Family Partnership Agreement. Parents that have evidence that they participated in a Head Start/Early Head Start Program in another county or state will receive priority for placement. A CAA Head Start/Early Head Start application will need to be completed.~~

C. Early Head Start Transitions:

During the Transition Meeting the family income eligibility for Head Start will be determined. A Transition Request Form will be completed and forwarded to the staff of the center requested by the parent. The receiving center staff will notify the Early Head Start Social Services staff of an available opening prior to the child's third birthday or at the beginning of a new program year. All over income applications must be submitted to the ERSEA Coordinator with supporting documentation and approved by the HS/EHS Director, prior to placing over income Early Head Start families in Head Start.

Part III Waiting List:

The waiting list will be utilized throughout the year and will reflect all parents who have submitted all the required documentation to start school. All waiting list applications must be entered into ChildPlus and scored according to the established Selection Criteria. Each center will make every effort to maintain twenty (20%) percent of their funded enrollment on the waiting list. Recruitment efforts will be conducted throughout the program year. However, these activities will take place in conjunction with other tasks that must be completed to ensure compliance with the Performance Standards. Placement from the waiting list should include the ten (10%) percent placement of children with disabilities

Each family will be contacted by telephone or mail on a quarterly basis concerning their interest in remaining on the waiting list. If no response, a letter will be sent (attachment O). Parents of children on the waiting list will be asked to bring updated medical documentation as needed. All information included with the application will be maintained in a confidential manner. Families placed on the waiting list will be contacted for placement from centers with immediate openings. If a family is no longer interested their name should be removed from the waiting list.

Part IV Inquiry Log:

Throughout the year, should the waiting list drop below the recommended 20%, parents will be contacted from the Preliminary Application Log to come in and complete the Head Start application process. Parents will also be asked to select all centers that they are interested in enrolling their child and referred to the appropriate center based on the space availability. As is customary, parents will also be given information to contact Miami-Dade County Child Development Services at (305) 373-3521, 311 and 211 for other possible childcare options. Parents will also be requested to check on the status of their application periodically.

Part V Funded Enrollment:

The 2010-2011 funded enrollment for program options are Head Start is 6310 and 446 for Early Head Start. The centers total funded enrollment is subject to change based on the program needs.

Part VI No Shows:

It is essential that staff document all attempts made to contact the families of the children who have not shown within three (3) days of school. All efforts to contact the families by means of the telephone, e-mail, home visit or U.S. Mail must be documented in ChildPlus. Children will be considered no shows if they have five consecutive unexcused absences from the beginning of the school year. No show children will be placed on the waiting list and replaced with children on the waiting list.

Social Workers and Center Directors must review the enrollment status of each child entering and withdrawing from the program to ensure the accuracy of the data. If staff is experiencing difficulty with the ChildPlus system, they must contact their ChildPlus Specialist.

Note: This document should be used in conjunction with the Miami-Dade County Head Start/Early Head Start Work Plan.

**Miami-Dade County Community Action Agency
Head Start/Early Head Start Program**

2010-2011 Recruitment and Enrollment at Glance

Dates	Recruitment and Enrollment Activities
November 30, 2009	Recruitment and Enrollment Plans Due
November 30, 2009	Mail out - Inquiry and Waiting List Families
December 16-18, 2009	Kickoff - 2010-2011 Open Enrollment Campaign
January 11, 2010	Start up- Open Enrollment and Recruitment Campaign
January 11 – April 30, 2010	Official Open Enrollment Campaign Starts
January 22, 2010	Letter Distribution - Returning Families
January - May 2010	VPK Certification – 4 year olds
January - August 2010	Monitoring – ChildPlus Desktop and Onsite Visits
March 15, 2010	Priority Deadline for Transfers and Transition Requests
March 30, 2010	Income Verification – EHS to HS Families
April 30, 2010	End – Open Enrollment Campaign
May 7, 2010	Prioritize and Select – Submit a copy to ERSEA Coordinator (Grantee and Delegates)
May 14, 2010	Eligibility Letters Mailed -Deadline New/Transfer/Transition Families
May 21, 2010	Non-Selection Letters Deadline
May - June 2010	Monitoring Onsite Visits
May - June 2010	Interviews
May - June 2010	Audit of New Applications
May - July 2010	Parent Orientation – New/Transfers/EHS Transitions/Returning Children and Families
May - August 2010	Enroll and Assign to Classroom
May - Ongoing	Establish SNI and Partnership Agreements
July 15, 2010	Full Enrollment
August 2010	No-Shows Dropped (Immediately of Verification, 5 days Maximum)
Daily/Weekly/Monthly	Verification of Enrollment and Attendance

Quick Recruiting Tips

1. Put up notices about your program on Bulletin Boards at grocery stores, hardware stores, office supplies stores, restaurants and schools.
2. Send out press releases (print) or public service announcements (broadcast) regularly to the media telling them about things you are doing. You can announce:
 - o New outreach programs in your community
 - o Festivals, Fairs, Holiday Events sponsored by your program
 - o Moves to a new location
 - o Awards received by staff or parents
 - o Special educational projects
 - o Gifts or donations made by local businesses or organizations
 - o Fundraisers, Celebrity or well-known attendees
 - o Anything that would interest the readers in your community
3. Open your mouth. Talk to all the people you see: gasoline and grocery store cashiers, hairdresser, sales clerks make sure they know about your program.
4. Speak at your church and at other area churches. Speak at seminars, conferences. Promote your speaking engagement with flyers, or a press release to community newspapers or radio stations.
5. Appear on local community cable shows that have programs geared to the community.
6. Contribute articles to your neighborhood newspapers so they are familiar with your program's activities.
7. Attend community meetings, speak up and let everyone know who you are and what your program is doing!
8. Send out postcards with simple announcements about events at your Head Start program. Postcards get read!
9. Send out greeting cards each holiday with a flyer about your program. Why not have the children make the holiday cards.
10. Go to school with your children. Talk to the classes and teachers about the Head Start program. Visit other schools and talk with the principals. Leave behind your materials in the teacher's lounge.
11. Same place or same section each time.
12. Attend conferences, festivals, fairs. Network and pass out your program's flyers and cards.
13. Desktop-publish a program newsletter and distribute it widely.
14. Write letters to the editor about issues that affect your program. Letters that get printed in magazines and newspapers carry a lot of weight. Call in to radio talk shows. Make your comments and identify yourself and what you do. You never know who may be listening.
15. Be a copy cat. If you see good promotional ideas copy it.
16. Phone-a-thon. Call everyone you know and tell them you are recruiting.
17. Do a poster or flyer for your program. Put it where the foot traffic is.
18. Do surveys find out what children services your community wants?
19. Make sure your program is listed in all the area phone directories. Specialized community directories too!

-
20. Connect your program with other community campaigns. Help out with the events and share the publicity.
 21. Hold an Open House. Invite the community to your program. Give tours when it is convenient.
 22. Sponsor an artist. Have a talented artist do a mural on a wall or help the children do a mural. Publicize the event and invite the community to the opening.
 23. Create a sticker with the phone number of your program. Stick it everywhere permissible.
 24. Frame articles about your program. Keep a notebook of positive press.
 25. Wear a symbol of your program everywhere, for example, a Head Start button.
 26. Offer an inexpensive gift to parents who refer other parents and children to your program.
 27. Create a list of the organizations and businesses that have helped or worked with you in the past. Send each one a note to thank them and to telling them you are recruiting.
 28. Try all these ideas. The more ideas you use the better! The key to promotion is repetition. BE PERSISTENT. Soon you'll have all the volunteers and help you need.



Attachments

Document	Attachment
Registration Requirements	A
Federal Poverty Guidelines	B
Selection Criteria	C
Recruitment Verification Form	D
Agency Flyer	E
Preliminary Application Request Log	F
PATCH Consent Form	G
Returning Family Letters	H
Transfer Request Form	I
Transition Request Form	J
Eligibility Letter	K
Over-Income Justification Form	L
Selection Letter	M
Non-Selection Letter	N
Quarterly Request Letter	O



Attachment A

Miami-Dade County Community Action Agency Head Start/Early Head Start

Head Start Registration Requirements

Dear Parents (s):

The following items are needed before completing the Head Start/Early Head Start application process:

1. Your child's birth certificate. Children must be 3 or 4 years of age on or before September 1, 2010, or no more than five (5) years old after September 1, 2010.
2. Proof of parent's/legal guardian gross income for the past 12 months or the last calendar year. Documents include a signed Income Form Tax 1040, W-2 forms, pay stubs, pay envelopes, Unemployment Compensation, written statements from employers, or documentation showing current status as recipients of public assistance, Social Security Supplemental Income (SSI), TANF, or Child Support.
3. Picture identification of parent(s)/legal guardian – driver's license, state issued picture, employer issued I.D.
4. Proof of Dade County Residency.
5. If your child has a diagnosed disability, you must attach the Individualized Education Plan (IEP) or the Individualized Family Support Plan or evaluation report (IFSP). Disabled child are eligible for the Head Start Program on or after their third (3rd) birth date.

Note: In order to ensure that your child receives proper care and attention, inform the Head Start staff during registration, if your child has any allergies, special medical or dietary needs, or other areas of concern.

All information returned to the Head Start/Early Head Start Program will be maintained in a confidential manner.

**Miami-Dade County Community Action Agency
Head Start/Early Head Start**

Early Head Start Registration Requirements

Dear Parents (s):

The following items are needed before completing the Head Start/Early Head Start application process:

1. Proof of pregnancy – Doctor’s note; Proof of age - child’s birth certificate.
2. Proof of family gross income for the past 12 months or the last calendar year. Documents include a signed Income Form Tax 1040, W-2 forms, pay stubs, pay envelopes, Unemployment Compensation, written statements from employers, or documentation showing current status as recipients of public assistance, Social Security Supplemental Income (SSI), TANF, or Child Support.
3. Picture identification of parent(s)/legal guardian – driver’s license, state issued picture, employer issued I.D.
4. Proof of Dade County Residency.
5. If your child has a diagnosed disability, you must attach the Individualized Education Plan (IEP) or the Individualized Family Support Plan or evaluation report (IFSP). Disabled child are eligible for Early Head Start (0-3 years old and Head Start on or after their third (3rd) birth date.

Note: In order to ensure that your child receives proper care and attention, inform the Early Head Start staff during registration, if your child has any allergies, special medical or dietary needs, or other areas of concern.

All information returned to the Head Start/Early Head Start Program will be maintained in a confidential manner.

Attachment B

2009 Health and Human Services Poverty Guidelines

2009 Poverty Guidelines for the 48 Contiguous States and the District of Columbia

Size of family unit Poverty Guidelines

1	\$10,830
2	\$14,570
3	\$18,310
4	\$22,050
5	\$25,790
6	\$29,530
7.....	\$33,270
8.....	\$37,010

For family units with more than 8 members, add \$3,740 for each additional member (The same increment applies to smaller family sizes also, as can be seen in the figures above).

Attachment C

Miami-Dade Community Action Agency Head Start/Early Head Start

2010-2011 Selection Criteria Checklist

SECTION	POINTS
A. INCOME	
Low Income 75-100% Below Poverty Guidelines	95
Low Income 50-74% Below Poverty Guidelines	85
Low Income 25-49% Below Poverty Guidelines	75
Low Income 0-24% Below Poverty Guidelines	65
Over-Income 101-130% Over Poverty Guideline	25
Over-Income 131% Over Poverty Guidelines	5
B. AGE	
Head Start (Three to Five)	
Five (after 9/1)	95
Four years old	85
Three years old	50
Early Head Start (0 to Three)	
0 to 11 months	95
12 months to 2 years old	85
2 years and 1 month to 3 years old	75
C. DISABILITY	
Diagnosed Disability with IEP or IFSP	95
Diagnosed Condition by a Professional	25
No Disability	0
D. OTHER FACTORS	
Combination of any Two or More of the Following	95
Homeless	85
Documented Substance abuse/Domestic Violence	50
Children transitioning from Early Head Start to Head Start	50
Working Parent/Student	50
Parent education < 8 th grade	50
Referral from (see below *)	50
Teen Parent < 17 years old	50
Parental Disability	25
Pregnant Women	25
Public housing resident	25
No Apparent Social Service or Special Needs	0
E. PARENTAL STATUS	
Foster Parent	95
Guardian	85
One Parent Family	75
Two Parent Family	65



Attachment D

**Miami-Dade County Community Action Agency
Head Start/Early Head Start**

Recruitment Verification Form

Date: _____

Print Name: _____

Agency Name: _____

Address: _____

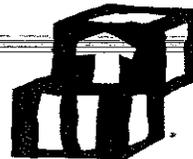
Telephone #: _____

- ____ Post flyers in a strategic location.
- ____ Share information with other interested persons in the community.
- ____ Provide space at a community event to share program information.
- ____ _____

Signature of Community Representative

Thank you.

CAA Staff Signature(s)



Attachment E

**MIAMI-DADE COUNTY COMMUNITY ACTION AGENCY
Head Start/Early Head Start**

*****ATTENTION PARENTS***
!!!PONGAN ATENCION PADRES!!!
ATANSYON PARAN!!!**

**WE ARE ACCEPTING APPLICATIONS FOR THE 2010-2011
PROGRAM YEAR**

Estamos aceptando solicitudes (aplicaciones) para el programa del 2010-2011
Head Start ap aksepté aplikasyon pou pwogram anê lèkole
2010-2011

Your child must be between zero (0) and five (5) years old after
September 1, 2010.

Su niño debe tener cero meses (0) y no puede ser mayor de cinco años (5) después del
primero 1 de Septiembre del 2010.

Fok timoun nan antre zero (0) ê senk (5) zan apwe Septanm 1, 2010

PLEASE CONTACT _____ AT _____ FOR AN APPLICATION
OR COME BY _____ FOR ADDITIONAL INFORMATION.

Favor de comunicarse con _____ al telefono _____ para obtener su
Solicitud pase por _____ localizado en _____ para
información adicional. Tanpri Kontaké _____ nan niméro
_____ pou yon aplikasyon oubyen Vini nan sant la _____
pou plis infomasyon.

**HEAD START IS A COMPREHENSIVE CHILD DEVELOPMENT PROGRAM FOR
LOW-INCOME FAMILIES WHO MEET 100% OF THE FEDERAL POVERTY
GUIDELINES. TEN PERCENT (10%) OF THE SLOTS ARE RESERVED FOR
CHILDREN WITH DISABILITIES AND/OR SPECIAL NEEDS**

Head Start Sé un programa de desarrollo infantil, para familias que cualifican 100% con
los requisito federales. Diez porcinito (10%) de las vacantes están reservados para niño
(as) con incapacidades.

Head Start Sé Yon Kompréhansif pwogram Dévlopman Pou Timoun Ke Fanmiye Yo
Lajan Yo Ba (low income) é Lajan Yo Kouvri (100%) Gld Mizere Federal La. Nou
Ginyin Dis Pou San (10%) Plas Ki Rézervé Pou Timoun Ki Ginyin Dézabilité Ou Bylin
Bezwin Espésyal

University of Miami –Department of Pediatrics & The Children’s Trust



Child's Name _____		Sex	M	F	Birth Date ____/____/____	
Parent or Guardian _____			School _____			
Telephone () _____		Alternate Phone () _____				
Address _____		City _____		Zip Code _____		
Child's SS# _____ (optional)						
Medical Problems / Disability _____				Allergies: _____		
Child has dental insurance? Yes No						
TYPE of Insurance (circle)		Medicaid	Kid Care(MediKids/ Healthy Kids)	Private DENTAL Insurance.		
Child has dentist? Yes No		Last Dental Visit _____		Dentist or office name: _____		
Race: American Indian		Asian	Black/African American	White-Non Hispanic	Other _____	
Ethnicity: Hispanic		Haitian	Other _____			
Primary Language: English		Spanish	Creole	Other _____		

A dentist and staff from the University of Miami PATCH Dental Program will provide my child with a **FREE** dental screening and application of fluoride varnish to his/her teeth. The staff will also provide my child with information about how to keep teeth clean and health.

I do not need to join my child for this dental visit, but I am welcome to do so. After the visit, the staff will provide me with information about any other dental services my child may need, as well as with information about how to receive that dental care at low or no cost.

I understand that the dental screening is being provided for **FREE** by a partnership between the University of Miami PATCH, Miami Dade County Community Action Agency Head Start/Early Head Start program, The Early Learning Coalition and The Children’s Trust. I understand that the practice of medicine and dentistry is not an exact science. I acknowledge that no guarantees have been made to me as to the result of tests, examinations, treatments, procedures or any other services rendered to my child.

I understand that the University of Miami School of Medicine is a teaching and research facility. In some instances, my child’s treatment may be aided by residents or medical students in training.

I agree to the use of my child’s medical data and non-identifiable photographs for educational and research purposes.

YES **NO** I give permission for **PATCH** to use my child’s likeness (photograph and/or video) in publication, either printed, electronic, television or other.

YES **NO** I consent for my child to participate in this program, and agree with the statements above.

Name (Parent or Legal Guardian)

Signature

DATE

Attachment H

(DATE)

Dear Parent/Guardian (s):

We are in the process of updating your child's file for the 2010-2011 school year. In order for your child to continue in Head Start/Early Head Start, please complete the attached DCF Enrollment (emergency contact) Application. In addition, we are requesting that you submit your child's updated medical/dental information.

If you are interested in transferring your child to a more convenient location, please indicate the name of the center. The name of the center(s) is/are _____

If you need assistance with locating a center in close proximity to your home or work, please contact the social worker. Enclosed you will find an envelope to return this information to your child's center. The deadline to complete this information is February 28, 2010.

Thank you for your cooperation.

Sincerely,

Name/Title

Attachment I

**MIAMI-DADE COUNTY COMMUNITY ACTION AGENCY
Head Start/Early Head Start**

TRANSFER REQUEST FORM

CHILD NAME: _____ DATE OF BIRTH: _____

PARENT/GUARDIAN NAME: _____

ADDRESS: _____

TELEPHONE #: _____ CELLULAR #: _____
.....

CENTER INITIATING TRANSFER

CENTER: _____ TELEPHONE #: _____

SOCIAL WORKER NAME: _____ CENTER DIRECTOR: _____

Please indicate three centers to maximize your request.

TRANSFER REQUEST TO: 1. _____ 2. _____ 3. _____
(CENTERS NAME)

REASON FOR TRANSFER: _____

IDENTIFY ANY SPECIAL NEEDS _____

PARENT SIGNATURE: _____

TRANSFER RECEIVING CENTER

SOCIAL WORKER FORWARDED TO: _____

CENTER DIRECTOR: _____

TELEPHONE: _____ CENTER: _____

DATE: _____ FOLLOW-UP DATE: _____

FORM DISTRIBUTION:

- ORIGINAL TO RECEIVING CENTER
- FOLDER
- PARENT COPY

Attachment J

**MIAMI-DADE COUNTY COMMUNITY ACTION AGENCY
Head Start/Early Head Start**

TRANSITION REQUEST FORM

CHILD NAME: _____ DATE OF BIRTH: _____

PARENT/GUARDIAN NAME: _____

ADDRESS: _____

TELEPHONE #: _____ CELLULAR #: _____

CENTER: _____ TELEPHONE #: _____

TEACHER: _____ CENTER DIRECTOR: _____

TRANSITION REQUEST TO: 1. _____ 2. _____ 3. _____
(CENTERS NAME)

PROJECTED TRANSITION DATE: _____

INCOME STATUS:

INCOME ELIGIBLE

OVER INCOME

DISABILITY STATUS:

DISAGNOSED DISABILITY

SUSPECTED DISABILITY

IDENTIFY ANY SPECIAL NEEDS _____

PARENT SIGNATURE: _____

EHS SOCIAL WORKER SIGNATURE: _____

TRANSITION RECEIVING CENTER

HS SOCIAL WORKER FORWARDED TO: _____

CENTER DIRECTOR: _____

TELEPHONE: _____ CENTER: _____

DATE: _____ FOLLOW-UP DATE: _____

FORM DISTRIBUTION:

ORIGINAL TO RECEIVING CENTER

COPY IN FOLDER

PARENT COPY



Attachment K

(Date)

Dear Parent:

Thank you for your interest in enrolling in the CAA Head Start/ Early Head Start Program for the 2010-2011 program year. We are pleased to inform you that you have been selected to participate in the program **pending completing** the registration process.

In order to complete the registration process, you will need to bring the following information:

1. Your child's birth certificate. Child must be two months old and no more than four (4) years old by September 1, 2010.
2. Proof of parent's income for the past 12 months or the last calendar year.
3. An updated Immunization Record to include DTAP-POLIO-MMR-HIB-HBV, Varicella, Influenza and Prevnar (recommended) results recorded on Form 680.
4. A complete physical examination and PPD test (Form 3040) including hearing and vision screening with recorded results valid through September 2010. Head circumference must be recorded for all children less than 24 months. (Form 3040)
5. Blood screening for Hemoglobin or Hematocrit with recorded results which should be valid through September 2010. Lead and Sickle Cell screening should be completed.
6. A dental examination completed prior to the beginning of the school year (See directions on Form 5- For Head Start Only)
7. Your child's Medicaid/KidCare, HMO or managed care provider card.
8. Picture identification of parents including driver's license, state issued picture identification, food stamp card, or employer issued I.D.

We look forward to hearing from you soon, if you are having problems obtaining any of the above listed information contact me immediately

You will need to contact _____ at _____ no later than _____ to schedule an appointment to come for an interview.

Sincerely,

(Staff Name)

Attachment L

**Miami-Dade County Community Action Agency
Head Start/Early Head Start**

OVER-INCOME JUSTIFICATION REQUEST FORM

Dear Head Start/Early Head Start Director:

Attached please find the Over-Income Justification Request Form for enrolling an over income family (_____) into

Child's Name _____

the Head Start/Early Head Start Program. The family income is \$ _____ and \$ _____ over the Federal Poverty Guidelines established for a family of _____. Income eligibility is based on reviewing the following documentation _____.

Status:

- Early Head Start Transition _____
- Diagnosed Disability _____
- Financial _____

Social Service Staff Date

ERSEA Coordinator Date

Center Director Date

HS/EHS Director's Approval Date

Center

HS/EHS Director's Disapproval Date

Attachments: ___ Justification Letter from Parent
 ___ Family folder
 ___ Justification Letter from Staff

Attachment M

(Date)

Dear Parent/Guardian (s):

We are pleased to inform you that your child _____ has been selected to attend the Miami-Dade County Community Action Agency's Head Start Program for the 2010-2011 school year, based on you having submitted all the required documentation.

Your child will be attending _____ located at _____ for the fall term. School is scheduled to begin on _____. The center operational hours are from _____.

Parent orientation meeting will start promptly at the following location and time _____ . We will share some important information regarding the Head Start/Early Head Start Program. Your attendance is vital to the success of your child's early education.

Welcome to the Head Start/Early Head Start Program. We look forward to serving you and your family.

Sincerely,

Name/Title

Attachment N



(Date)

Dear Parent(s):

Thank you for your interest in enrolling your child/children in the Miami-Dade County Community Action Agency Head Start / Early Head Start Program. The Head Start/ Early Head Start Program provides educational opportunities, health services, parent involvement, and social services to low-income children and their families.

There were many families who applied for the program. The families selected were chosen based on those who had the greatest need. We regret to inform you that we are unable to place your child / children at this time. Please be assured that your child's name has been added to the waiting list. All information included on your application will be maintained in a confidential manner while on the waiting list. You will be contacted immediately should a vacancy occur.

Please contact _____ at _____
(Family Service Staff) (Center Name)

or please feel free to visit the Center to explore other alternatives for child care services.

You may also contact the Department of Human Services, Child Development Services Child Care and Resource Referral Hotline at (305) 373-3521, 211, and 311 for additional information on child care services.

Again, thank you for your interest in the Head Start Program.

Sincerely,

Name/Title

Attachment O



**Miami-Dade County Community Action Agency
Head Start/Early Head Start**

**WAITING LIST LETTER
(Quarterly Request Letter)**

Dear _____:
(Parents name)

Thank you for your interest in enrolling your child in the CAA Head Start/Early Head Start program.

Currently, your child's application is on the waiting list for the _____
(Name of center)

Please contact _____ at _____ to let us know if you are still
(Social Worker) (Telephone #)
interested in remaining on the waiting list. Also, we would like to know if there are other centers that you might be interested in attending in close proximity to your home or work.

A response is required by _____. If we do not hear from you by this date,
(Within two weeks)
your application will be removed from the waiting list.

Again, thank you for your interest and we look forward to speaking to you soon.

Sincerely,

Name/Title



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START**

**WAITLIST TRENDS
PROGRAM YEAR (PY) 2006-2011**

2010-2011 HEAD START GRANTEE				
PY 2010-2011	Date	Enrollment	Attendance	# On Wait List
Opening day	8/23/10	2,268	1,832/ 81%	506/22%
30 Days from Opening Day	9/22/10	2,268	2,047/90%	561/25%

2010-2011 HEAD START DELEGATE				
PY 2010-2011	Date	Enrollment	Attendance	# On Wait List
Opening day	8/23/10	3,962	3,403/ 86%	613/15%
Opening day (Lanow)	8/25/10	80	75/94%	
30 Days from Opening Day	9/22/10	3,962	3,571/90%	561/25%
30 Days from Opening Day (Lanow)	9/24/10	80	77/96%	

2010-2011 HEAD START TOTAL				
PY 2010-2011	Date	Enrollment	Attendance	# On Wait List
Opening day	8/23/10	6,310	5,310/ 84%	1,119/18%
30 Days from Opening Day	9/22/10	6,310	5,695/90%	1,172/19%

2010-2011 EARLY HEAD START GRANTEE				
PY 2010-2011	Date	Enrollment	Attendance	# On Wait List
Opening day	8/23/10	254	*187/ 83%	218/86%
30 Days from Opening Day	9/22/10	254	*196/87%	373/147%

*Numbers do not include attendance for 24 home base children and four (4) pregnant mothers.



WAITLIST TRENDS
PROGRAM YEAR (PY) 2006-2011

2010-2011 EARLY HEAD START DELEGATE				
PY 2010-2011	Date	Enrollment	Attendance	# On Wait List
Opening day	8/23/10	176	*139/90%	165/94%
Opening day (Lanow)	8/25/10	16	16/100%	
30 Days from Opening Day	9/22/10	176	*142/92%	174/99%
30 Days from Opening Day (Lanow)	9/24/10	16	14/88%	

*Numbers do not include attendance for 16 home base and 6 pregnant mothers

2010-2011 EARLY HEAD START TOTAL				
PY 2010-2011	Date	Enrollment	Attendance	# On Wait List
Opening day	8/23/10	430	*326/ 86%	383/89%
Opening day	8/25/10	16	16/100%	
30 Days from Opening Day	9/22/10	430	*338/89%	547/127%
30 Days from Opening Day	9/24/10	16	14/88%	

*Numbers do not include attendance for 40 home base children and 10 pregnant mothers

2009-2010 HEAD START GRANTEE				
PY 2009-2010	Date	Enrollment	Attendance	# On Wait List
Opening day	8/24/09	2,268	1,760/ 78%	624/28%
30 Days from Opening Day	9/23/09	2268	1,904/84%	591/26%
February 28, 2010	2/26/10	2268	1,858/82%	568/25%

2009-2010 HEAD START DELEGATE				
PY 2009-2010	Date	Enrollment	Attendance	# On Wait List
Opening day	8/24/09	3882	3,439/89%	650/16%
Opening day (Lanow)	8/26/09	60	53/88%	
30 Days from Opening Day	9/23/09	3942	3,541/90%	548/14%
February 28, 2010	2/26/10	3942	3,358/85%	564/14%

WAITLIST TRENDS
PROGRAM YEAR (PY) 2006-2011

2009-2010 HEAD START TOTAL				
PY 2009-2010	Date	Enrollment	Attendance	# On Wait List
Opening day	8/24/09	6210	5,252/85%	1274/21%
30 Days from Opening Day	9/23/09	6210	5,445/88%	1139/18%
February 28, 2010	2/26/10	6210	5,216/84%	1122/18%

2009-2010 EARLY HEAD START GRANTEE				
PY 2009-2010	Date	Enrollment	Attendance	# On Wait List
Opening day	8/24/09	230	189/82%	417/181%
30 Days from Opening Day	9/23/09	230	180/78%	413/179%
February 28, 2010	2/26/10	230	177/77%	412/179%

2009-2010 EARLY HEAD START DELEGATE				
PY 2009-2010	Date	Enrollment	Attendance	# On Wait List
Opening day	8/24/09	88	77/88%	37/42%
30 Days from Opening Day	9/23/09	88	79/90%	32/36%
February 28, 2010	2/26/10	88	73/83%	19/22%

2009-2010 EARLY HEAD START TOTAL				
PY 2009-2010	Date	Enrollment	Attendance	# On Wait List
Opening day	8/24/09	318	266/84%	454/143%
30 Days from Opening Day	9/23/09	318	259/81%	445/140%
February 28, 2010	2/26/10	318	250/79%	431/136%

WAITLIST TRENDS
PROGRAM YEAR (PY) 2006-2011

2008-2009 HEAD START GRANTEE				
PY 2008-2009	Date	Enrollment	Attendance	# On Wait List
Opening day	8/25/08	2269	1,750/77%	350/15%
30 Days from Opening Day	9/24/08	2432	1,762/72%	322/13%
February 28, 2009	2/27/09	2715	2,260/83%	707/26%

2008-2009 HEAD START DELEGATE				
PY 2008-2009	Date	Enrollment	Attendance	# On Wait List
Opening day	8/25/08	3655	3,037/83%	338/9%
30 Days from Opening Day	9/24/08	3761	3,241/86%	416/11%
February 28, 2009	2/27/09	3495	3,067/88%	946/27%

2008-2009 HEAD START TOTAL				
PY 2008-2009	Date	Enrollment	Attendance	# On Wait List
Opening day	8/25/08	5924	4,787/81%	350/15%
30 Days from Opening Day	9/24/08	6193	5,003/81%	322/13%
February 28, 2009	2/27/09	6210	5,327/86%	707/26%

2008-2009 EARLY HEAD START GRANTEE				
PY 2008-2009	Date	Enrollment	Attendance	# On Wait List
Opening day	8/25/08	230	185/80%	123/53%
30 Days from Opening Day	9/24/08	230	196/85%	117/51%
February 28, 2009	2/27/09	230	187/81%	543/236%

WAITLIST TRENDS
PROGRAM YEAR (PY) 2006-2011

2008-2009 EARLY HEAD START DELEGATE				
PY 2008-2009	Date	Enrollment	Attendance	# On Wait List
Opening day	8/25/08	88	80/91%	123/53%
30 Days from Opening Day	9/24/08	88	78/89%	117/51%
February 28, 2009	2/27/09	87	82/94%	543/236%

2008-2009 EARLY HEAD START TOTAL				
PY 2008-2009	Date	Enrollment	Attendance	# On Wait List
Opening day	8/25/08	318	265/83%	230/72%
30 Days from Opening Day	9/24/08	318	274/86%	215/68%
February 28, 2009	2/27/09	318	269/85%	714/225%

2007-2008 HEAD START GRANTEE				
PY 2007-2008	Date	Enrollment	Attendance	# On Wait List
Opening day	8/20/07	2229	1599/72%	830/37%
30 Days from Opening Day	9/18/07	2228	1964/88%	790/35%
February 27, 2008	2/29/08	2226	1784/80%	638/29%

2007-2008 HEAD START DELEGATE				
PY 2007-2008	Date	Enrollment	Attendance	# On Wait List
Opening day	8/20/07	3734	3015/81%	439/12%
30 Days from Opening Day	9/18/07	3951	3492/88%	583/15%
February 27, 2008	2/29/08	3980	3402/85%	611/15%

WAITLIST TRENDS
PROGRAM YEAR (PY) 2006-2011

2007-2008 HEAD START TOTAL				
PY 2007-2008	Date	Enrollment	Attendance	# On Wait List
Opening day	8/20/07	5,963	4,614/77%	1,269/21%
30 Days from Opening Day	9/18/07	6,179	5,456/88%	1,373/22%
February 27, 2008	2/29/08	6,206	5,186/84%	1,249/20%

2007-2008 EARLY HEAD START GRANTEE				
PY 2007-2008	Date	Enrollment	Attendance	# On Wait List
Opening day	8/20/07	230	185/83%	758/329%
30 Days from Opening Day	9/18/07	230	177/77%	687/299%
February 27, 2008	2/29/08	230	169/77%	703/306%

2007-2008 EARLY HEAD START DELEGATE				
PY 2007-2008	Date	Enrollment	Attendance	# On Wait List
Opening day	8/20/07	84	80/95%	17/20%
30 Days from Opening Day	9/18/07	88	73/83%	178/202%
February 27, 2008	2/29/08	88	52/62%	237/269%

2007-2008 EARLY HEAD START TOTAL				
PY 2007-2008	Date	Enrollment	Attendance	# On Wait List
Opening day	8/20/07	314	265/86%	775/247%
30 Days from Opening Day	9/18/07	318	250/79%	865/272%
February 27, 2008	2/29/08	318	221/73%	940/296%

WAITLIST TRENDS
PROGRAM YEAR (PY) 2006-2011

2006-2007 HEAD START GRANTEE				
PY 2006-2007	Date	Enrollment	Attendance	# On Wait List
Opening day	8/21/06	2,423	1,891/78%	444/18%
30 Days from Opening Day	9/21/06	2,393	2,048/90%	551/22%
February 27, 2007	2/27/07	2,449	2,157/88%	678/28%

2006-2007 HEAD START DELEGATE				
PY 2006-2007	Date	Enrollment	Attendance	# On Wait List
Opening day	8/21/06	3,524	2,955/78%	444/13%
30 Days from Opening Day	9/21/06	3,817	3,242/89%	465/12%
February 27, 2007	2/27/07	3,627	3,165/87%	561/15%

2006-2007 HEAD START TOTAL				
PY 2006-2007	Date	Enrollment	Attendance	# On Wait List
Opening day	8/21/06	5,947	4,846/81%	876/15%
30 Days from Opening Day	9/21/06	6,210	5,290/90%	1016/16%
February 27, 2007	2/27/07	6,076	5,322/88%	1239/20%

2006-2007 EARLY HEAD START GRANTEE				
PY 2006-2007	Date	Enrollment	Attendance	# On Wait List
Opening day	8/21/06	223	166/74%	540/242%
30 Days from Opening Day	9/21/06	227	178/78%	482/212%
February 27, 2007	2/27/07	223	197/88%	727/326%



WAITLIST TRENDS
PROGRAM YEAR (PY) 2006-2011

2006-2007 EARLY HEAD START DELGATE				
PY 2006-2007	Date	Enrollment	Attendance	# On Wait List
Opening day	8/21/06	87	70/80%	7/8%
30 Days from Opening Day	9/21/06	85	78/92%	38/45%
February 27, 2007	2/27/07	87	81/93%	134/154%

2006-2007 EARLY HEAD START TOTAL				
PY 2006-2007	Date	Enrollment	Attendance	# On Wait List
Opening day	8/21/06	310	236/76%	547/176%
30 Days from Opening Day	9/21/06	312	256/84%	520/167%
February 27, 2007	2/27/07	310	278/90%	861/278%



SCHOOL READINESS/VPK

COMMITTEE 2
GUIDING QUESTION #2

**School Readiness/Voluntary Pre-Kindergarten
Resource Materials**

- **Application Process**
- **Waitlist Trends 2001-2011**
- **Number of Children Served 10 Year Trend**



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
SCHOOL READINESS

APPLICATION PROCESS FAMILIES MUST GO THROUGH TO RECEIVE SERVICES

1. Eligibility Determination (ED)

- Families are required to apply on the Single Point of Entry unified Waitlist (SPE). Upon funding availability, face to face eligibility interviews with new applicants are scheduled based on a first come first served basis.
- Income eligible clients must provide proof of income or educational activities and household size. Families are required to renew services at six-month intervals or as otherwise specified by referring agency for mandatory cases.
- Mandatory services are referred by South Florida Workforce, Department of Children and Families and Full Case Management Agencies assigned to work with dependent and At-Risk children.

2. Provider Payments (PP):

Not Applicable

3. Child Care Resource and Referral (CCR&R):

No application process is required to receive CCR&R services. Eligible population includes:

- All (county-wide, state-wide, and nation-wide) consumers.
- Parents and providers are directly referred, as needed, to the Miami-Dade County Warm Line Inclusion Specialists. The Warm Line is a state mandated service for providers rendering technical assistance, trainings and other on-site services promoting inclusion in early education settings. Parents receive support and referral information.

4. Screening, Assessment and Inclusion (SAI):

All School Readiness children, 0-5 years old, are automatically offered screening for developmental delays. The parent must sign a consent form giving authority to screen the child and provide interventions as needed.

5. Psychological Services:

Head Start and individual bureaus make the referrals.



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
VOLUNTARY PREKINDERGARTEN

APPLICATION PROCESS FAMILIES MUST GO THROUGH TO RECEIVE SERVICES:

1. Eligibility Determination

Documentation required to determine a child's age:

Parents/Guardians **must** bring a **copy** of **one** of the following documents to one of the registration sites to verify their child's age.

- Child's official birth certificate; or
- A duly attested transcript of a certificate of baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent; or
- An insurance policy on the child's life that has been in force for at least two years, which reflects the child's birth date; or
- A bona fide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent; or
- A passport or certificate of arrival in the United States showing the birth date of the child; or
- A transcript of record of age shown in the child's school record from at least four (4) years prior to application, stating the date of birth; or
- An immunization record indicating the date of birth, signed by a public health officer or by a licensed practicing physician; or
- A valid military dependent identification card showing the date of birth.

NOTE: if none of the above information is available, an affidavit of age sworn to by the parent, accompanied by a certificate of age reflecting the child's birth, signed by a public health officer or by a licensed physician which states that the physician has examined the child and believes that the age as stated in the affidavit is substantially correct.

2. Proof of residence in Florida - Parents must bring a copy of one of the following documents to verify they live in Florida:

- Utility bills; or
- Bank statements; or
- Insurance policies; or
- Pay stubs; or
- Government documents (e.g., prior tax returns).

3. Visit one of the three County offices listed above for a face- face interview or complete application form with proof of age and residence at a provider participating in the Expedited program.

Miami-Dade County
Community Action and Human Services Department
School Readiness

10-Year Child Care Enrollment Trend School Readiness	
Fiscal Year	Children Served
2001-2002	16,250
2002-2003	20,595
2004-2005	28,925
2005-2006	29,349
2006-2007	28,353
2007-2008	27,894
2008-2009	27,215
2009-1010	27,025
2010-2011	26,880

Miami-Dade County
Community Action and Human Services Department
Voluntary Pre-Kindergarten

Enrollment Trend Voluntary Pre-Kindergarten	
Fiscal Year	Children Served
2005-2006	13,858
2006-2007	15,492
2007-2008	16,444
2008-2009	17,298
2009-2010	18,342
2010-2011	19,765



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
SCHOOL READINESS**

WAIT-LIST TRENDS

SCHOOL READINESS (SR)

For more that 10 years, the waitlist pattern, at any given time, has shown approximately 15,000 to 17,000 families.

As funds become available, families are contacted for Intake Application, Eligibility Determination and Placement.



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
VOLUNTARY PREKINDERGARTEN**

WAIT-LIST TRENDS

Voluntary Pre-Kindergarten funding is available to all children who reside in the State of Florida and who are 4 years old by September 1 of each school year. Therefore, there is no waitlist for this program. Funding is not based on income.

Committee 2 – Maximizing efficiencies and community impact of Miami-Dade County's Early Childhood Programs

Guiding Question 3

After review of the disbursement of HS/EHS student slots throughout the county, are there recommendations to maximize service delivery in proximity to the families and neighborhoods that demonstrate the most demand and demonstrated need based upon the funder's criteria?

HEAD START/EARLY HEAD START

COMMITTEE 2
GUIDING QUESTION #3

Head Start/Early Head Start
Resource Materials

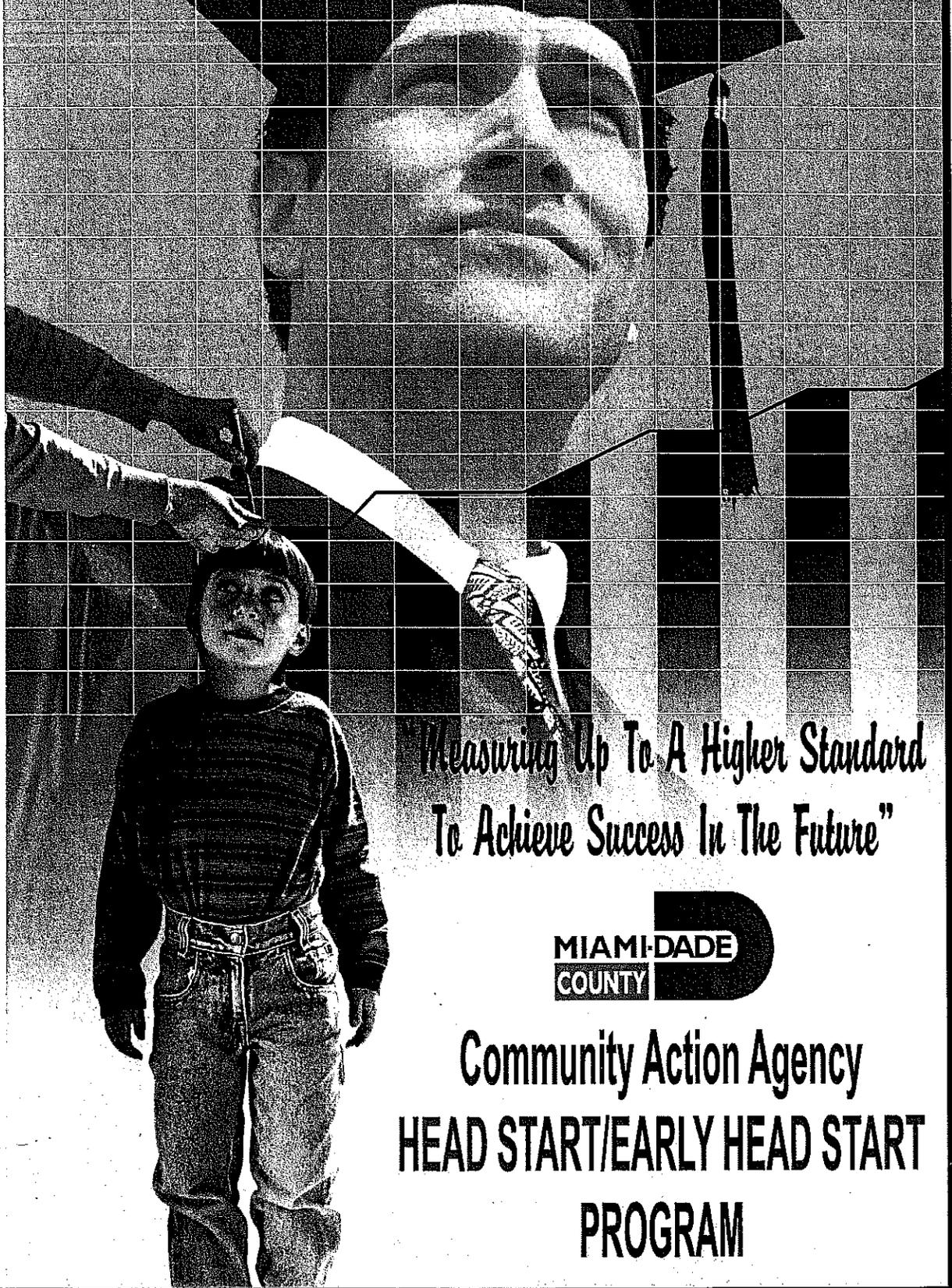
- **Community Assessment 2011 Update**
- **District Maps**

2011



UPDATE

COMMUNITY ASSESSMENT



*Measuring Up To A Higher Standard
To Achieve Success In The Future"*

**MIAMI-DADE
COUNTY**

**Community Action Agency
HEAD START/EARLY HEAD START
PROGRAM**



2011 COMMUNITY ASSESSMENT UPDATE

The Head Start/EHS Policy Council reviewed and approved the 2011 Community Assessment at their meeting on April 7, 2011.



Mr. Rodney Demerritte, Chairperson
Head Start/EHS Policy Council

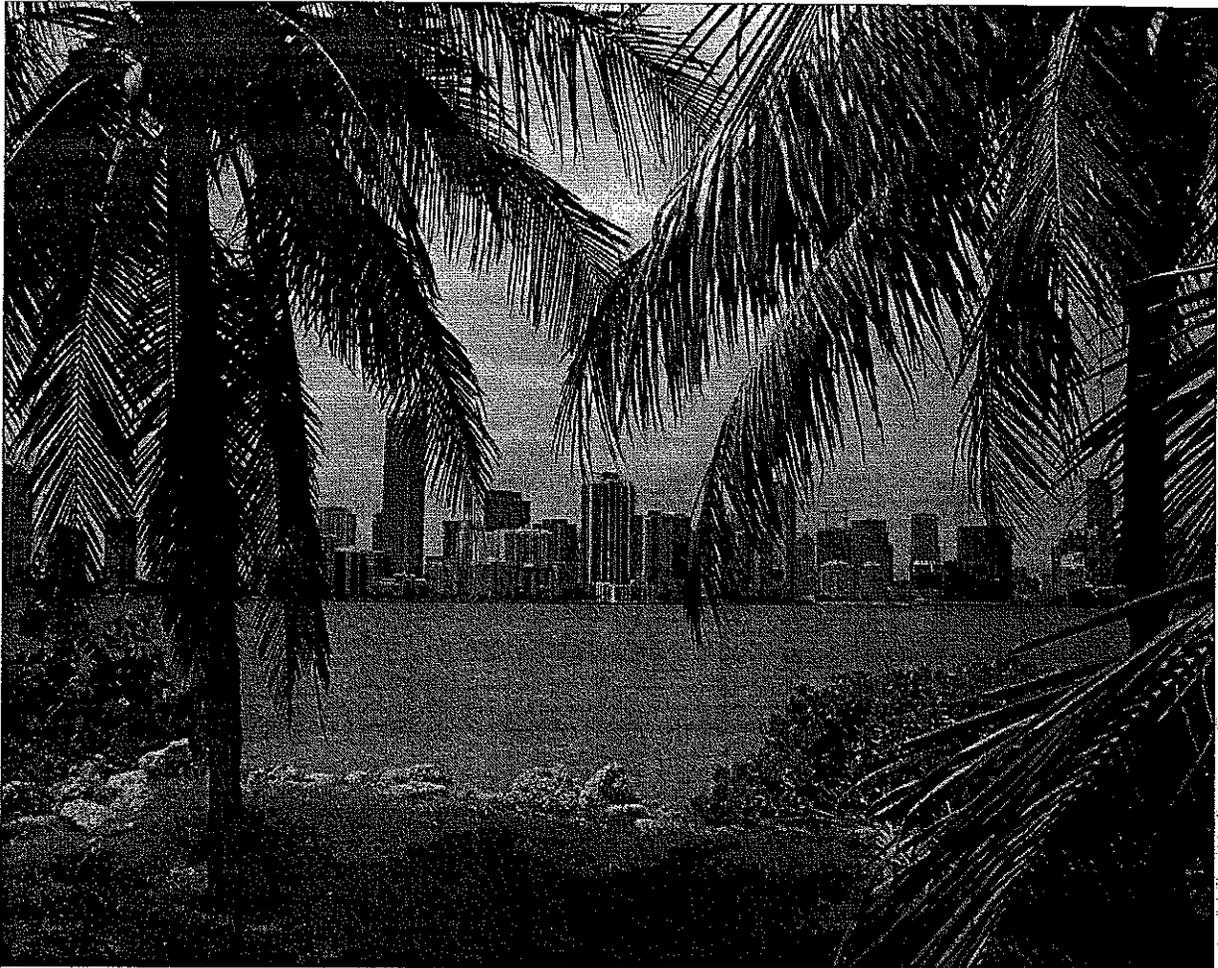
Completed: 3/2011
KAF

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INTRODUCTION

The Miami-Dade County, Community Action Agency (CAA), Head Start/Early Head Start Division is a comprehensive child development program for low-income families and their children ages birth to five years. CAA Head Start/Early Head Start has been in existence since 1965, and began as a part of one of the first pilot projects. Under the umbrella of the Community Action Agency, which is a department of Miami-Dade County government, the Program is one of six (6) divisions within the department. Since 1965, the program has grown to 6,756 children and families. The preschool program serves approximately 6,310 Head Start children and their families throughout the entire Miami-Dade County geographic area. The program contracts with 14 Delegate Agencies and operates 79 center-based sites.



The Early Head Start Program began 14 years ago as one of the original Comprehensive Child Development Programs (CCDP) funded by a special grant received from the Department of Health and Human Services. During that time, the program successfully made the transition from CCDP to Early Head Start and established itself as one of the leaders in early childhood development for very young children. The Early Head Start Program is a full-day, full-year program, and serves 446 infants and toddlers as well as pregnant women and their families through both center-based and home-based options.

WHAT IS THE COMMUNITY ASSESSMENT?

The Community Assessment is a collection of recent information and reliable data on the Miami-Dade County communities. The document provides a systematic analysis of the information that has been gathered, and the results are used to help determine how the Program can best serve potential Head Start and Early Head Start families. This document is a vital part of the Miami-Dade County, CAA Head Start/Early Head Start Program's planning process. The findings based on the Community Assessment are the basis for program choices and options. At least 90 percent of the children enrolled in Head Start and Early Head Start Programs must meet the 2011 Federal Income Guidelines which is \$22,350 for a family size of four, and the remaining 10 percent are children with disabilities/special needs.



The pages that follow will provide a summary of the data that was collected for the 2011 Head Start/EHS Community Assessment Update that was completed on March 21, 2011.

SECTION 1

Demographic Make-up of Head Start/EHS Eligible Children and Families

A. Demographic Make-up of Head Start eligible children for entire service area and sub-areas.

United States

¹According to the U. S. Census Bureau, the total estimated 2009 population is 307,006,550. Of this number, 6.9 percent (or 20,860,344) are under five (5) years of age. Further, 148,535,646 are males and 152,925,887 are females. There are a total of 112.6 million households in the United States with an average family size of 2.6 people. Twenty-five percent of the population was under 18 years of age. The nation's poverty rate for families with children under the age of five (5) years is 16.6 percent. Poverty is defined as income below the Federal Poverty Level (FPL), which is currently \$22,350 annually for a family of four as of 2011. Among children age five (5) years old, 20 percent spoke a language other than English at home, 62 percent spoke Spanish and 38 percent spoke another language.

Florida

The 2009 estimated population for the State of Florida is 18,537,969. Of this number, 6.3 percent are children under the age of five (5) years, 8,953,246 are males, and 9,269,174 are females. ²In 2005-2009, 13 percent of the people in the State of Florida lived in poverty. Families made up 65 percent of the households in Florida with an average size of 2.5 persons. A total of 16.1 percent of the household families with children under the age of five (5) live in poverty. Among the children at least five (5) years old living in Florida in 2005-2009, 26 percent spoke a language other than English at home. Seventy-three percent spoke Spanish and 27 percent spoke another language.

Miami-Dade County

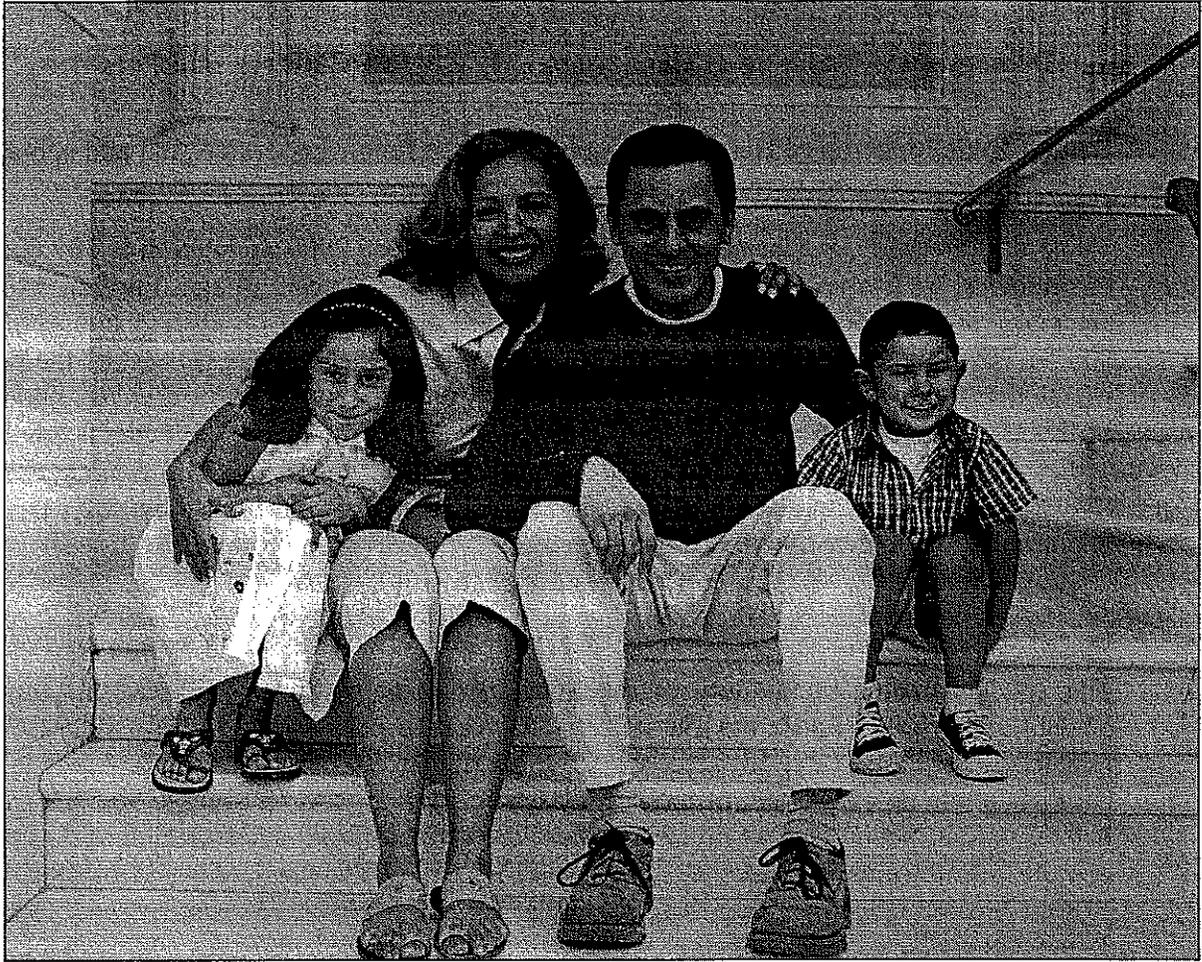
According to the data reported in the most recent 2010 Miami-Dade County Data Flash,³ Miami-Dade County remains the most populous County with an estimated population of 2,500,625. This represents a 21,880 increase from 2008 revised census estimate of 2,478,745. However, data reported by the ⁴U. S. Census Bureau, American FactFinder, shows that the estimated population for Miami-Dade County in 2009 as 2,457,044. The total number of males is 1,196,859 and females are 1,260,185. Compared to the nation, Miami-Dade has a higher percentage of five to 17 year olds. There are 168,911 children under the age of five (5). Forty-nine percent of the people living in the County are foreign born. Fifty-one percent are natives, including the 33 percent who were born in Florida. Among the five (5) year olds, 70 percent spoke a language other than English at home. Of those speaking a language other than English, 88 percent spoke Spanish and 12 percent spoke another language. The Hispanic population reached 61.4 percent, up from 57.3 percent in 2000.

¹ U.S. Census Bureau, American Community Survey, 2005-2009

² U.S. Census Bureau, American FactFinder, 2005-2009

³ Miami-Dade County Data Flash, Issue 2, 2010

⁴ U. S. Census Bureau, American FactFinder, 2005-2009



The poverty rate in Miami-Dade, at 16.9 percent, is significantly higher than both the State of Florida and the nation. Twenty-one (21) percent of the children under the age of 18 live in poverty compared to 22 percent of the people 65 years of age and over. The median household income is \$42,969 in Miami-Dade County as compared to \$51,425 in the United States. There are 13.5 percent of the families living below the poverty level. Eighty-one (81) percent of the households receive earnings and nine (9) percent receive retirement income other than Social Security. Twenty-seven (27) percent of the households receive Social Security, which average \$12,792 annually. Fourteen (14) percent of all families and 27 percent of families with a female householder and no husband had incomes below the poverty level.

The percentage of persons in poverty by race is as follows: 10.2 (or 42,759) for non-Hispanic whites, 15.7 (or 227,873) for Hispanics, and 25.6 (or 116,381) for Blacks. The national rate for foreign born persons is 25 percent higher than the overall rate for the nation. The segment with the highest level of poverty is female-headed households at 25.3 percent. This rate rises to 35.3 percent when only Black female-headed households are included. A high percentage of Miami-Dade County's poverty also manifests itself in the very young and the elderly. Approximately 24% of individuals under the age of 18 live in poverty, while nearly equal percentage (21%) of our elders over 65 years of age live in poverty. The highest concentration of poor households in 2000 were located in the North Central Dade area and in South Dade along the U. S. 1 corridor.

B. Estimated Number of Head Start eligible children and Geographic Location.

The chart below denotes **bolded** areas showing the number of Head Start and Early Head Start eligible children and families by Neighborhoods (Designated Places) and Municipalities based on the median income and 2011 HHS Poverty Guidelines for a Family of Four, which is \$22,350.⁵ Other possible recruitment areas are also bolded and *italicized*. Based on the median data, these areas may include families that are eligible for services.

Neighborhoods (Designated Place)	Total # of Families	Median Family Income	Municipalities)	Total # of Families	Median Income
Brownsville	1,121	\$16,902	Aventura	838	\$44,526
Carol City	1,562	\$38,652	Bal Harbour Village	102	\$47,148
Coral Terrace	1,293	\$38,523	Bay Harbor Islands	257	\$38,512
County Club	3,092	\$39,272	Biscayne Park Village	212	\$48,312
Country Walk	1,063	\$63,689	Coral Gables	2,125	\$66,839
Cutler Ridge	1,938	\$45,917	Doral	1,983	\$57,844
Fisher Island	23	\$200,001	El Portal Village	116	\$39,681
Fountainbleau	3,708	\$35,509	Florida City	825	\$14,923
Gladeview	1,243	\$15,981	Golden Beach Town	79	\$136,686
Glenvar Heights	839	\$40,209	<i>Hialeah</i>	13,118	\$29,492
Golden Glades	2,591	\$30,841	Hialeah Gardens	1,361	\$38,858
Goulds	786	\$19,633	<i>Homestead</i>	3,386	\$26,775
Homestead Base	54	\$43,750	Indian Creek Village	2	\$61,250
Ives Estate	1,232	\$40,717	Islandia	1	\$41,875
Kendale Lakes	3,487	\$44,156	Key Biscayne Village	766	\$86,599
Kendall	4,358	\$51,330	<i>Medley (Town)</i>	73	\$23,167
Kendall West	2,847	\$38,715	<i>Miami Beach (City)</i>	3,452	\$27,322
Lakes by the Bay	784	\$49,236	<i>Miami</i>	21,222	\$23,483
<i>Leisure City</i>	2,196	\$29,091	Miami Gardens	7,293	\$36,780
Naranja	441	\$18,825	Miami Lakes	1,516	\$61,147
Norland	433	\$36,242	Miami Shores Village	582	\$56,306
Ojus	913	\$33,294	Miami Springs (City)	741	\$50,000
Olympia Heights	651	\$50,720	North Bay Village	301	\$34,354
Palm Springs North	363	\$62,161	North Miami Beach	2,876	\$31,377
Palmetto Estates	1,019	\$48,338	<i>North Miami (City)</i>	4,827	\$29,778
<i>Pinewood</i>	1,313	\$24,949	Opa-Locka	1,403	\$19,631
Princeton	893	\$39,556	Palmetto Bay	1,646	\$83,414
Richmond Heights	561	\$38,191	Pinecrest Village	1,174	\$107,507
Richmond West	2,782	\$59,608	South Miami	631	\$42,488
South Miami Heights	2,414	\$34,899	Sunny Isles Beach	491	\$31,627
Sunset	989	\$58,903	Surfside (Town)	234	\$50,927
Tamiami	3,122	\$47,503	<i>Sweetwater (City)</i>	741	\$29,333
The Crossings	1,443	\$55,517	Virginia Gardens	143	\$40,197
The Hammock	3,425	\$50,909	West Miami	277	\$34,910
Three Lakes	658	\$54,830	Unincorporated	70,958	N/A
University Park	1,078	\$40,039	Total/Municipalities	145,752	N/A
<i>West Little River</i>	2,188	\$26,686	**Note: Source: Miami-Dade County Department of Planning and Zoning, An Overview of the Socio-Economic Condition of Miami-Dade County, May 2007. Balance of the County includes the following neighborhoods: Andover, Bunche Park, Lake Lucerne, Opa-Locka North and Scott Lake.		
<i>West Perrine</i>	696	\$28,420			
Westchester	1,369	\$34,910			
<i>Westview</i>	718	\$28,923			
Westwood Lakes	637	\$44,602			
Balance of County**	8,626	N/A			
Total/Neighborhoods	70,958	\$25,211			

⁵ U. S. Census Bureau, Extension of 2011 Poverty Guidelines.

According to the Miami-Dade County At-A-Glance, Commission District Profile,⁶ below are the 2005-2009 Population estimates for the number of children under the age of five (5) and the median household income by Commission Districts.

Commission District	Median Household Income	Number of Children Under Age 5	Total Families With Children	Families % Poor
1	\$40,107	14,497	21,675	19.9
2	\$32,955	13,748	22,214	28.8
3	\$28,466	14,483	20,773	35.3
4	\$49,198	10,501	18,094	12.2
5	\$30,618	11,540	17,517	27.2
6	\$37,897	9,939	19,003	16
7	\$58,920	10,225	18,628	12.4
8	\$62,438	14,458	25,552	13.5
9	\$45,991	18,827	29,826	20.8
10	\$48,752	9,507	18,353	12.2
11	\$59,611	15,981	29,370	8.4
12	\$45,448	13,949	25,650	14.4
13	\$39,806	11,257	21,150	16
Total	\$42,969	168,911	271,868	13.2

C. Racial and Ethnic Composition of the Community and Head Start Eligible Children.

According to the,⁷ U. S. Census Bureau, ACF Demographic and Housing Estimates, 2005-2009, the total population by race and origin, and the total population of families below the poverty level in 2006 are as follows:

YEAR	WHITE	BLACK	HISPANIC	ASIAN	OTHER RACE
2009 Population	443,615	444,667	1,507,621	36,782	31,271
2006 Below Poverty Level	237,864	116,381	227,873	3,897	21,395

Data received from the Miami-Dade County Facts – 2008 and the Florida KIDS Count, Florida's At A Glance for 2009⁸, shows the total population by Race for years 2005, 2008 and 2010 as follows:

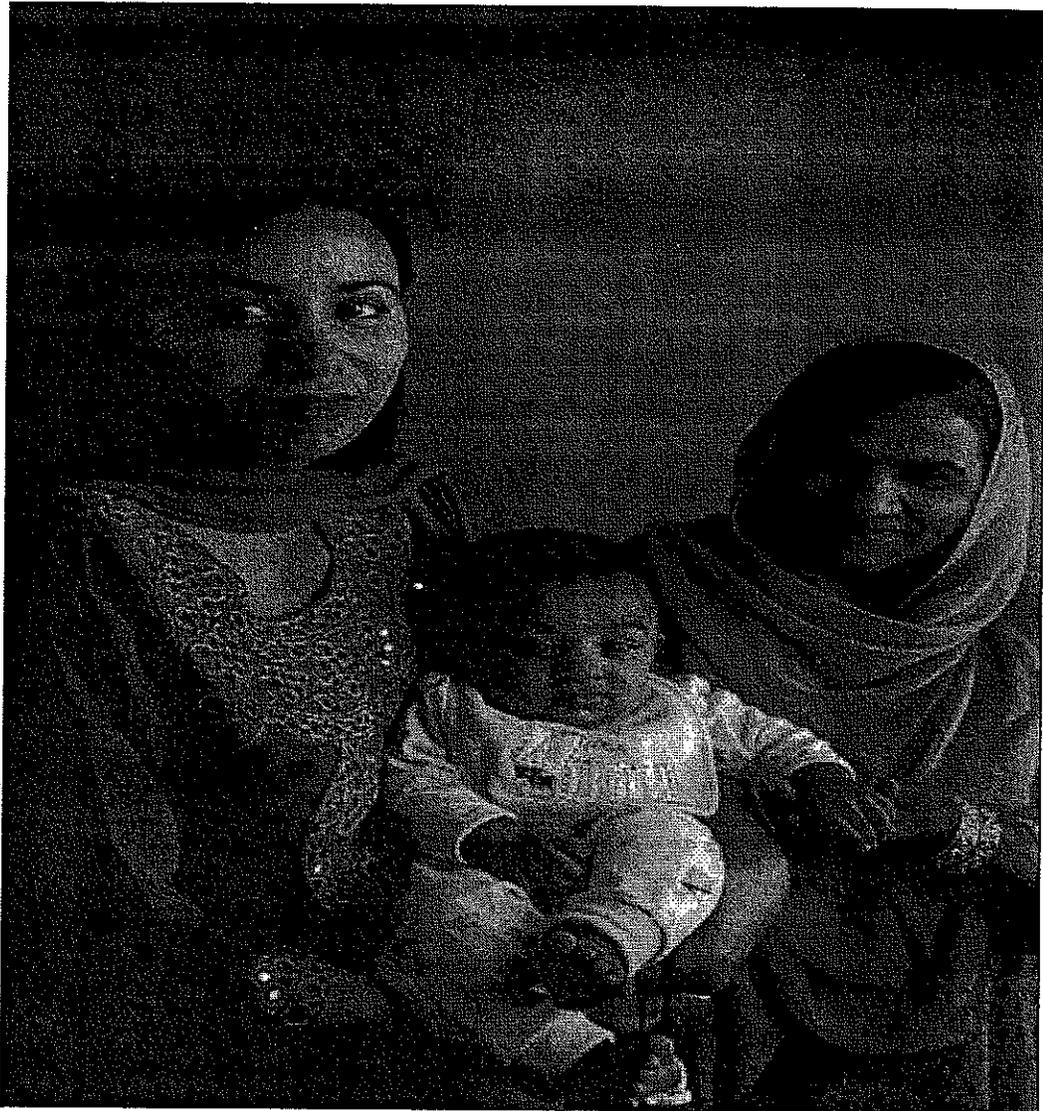
YEAR	TOTAL	WHITE	BLACK	HISPANIC
2005	2,402,105	461,204	497,411	1,454,969
2008	2,398,245	424,434	423,146	1,496,595
2010	2,563,885	420,477	528,160	1,628,067

⁶ Miami-Dade County At A Glance, Commission District Profile, 2005-2009

⁷ U. S. Census Bureau, ACS Demographic and Housing Estimates: 2005-2009

⁸ Florida Kids Count, Florida's Children At A Glance, 2009

About 70 percent (357,700) of the children in Miami-Dade County less than 18 years of age had at least one or more parents who were foreign born. Of these children, roughly 30 percent (108,300) were under age six and about 24 percent (84,800) were foreign born themselves. Seventy-nine percent spoke a language other than English at home. The top five (5) foreign born groups in the County were from Cuba (525,841); Nicaragua (86,108); Colombia (81,377); Haiti (71,054); and the Dominican Republic (36,870). However, members of these foreign born groups were slightly more likely to live in poverty than native born residents.



According to the ⁹ U. S. Census Bureau, American Community Survey: 2005-2009, the total population of children ages three and over enrolled in Miami-Dade County Public Schools is 643,000. Of this number, 75,000 are in nursery school/kindergarten. A total of 383,000 are enrolled in elementary through high school. College graduates totaled 184,000. Among the 16 to 19 age group, six percent were dropouts (were not enrolled in school and had not graduated from high school).

⁹ U. S. Census Bureau, American Community Survey: 2005-2009

SECTION 2

Other Child Development/Child Care Programs Serving Head Start Eligible Children

A. Names and Locations of other Child Development Programs.

The Florida Department of Children and Families listing in Appendix Four shows all of the licensed child care providers in Miami-Dade County by type, name, location and capacity.

B. Estimated number of Head Start eligible children served by each.

Funding for subsidized child care is received from the Florida Department of Workforce Innovation. The Miami-Dade County Department of Human Services (DHS), Office of Child Development Services (CDS), serves as the central agency for subsidized child care for the entire County. The total number of children served age birth to nine years is 27,900. Of this number, 717 four (4) year olds are currently receiving services through the Voluntary Pre-Kindergarten Program. The breakdown of the number of eligible Head Start/Early Head Start children by age groups is shown below as of January 19, 2011:

AGE GROUPS	TOTAL
Infants	456
Toddlers	1,065
2 Year Olds	1,594
Preschoolers	1,405
4 Year Olds	920
Total	5,440

Please refer to Appendix One for data regarding the total number of children on the Miami-Dade County Department of Human Services Waiting List by Number of Families and Zip Codes as of January 19, 2011. In addition, the CAA Head Start/Early Head Start Waiting List as of February 25, 2011 is also provided.

The Voluntary Pre-Kindergarten (VPK) is a State funded program. State funding is sent to the Early Learning Coalition of Miami-Dade/Monroe Counties to implement both the VPK and subsidized child care programs. The total number of children eligible for services and enrolled as of January 2010 and the total number of children served by the Program is as follows:

	Eligible (Not Enrolled)	Enrolled (Paid)	Total Served
As of 1/2010	2,070	20,389	34,554
As of 1/2011	339	758	758

In 2008, the Children's Trust dedicated an additional \$13 million dollars to summer and after-school programs for a total of \$48.7 million. Nearly 45,000 children benefited for summer and after-school programs in Miami-Dade County.

SECTION 3

Estimated Number of Children with Disabilities Ages Four or Younger

A. Number of preschool and Head Start children with disabilities and types of disabilities.

In accordance with the¹⁰ The Children's Trust 2010 Annual report, nearly 6,000 children with reported disabilities were served in 2010 through various initiatives. There is a considerable population of children with disabilities who are age eligible (ages 0-5 years) for Head Start/Early Head Start and have a variety of placement options. Statistics from the Florida Department of Education, Exceptional Student Survey 2, shows the number and types of disabilities for children age birth to five years as of January 15, 2011:

Type of Disability	Age 0	Age 1	Age 2	Age 3	Age 4	Age 5
Orthopedically Impaired	0	0	0	7	16	19
Speech Impaired	0	0	0	25	67	198
Language Impaired	0	0	0	40	77	109
Deaf or Hard of Hearing	0	1	9	14	12	12
Visually Impaired	0	0	0	3	3	9
Emotionally Behavioral Disability	0	0	0	0	0	14
Specific Learning Disability	0	0	0	0	15	237
Dual-Sensory Impaired	0	0	0	0	0	0
Autism Spectrum Disorder	0	0	0	32	150	226
Intellectual Disability	0	0	0	13	17	58
Traumatic Brain Injured	0	0	0	1	0	1
Developmentally Delayed	12	86	190	586	629	467
Established Conditions	3	36	34	0	0	0
Other Health Impaired	0	0	0	3	4	15
Hospital/Homebound	0	0	0	1	3	7
Total By Age Group	15	123	233	725	993	1,372

There is a considerable population of children with disabilities who are age eligible (0-4 years) for Head Start and Early Head Start and have a variety of placement options. Statistics from the Early Steps Program for children ages 0-36 months show the following:

Children diagnosed and eligible for services as of June 30, 2010:

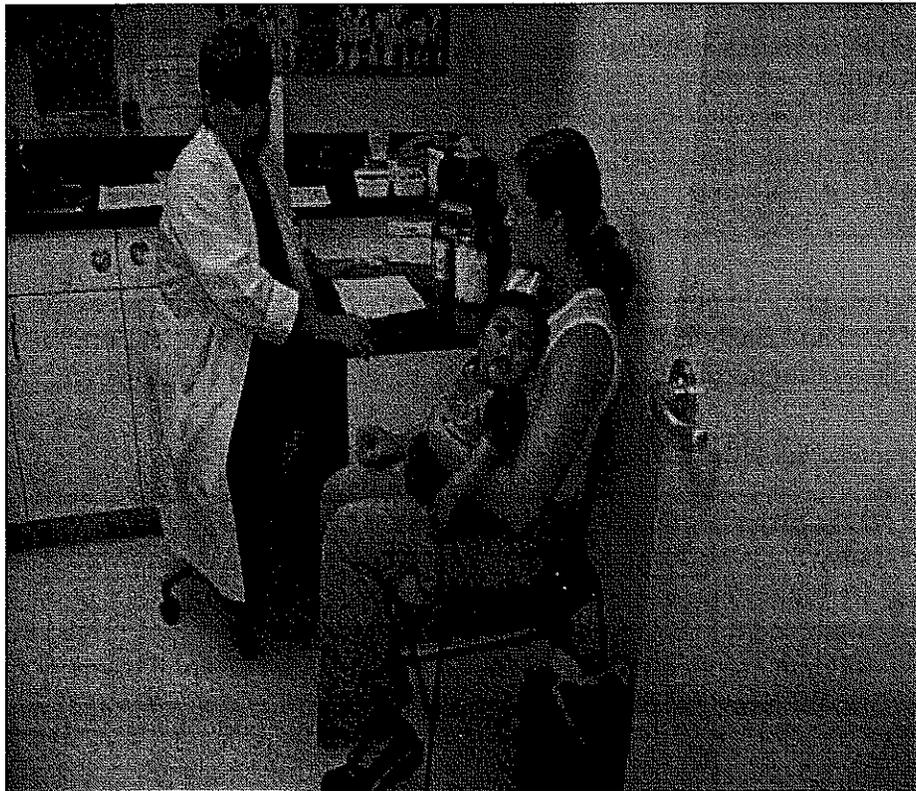
- ❖ Early Steps/South (affiliated with Miami Children's Hospital) = 3,050
- ❖ Early Steps/North (affiliated with the University of Miami/Mailman Center) – 3,389 eligible for Part C.
- ❖ Combined referrals from Early Steps for placement in Early Head Start – 250
- ❖ Children enrolled in Early Steps funded "Birth to Two" Programs funded by Miami Dade County Public Schools – 660

¹⁰ The Children's Trust, 2010 Annual Report

B. Services Provided by Community Agencies.

Diagnostics services for children with possible disabilities are available to families through the following programs:

- Early Steps Program for children ages 0-36 months - Operates evaluation centers at two locations: Early Steps South (affiliated with Miami Children's Hospital) and Early Steps North (affiliate with University of Miami/Mailman Center). These programs provide a comprehensive evaluation for infants and toddlers as well as for funding intervention services through community agencies.
- Florida Diagnostic Learning and Resource System-South (FDLRS-S) - Operated by Miami-Dade County Public Schools (M-DCPS). FDLRS-S is the child-find agency for Miami-Dade County. Children ages 3-5 years are able to receive comprehensive evaluation through FDLRS-S. Through a cooperative agreement, Head Start/EHS children with suspected disabilities are referred to FDLRS-S for diagnostic testing.
- Miami-Dade County Public Schools (M-DCPS) - Operates small diagnostic teams at each of its five (5) regions. Through a cooperative agreement, Head Start/EHS children with suspected disabilities are referred to the M-DCPS regions center for diagnostic testing.
- Head Start/EHS has contracted providers to assist with the evaluation process. Through a cooperative agreement with M-DCPS Pre-K ESE, Head Start/EHS children with suspected disabilities may be evaluated by the programs contracted providers and then referred to M-DCPS Pre-K ESE for eligibility determination. Head Start/EHS providers agree to follow M-DCPS evaluation guideline when evaluating Head Start/EHS children.



Intervention services for children with disabilities include:

- Early Steps Program for children ages 0-36 months offer several Birth-to-Two Programs. These programs are designed to provide intervention services for very young children (birth through 36 months) with disabilities. The Birth-to-Two Intervention programs offer both center-based and home-based intervention services. Currently, there are five agencies operating Birth-to-Two Early Steps programs: Association for Retarded Citizens (ARC); Easter Seals; Mailman Center/Debbie School; United Cerebral Palsy; and the University of Miami (UM/Linda Ray Intervention Center).
- Early Steps Program for children ages 0-36 months also fund therapeutic services for eligible children. These services are usually provided by a community-based therapy organization with the emphasis on at-home or at-school services.
- M-DCPS Pre-K ESE operates preschool exceptional education classrooms at some elementary schools both full day and part day programs. Children are also able to receive therapeutic services for speech/language, occupational and/or physical therapy on a walk-in basis.
- Head Start/EHS program operates inclusive classroom settings at all locations. Children in Early Head Start receive services at the center funded by Early Steps/Part C. Preschool children with disabilities receive services through M-DCPS such as the "consultative" model and walk-in therapy. Some children with disabilities are dually enrolled in a part-day ESE program with the remainder of the day in a Head Start classroom. Many children receive intervention services per their IEP at their own Head Start site. Current contracted providers are Artist of Therapy, Therapy Associates of South Florida, Hearing & Speech Center of Florida, Speech Pathology Education Center, and Integrated Rehabilitation, Inc. All Head Start/EHS contracted providers are also Medicaid providers.

C. Special analysis if children with disabilities represent a very low or high proportion of Head Start enrollment.



The number of children with disabilities in the Miami-Dade County Head Start and Early Head Start Programs' has averaged over 10 percent in previous years. On December 7, 2007, the regulations in the Head Start Act changed from *effort* to *actual* enrollment. In addition, the only individuals that could develop an IEP or IFSP is the Local Education Agency (LEA). The local LEA was forced to layoff staff due to budgetary issues which consequently, affected how quickly evaluations were done. Because of this, suspected children are now taking longer to be evaluated and the Program has been unable to meet the 10 percent requirement.

SECTION 4

Data Regarding Education, Health, Nutrition and Social Services Needs of Head Start Eligible Children and Families

A. Data on the Needs of Head Start eligible children and families.

Education Needs

Miami-Dade County Public Schools is the fourth largest school district in the United States, comprised of 392 schools, 345,000 students and 40,000 employees. The student enrollment breakdown as of March 20, 2011 is as follows: 5,766 Pre-K students, 340,878 active students, 1,008 Part-Time students, 49,323 Adult/Vocational Students and 12,299 Co-Enrolled High School students.¹¹ The school district stretches over 2,000 square miles of diverse and vibrant communities ranging from rural and suburban to urban cities and municipalities. District students speak 56 different languages and represent 160 countries.

Miami-Dade ranked near the bottom with the nation's 16th lowest graduation rate of 53.9 percent as compared to the State's graduation rate of 62.3 percent. The drop-out rate for the County is 5.4 percent when compared to the State's dropout rate of 4.6 percent

Health Needs

In accordance with the 2007 Miami-Dade County Community Health Report Card,¹² 28.6 percent of Miami-Dade County residents have no health insurance and even a greater number have difficulty accessing health services or obtaining quality care as evidenced by the significantly higher rates of hypertension, low birth weight babies, diabetes, asthma, cervical cancer and low levels of access to oral health care and elders who have received influenza vaccination. In addition, 63.2 percent of individuals in Miami-Dade County reporting depression did not seek professional help.

Untreated mental illness is an enormous social and financial burden on the Miami-Dade community with consequences particularly effecting women, low-income individuals, Hispanics and Blacks. Uninsured children are almost five times as likely to go without eyeglasses or medicines. Some lose their hearing because a preventable infection was not treated. Many are not immunized against easily preventable communicable diseases. Simple health problems become major ones.

Data in the Community Health Report Card also indicated a need for mental health services, affordable medical and dental care, access to primary care for preventive health measures, and assistance with barriers to medical care including health insurance, transportation issues and costs of prescriptions. Pediatric asthma sufferers in Miami-Dade experienced significantly higher rates of recurring airway obstruction. Also, Miami-Dade County residents are less likely to have received dental care in the past year when compared to the national benchmark. In 2004, only 67.1 percent of the residents reported a dental visit in the past year and Black and Hispanic residents are considerably less likely to receive oral health care.

¹¹ Miami-Dade County Public Schools, Student Enrollment, March 20, 2011.

¹² Miami-Dade County Community Health Report Card, 2007

In accordance with the 2009 Florida Head Start State Collaboration Office Needs Assessment,¹³ key health care issues for children and families were:

- Sharing data/information on children/families served jointly by Head Start and other agencies regarding prevention/treatment services;
- Obtaining timely evaluations of children with disabilities; and
- Linking children to dental homes that serve young children.

Nutritional Needs

The 2007 Miami-Dade County Living Healthy, Living Longer Survey¹⁴ found that over 80 percent of the residents had one or more of the following cardiovascular risk factors:

- Overweight/Obesity - nearly two-thirds of the residents are overweight/obese (higher rates among Blacks and Hispanics). In 2009, non-Hispanic Whites (8.6 percent) had a lower prevalence of obesity than non-Hispanic Blacks (12.9 percent) and Hispanics (11.5 percent).¹⁵
- Physical Inactivity – the percentage of adults meeting physical activity recommendations in terms of frequency, duration and intensity is well below the national average of 39.6 percent versus 47.2 percent for Miami-Dade County.
- Heart Disease – The age adjusted death rate per 100,000 was 226.4 in 2004 with the US rate at 217.5. In 2005, 5,874 residents died of heart disease.
- Diabetes – Prevalence is higher especially among adults ages 40 and over.
- Cancer – The age adjusted death rate per 100,000 in 2004 was 24.5 percent with a US rate of 13.6 percent.

A report by the U. S. Department of Agriculture (USDA) indicates that spending in the Child and Adult Food Care Program (which subsidizes the Head Start and Early Head Start Programs) has grown over previous years. As a result, of the 538 million total meals reimbursed, 60 percent were served in child care centers, 37 percent were in family day care homes, and three percent in adult care centers. Seven out of 10 elementary school students qualify for free or reduced price school lunches due to low family income. Parents often cannot afford to pay for routine health care. Fifty-nine percent of Miami-Dade County Public School students, and 70% of those in elementary school, are eligible for free or reduced lunches, significantly higher than the State average.

Miami-Dade County has one of the highest obesity prevalence rates in the State with 15-20 percent of low-income children between the ages of two and five years participating in the Women, Infants and Children (WIC) Program and considered as overweight, identifying this as a high risk population. Further, 14.9 percent of the children nationally are anemic. The water supply in Miami-Dade County is fluoridated.¹⁶

¹³ Florida's Head Start State Collaboration Office Needs Assessment, 2008-2009

¹⁴ Miami-Dade County Living Healthy, Living Longer, Health Council of South Florida, Inc. September 2007

¹⁵ Florida Maternal and Child Health 2010 Needs Assessment, July 2010

¹⁶ 2009 Pediatric Nutrition Surveillance Survey.

Social Services Needs

Homelessness

According to a report issued by the Florida Department of Children and Families, Homeless Conditions in Florida 2009¹⁷, there were a total of 57,687 homeless persons in the State of Florida. Some of the factors leading to homelessness include: affordable housing and the growing foreclosure crisis (3,575 filings in Miami-Dade County in February 2009). Men are more likely to be homeless than women. For 2009, men made up 68 percent (or 27,237) of the homeless population and women 32 percent (12,803). The total number of children under 18 years of age was 6,660. The breakdown by race and ethnicity is as follows: American Indian/Alaskan Native – 646; Asian – 184; Black/African American – 10,847, Hawaiian/Pacific Islander – 133; White – 19,970; and Other – 3,987.

In Miami-Dade County, the Homeless Trust reported in their December 2008 plan that the homeless shelter grew from 2,093 to 3,227.¹⁸ An estimated 1,347 people are on the streets. Permanent housing is the top identified need with one out of every four families experiencing homelessness. Some of the primary causes identified were disability or illness, housing related reasons, family difficulties, etc. The plan also identified some strategies to combat homelessness which includes some of the following:

- Outreach to homeless on the street;
- System changes to prevent homelessness;
- Shortening the time people spend homeless;
- Rapid Re-housing; and
- Permanent housing.

Child Abuse

According to data received from the U. S. Department of Health and Human Services,¹⁹ one-third of all of the 2009 victims were children younger than four (4) years. One-fifth of the victims were in the age group 4-7 years. Children younger than one (1) year had the highest rate of victimization at 20.6 per 1,000 children in the population of the same age. Victims with the single-year age of 1, 2 or 3 years old had a victimization rates of 11.9, 11.3 and 10.6 victims per 1,000 children of those respective ages. Eighty-seven percent of the children comprised of three (3) races or ethnicities—African American (22.3%), Hispanic (20.7%), and White (44%).

There are almost 18,000 reports of child sexual abuse reported in the State of Florida and more than 2,000 in Miami-Dade County. In 2005, at least 1,460 children died as a result of abuse or neglect at home. The true number may be double that figure. Seventy-seven percent of the fatalities were children under age four—mostly infants and toddlers. The U. S. child abuse death rate is three times as high as Canada's and 11 times as high as Italy's. Over a million children fall victim to abuse in the United States each year, and each day more than 7,900 are reported to child protection agencies as suspected victims of abuse. Of this group, children under the age of five years old face the highest risk. The table below outlines the cases of child abuse based on zip codes in Miami-Dade Counties..

ZIP CODE	NUMBER	ZIP CODE	NUMBER	ZIP CODE	NUMBER
33010	37	33133	23	33168	30
33012	40	33134	18	33169	59
33013	12	33135	43	33170	34
33014	27	33136	52	33172	18

¹⁷ Florida Department of Children and Families, Homeless Conditions in Florida, June 2009

¹⁸ Miami-Dade County Homeless Plan: Ten Year Plan to End Homelessness, December 2008

¹⁹ U. S. Department of Health & Human Services, Child Maltreatment 2009.

ZIP CODE	NUMBER	ZIP CODE	NUMBER	ZIP CODE	NUMBER
33015	89	33137	20	33173	26
33016	37	33138	29	33174	14
33017	2	33139	16	33175	43
33018	27	33140	9	33176	36
33030	194	33141	25	33177	83
33031	4	33142	145	33178	5
33032	88	33143	12	33179	46
33033	68	33144	5	33180	7
33034	7	33145	13	33181	17
33035	6	33146	1	33182	13
33054	51	33147	135	33183	24
33055	91	33149	3	33184	12
33056	96	33150	77	33185	14
33101	11	33151	2	33186	54
33109	3	33155	24	33187	13
33110	1	33156	17	33189	36
33122	1	33157	102	33190	22
33125	73	33158	1	33193	53
33126	34	33160	15	33196	40
33127	97	33161	98	Unknown	145
33128	33	33162	50	Other	24
33129	4	33165	28	Monroe	135
33130	43	33166	11	Total	1,178
33132	2	33167	33		

Source: Department of Children and Families.

The highest number of cases was found within the below listed zip codes:

North Miami Dade: Allapattah/Melrose (33142) and Liberty City (33147).

South Miami Dade: Richmond/Perrine/Cutler Ridge (33157) and Homestead/Leisure City (33030).

Unemployment

The Department of Labor announced that the unemployment rate fell from 10 percent to 9.7 percent in January 2010. Miami-Dade County's unemployment rate for October 2009 was 11.8 percent. This was an increase of 0.4 percent compared to September (11.4) and an increase of 5.2 percent compared to October 2008. For neighboring Broward County, the unemployment rate in October was 9.7 percent. This was an increase of 3.6 percent compared to October 2008. For Palm Beach County, it was 11.4 percent. This was an increase of 3.8 percent compared to October 2008. The overall unemployment rate for the tri-county area in October 2009 was 10.9 percent.

Miami-Dade's jobless rate is now the highest among Florida's major urban counties, although some former suburban boom counties now have higher unemployment rates. The unemployment rate in Miami-Dade County dropped for the first time since the start of the recession. While the decline was small, from 13.4% to 13.3%, this was the first time since 2007 that the County has experienced a significant drop in the number of unemployed. Miami-Dade employment grew by nearly 4,000 from December to January while the labor force grew by just over 3,000.

One-thousand non-farm payroll jobs were added from December to January to reach 981,700 jobs in Miami-Dade. Private sector industries added 600 jobs in January and 6,100 jobs over the past 12 months. The largest gains over the past year have been in leisure and hospitality

(+3,500 jobs), education and health services (+2,500 jobs), retail trade (+1,300 jobs) and wholesale trade (+1,200 jobs). Construction jobs held steady in January at 30,900, but remain 1,800 positions lower (-5.6%) than last January. Manufacturing employment edged higher in January (+200), but is lower than last January by 1,100 jobs (-3.1%). Employment in information and financial services continued their decline in January, with each industry losing approximately 700 jobs over the past 12 months.

After four consecutive months of year-over-year declines, initial unemployment claims rose by nearly 14,000 claims in January, a 36% increase over December and a 10% increase over January 2010. Nationally, on a year-over-year basis, unemployment rates decreased among Whites (8.7% to 8%), Blacks (16.4% to 15.7%), Hispanics (12.5% to 11.9%) and men (10.8% to 9.5%), but remain largely unchanged for teenagers and women.²⁰ For Blacks, all labor surveys shows that this group has the highest rate of unemployment. These unemployment percentages indicate a dire socioeconomic condition for the Black community in 2011.

Housing

According to the ²¹Miami-Dade County Commission District Profile Vacancy Report, the County had a total of 962,935 housing units. Of this number, 135,004 are vacant units. Of the total housing units, 52 percent were in single-unit structures, 46 percent were in multi-unit structures, and two percent were mobile homes. Twenty percent of the housing units were built since 1990. The City of Miami had a total of 164,000 housing units, 12 percent of which were vacant in 2005. Of the 145,000 occupied units, 51,000 (or 36 percent) were owner occupied and 93,000 (64 percent) were renter occupied. Six percent of the households did not have telephone service and 21 percent did not have access to a car, truck or van for private use. The median monthly mortgage for owners was \$1,522 and renters were \$686. According to a research study by Florida International University on Affordable Housing Cost for Families residing in Low-Income Miami-Dade Neighborhoods, more than 42,000 families in the City of Miami cannot afford more than a one bedroom dwelling. The average family in the City in 2003 had at least three family members which indicate a need for at least a two bedroom dwelling.

Rising unemployment could prove troublesome as South Florida's housing market struggles to recover. Home sales figures showed that sales of homes and condos rose significantly in July compared with last year. Growing job losses, however, may mean fewer people can buy homes. The property-tax cutting constitutional amendment would double the homestead exemption for primary homes except on school taxes and provide an average tax savings of \$240 a year. It would deliver smaller reductions for businesses, second homes and other non-homestead properties. Plus, it would let primary homeowners take their Save Our Homes tax benefits when they move. Voters on Jan. 29, 2008, approved an amendment to the Florida Constitution effecting the following changes to the State's property tax system:

- **\$50,000 Homestead Exemption:** Properties with a Homestead Exemption were automatically upgraded to the new \$50,000 benefit. New homeowners were required to file a first time application, which covers the newly increased Homestead Exemption. The extra \$25,000 homestead Exemption does not apply to School Board taxes.
- **Portability:** Currently, property owners with a homestead exemption receive a benefit known as Amendment 10 or Save Our Homes cap. This Save Our Homes benefit works by

²⁰ January 2011 Miami-Dade Labor Market Report.

²¹ Miami-Dade Commission District Profile, Vacancy Status, 2005-2009.

limiting the increase of the assessed value of a home to a maximum of 3% regardless of any increase in market value. Under the new law, homeowners will be allowed to transfer this benefit to the next homestead property. This is called portability or a portable cap. Qualified applicants are now able to transfer (or port) this Save Our Homes benefit up to \$500,000, whether they are buying a more expensive or less expensive home.

Amendment 1 cost local governments more than \$9,000,000,000 over five years and that includes a 1.5 billion dollar reduction for schools. Florida counties opposed the plan, arguing it will cause cuts in services that could lower quality of life.

Incarcerated Mothers and Fathers

More than one in every 100 adults in America is in jail or prison. On any given day, over 1.5 million children in this country--approximately 2% of the minor children--have a parent serving a sentence in a state or federal prison. There is a disparate impact on families of color, with African-American children nine times more likely and Hispanic children three times more likely than white children to have a parent in prison. In 1999, Black children were nearly nine times more likely to have a parent in prison than White children. Hispanic/Latino children were three times more likely than White children to have an incarcerated parent. Between 1995 and 2005, the number of incarcerated women in the U.S. increased by 57% compared to 34 percent for men (Harrison & Beck, 2006). Seventy-five percent of incarcerated women are mothers. Sixty-three percent of federal prisoners and 55 percent of state prisoners are parents of children under age 18. Forty-six percent of all imprisoned parents lived with at least one of their minor children, prior to entry. The average age of children with an incarcerated parent is eight years old and 22 percent of the children are under the age of five. Children of incarcerated mothers are at an increased risk for a variety of social and emotional behaviors. They are six times more likely to be incarcerated at some time in their lives than are children of parents not involved in the criminal system.

Eleven percent of children in foster care have a mother who is incarcerated for at least some period of time while in foster care; however, 85 percent of these children were placed in foster care prior to the mother's first period of incarceration. The average stay in first foster care for a child with an incarcerated mother is 3.9 years. Children of incarcerated mothers are four times more likely to still be in foster care than all other children. Children of incarcerated mothers are more likely to "age out" of the foster care system; less likely to reunify with their parents, get adopted, enter into subsidized guardianship, go into independent living or leave through some other means. Reunification is 21% for children of incarcerated mothers versus 40% for all children. Adoption is 37% for children of incarcerated mothers versus 27% for all children.

B. Data about the Strengths and Needs of enrolled Children and Families.

During the months of January through May 2010, the Program conducted a year-end ²²Parent Satisfaction Survey of current Head Start/Early Head Start families. The survey design evaluated the quality of care and services provided, as well as recommendations for program improvement.

Objectives:

1. To survey current Head Start/Early Head Start families to learn their level of satisfaction with the services provided by the program.

2. To survey current Head Start/Early Head Start families to learn how the organization can best serve their needs.
3. To develop recommendations for improving services to Head Start/Early Head Start families.

Methodology:

The year-end Parent Satisfaction Survey forms in English, Spanish and Creole were distributed to 6,756 families enrolled in the grantee and delegate agency centers in the spring of 2010. Of this number 2,844 families responded. A very strong majority of the respondents were satisfied or very satisfied with their overall experience in the program and would recommend it to other families. Below are the key findings and summary of comments, suggestions, and recommendations.

Key Findings:

Family Partnerships/Services

99% (n=2767) of respondents were satisfied or very satisfied with how the program benefited and met their child care and family needs.

99% (n=2755) of respondents were satisfied or very satisfied with the referral, services and resources follow-up for additional services for families.

Education/Child Outcomes

98% (n=2793) of respondents were satisfied or very satisfied with their children's educational experience.

98% (n=2738) of respondents were satisfied or very satisfied with their child's preparation and readiness for kindergarten.

Relationship with Staff

99% (n=2755) of respondents were satisfied or very satisfied with communication and relationship.

Parent Meeting/Involvement

97% (n=2670) of respondents were satisfied or very satisfied with the outcome of attending meetings to meet their interests and needs.

Reputation of Program

98% (n=2216) of respondents were satisfied or very satisfied with the program's level of community respect.

Level of Satisfaction

99% (n=2783) of respondents were satisfied or very satisfied with their overall experience in the program.

98% (n=2789) of respondents would recommend the HS/EHS Program to other families.

Summary of Comments and Recommendations:

Education

- Give more take home activities to the children.
- Provide more educational field trips.

Facilities

- A Head Start/EHS center is needed in the Kendall area.

Food and Nutrition

- Provide more hot food.
- Allow children to bring lunch from home.

Program Options and Hours of Care

- Make Head Start/EHS a year-round program.
- Provide Early Head Start at more centers.

Parent Involvement

- Provide more activities for parents.
- More parent participation is needed.

Miscellaneous

- Head Start is a great program.
- Provide bus transportation to and from school.
- Mandate uniforms for children.
- The program has good staff.
- Additional funding is needed for more resources.



SECTION 5

Needs as Defined by Families of Head Start Eligible Children and Institutions in the Community that Serve Young Children

A. Opinions of Head Start parents or other Eligible families about Community Needs.

As a part of the planning process for completing the Miami-Dade County Social Services Master Plan, four community workshops were conducted to solicit input from the residents on social and human services issues impacting the quality of life in their communities. The meetings provided residents with key findings of the social indicators, which were presented and analyzed in the Social Services Master Plan Trends and Indicators Phase 2 Report.²³ These meetings served as a forum in which residents, including Head Start/Early Head Start families, identified additional social indicators impacting their respective communities.

Ten areas of service needs and issues emerged across regions in the community workshops. These were: 1) Child Care, 2) Crime, 3) Domestic Violence, 4) Education, 5) Elderly, 6) Homelessness, 7) Mental Health, 8) Unemployment, 9) Vocational Education, and 10) Youth.

B. Opinions of Community Institutions about Community Needs.

The Consortium for a Healthier Miami-Dade was formed by the Miami-Dade County Health Department in 2003 to foster collaboration and coordination in the areas of health promotion and disease prevention. During the months of December 2007 to March 2008, the Consortium conducted a Community Leader Opinion (CLO) survey²⁴ of 900 community leaders, program administrators, a variety of providers, academics, funders and policy makers. A total of 137 surveys were collected. Survey questions solicited opinions on health issues facing Miami-Dade County residents. The most important health issues identified were as follows:

- Over half (54%) of the survey respondents identified Uninsured as the most important health issue in the County.
- Approximately 14 % identified adult overweight/obesity as the most important health issue.
- Approximately 7% identified diabetes long term completion admission rate.
- Approximately 17 % identified newly reported HIV cases.
- Pediatric Asthma Admission rate was reported by 2.1 % of the respondents while childhood obesity was 1.5 %.

The Children's Trust of Miami-Dade County commissioned Metis Associates in 2003²⁵ to conduct a telephone survey of a representative sample of parents and other primary caregivers in Miami-Dade County. With support from PKING Consulting, Inc., a survey of 1,574 parents and other primary caregivers was conducted in English, Spanish and Creole. Respondents were provided with a list of 24 different parenting topics organized by issues related to parenting children from birth to preschool age, parenting children from elementary through high school age, and strengthening family life.

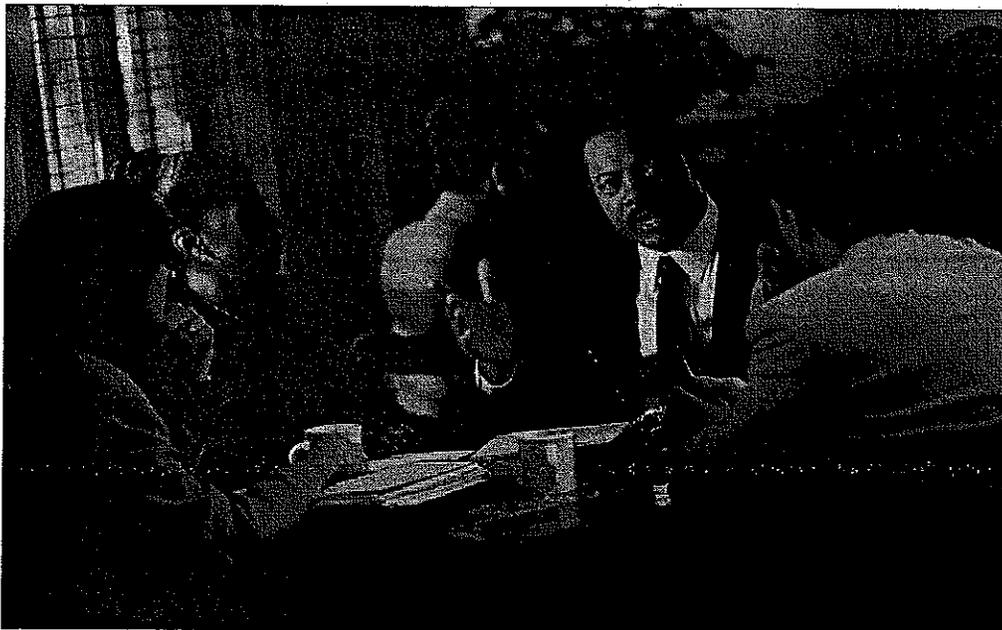
²³ Miami-Dade County 2004 Initial Community Score Card, December 2004

²⁴ Consortium for a Healthier Miami-Dade, Annual Report, 2008

²⁵ Metis Associates, Needs Assessment for the Children's Trust, May 2003

The majority of responding parents viewed the following as the most important issues:

- Social services as a “high need” for their family or their neighbors: family counseling (81.2%); Family Resource Center (73.5%); parenting classes (72.4%); drug/alcohol abuse counseling (72.3%) and community services information and referral (62.2%).
- Spousal abuse or domestic violence prevention (40.7%) and child maltreatment/abuse and neglect prevention (40.2%) and were “high need” topics.
- Parents across all respondent groups were most likely to attend parenting classes if they were held at a faith-based organization (80.9%), followed by a neighborhood center (67.8%) or a medical or health clinic (58.2%).
- Depending on the respondents’ home owner status, there were two notable differences for this item. For example, renters were more likely to report that they would attend parenting classes at a neighborhood center (76.6% vs. 62.8%, respectively); and a greater percentage of owners indicated they preferred to attend such classes at a medical or health center or clinic (66.5% vs. 55.9%, respectively).
- A great majority of all parents who were interviewed (89.7%) believed that a “one-stop shopping center” where families could go for information or referrals for needed services would be “very helpful.”
- Among all respondents, lack of time was by far the most frequently cited barrier to parents being more involved in their child’s education (75.3%).
- The next most frequently mentioned barrier was child care (30.4%). Interestingly, a greater percentage of married parents reported having child care issues that prevented them from participating more often in their child’s education than did single parents (35.1% vs. 25.0%, respectively). The same was true for renters when compared to those who owned their homes (32.6% vs. 22.8%, respectively). In addition, more than half of African American parents (52.3%) reported that transportation difficulties prevented them from being more involved at their child’s school; a much greater percentage than all responding parents combined (16.0%). It was also noted that Cuban parents were almost three times as likely to report not feeling welcome at their child’s school (29.5%) when compared to all responding parents combined (10.4%).



SECTION 6

Resources in the Community that could be used to Address the Needs of Head Start Eligible Children and Families

A. Availability and Accessibility of Community Resources to Head Start children and families.

The Children's Trust

The Children's Trust of Miami-Dade County provides over \$50 million dollars annually through the award of contracts for children's services to local child care agencies and community based organizations within Miami-Dade County. Fifty percent of program funding is devoted to early childhood (children prenatal through age 5 and their families). Twenty-five percent of program funding is used to target programs for children ages 6-12, and the remaining 25% is directed to programs for teenagers 13-18 years of age and their families.

Florida KidCare Program

The Florida KidCare Program, which offers health insurance for families whose incomes are below 200 percent of the Federal poverty level, opposes changes that would take eligible families off the program in the future. KidCare receives 79 cents in Federal matching money for every 21 cents the State spends on low-income children. This Federal match does not cover children whose parents are legal immigrants and have not been U.S. citizens for at least five years. Since the KidCare program began receiving Federal money in 1997, the State has paid the full cost to cover children of legal immigrants, but capped the amount it spends each year at \$17 million.

Early Learning Coalition

The Voluntary Pre-Kindergarten (VPK) is a state funded program. State funding is sent to the Early Learning Coalition of Miami-Dade/Monroe Counties to implement both the VPK and subsidized child care programs. The VPK program prepares four-year old children throughout the State of Florida for kindergarten. Parents can enroll their children in the VPK program of their choice for 540 hours of free instructional time during the school year. Like the Miami-Dade Head Start program, VPK gives children a jump start on their education by preparing them for school and enhancing their pre-reading, pre-math, language and social skills. VPK programs provide high literacy standards, structured curricula, instructional periods, manageable class sizes and qualified instructors. Children learn the fundamentals of letter sounds, numbers, shapes, colors and important social skills and behaviors.

Miami-Dade County, Department of Human Services

The Miami-Dade County, Department of Human Services (DHS), Office of Child Development Services (CDS), is the central agency for subsidized child care for the entire Miami-Dade County for resource and referral. CDS provides help in selecting and paying for child care/subsidized child care and locating before and after school and summer programs. A database of all legally operating child care programs serving children age birth to 13 is available on-line. Information regarding the age group, costs, accreditation, etc. is also available.

Florida Department of Children and Families (FDCF)

The FDCF contracts with the community agencies on Page 47 of this document which specialize in the areas of early childhood and adult mental health and which utilize strengths based, family centered service delivery model. These services are available to families whose ability to pay is limited or who do not have insurance. The services are available to residents

of the community based on each agency's funding availability during the fiscal year. Therefore, services are not always available at all times at each agency. However, FDCF can be contacted to assist families who are not able to access through a particular provider. Most of these agencies accept Medicaid and provide services to families based on a sliding fee scale as their budgets will allow. Specialized services to children of incarcerated families continue to be extremely limited in the community. However, several of the agencies are able to provide specialized support services to children and families who reside in the community and a parent or guardian is incarcerated.



Health Connect

Now in its fourth year, the school health component is a collaborative partnership between the Children's Trust, Miami-Dade County Health Department and Miami-Dade County Public Schools.²⁶ This program is aimed to help children in 165 Miami-Dade County Public Schools by: 1) providing vision screenings to children in need in Head Start Centers, homeless shelters and elementary schools; 2) assisting families with determining eligibility and applying for low cost health insurance for their children; and 3) home visitation services where family coaches provide regular pre and post-natal counseling to expectant teens and first time mothers and fathers regardless of income.

²⁶ The Children's Trust, 2010 Annual Report

SECTION 7

Conclusions: Identifying and Prioritizing Issues/Problems

Below is a synopsis of the issues and problems that were identified as a result of information contained within this Community Assessment Update.

Health Services:

- There is a need to connect families with a Health Care Network to meet their medical and dental needs and to educate them on health service entitlements. Also, there is a need to counsel parents regarding prevention and treatment services (i.e. vision, hearing and other health screenings). Issues with transportation and the cost of prescriptions and health insurance were also identified.

Nutritional Services:

- There is a need to educate parents and train staff regarding the causes of obesity and the importance of physical activity.

Safe Environments:

- There is a need to ensure the safety of children and staff at all times.

Disability Services:

- There is a need to ensure that timely evaluations are completed on children suspected with disabilities.

Mental Health Services:

- There is a need to inform and provide mental health services or counseling for parents in an effort to assist them in coping with mental illnesses such as clinical depression. Additionally, there is a need to provide counseling services to children with incarcerated parents or have been victims of child abuse/neglect.
- While some services are available in the community, there is a need to provide additional education to parents regarding the important role that they play in their child's social, emotional and behavioral development. The Program continues to strengthen its efforts to ensure that staff and parents are fully involved in all aspects of each child's development in an effort to promote school readiness. Several of the agencies listed on Page 47 as well as other community agencies offer parenting education programs which can assist families to cope more effectively with issues that impact parent-child interactions and the overall quality of family life. However, there continues to be reluctance on the part of some parents to fully utilize such services due to the stigma which continues to be associated with their use. The Head Start/Early Head Start Program is in the position to play a critical role in ensuring that parents are better informed regarding the utilization of these services which promote mental wellness. The program can also serve as a positive link to community mental health and parenting education programs which can support families in their efforts to become self-reliant.

Family and Community Services:

- There is a need to provide more intense case management in order to help families meet their needs and improve the quality and condition of their lives as they move toward self-sufficiency. Additionally, there is a need to continuously provide current information regarding the services and resources within the community that families can access such as child support, mental

health, youth services, marriage strengthening and preparation, health services, legal aid/immigration, etc.

- There is a need to establish new community partners and strengthen the existing partnerships in an effort to provide a broader range of services to Head Start and Early Head Start families.

Transportation Services:

- There is a need to assist families in need of transportation, dental, supportive services and that are homeless or severely disabled.

Education and Early Childhood Development Services:

- There is a need to provide education and training opportunities to assist families in obtaining child care and employment.

Fiscal Management:

- There is a need to secure additional funding to serve the birth to three populations, rising transportation costs, permanent substitutes, etc.
- There is a need to continue operating without reducing the number of staff or services the Program provides.

Program Design and Management:

- There is a need to recruit and enroll more Hispanic families from within the low-income communities of Miami-Dade County (i.e. Sweetwater, Hialeah and Miami).
- There is a need to provide on-going training to the governing board, Policy Council, parents, and staff. Training should include, but not be limited to, leadership skills, roles and responsibilities of governing board and policy council, Roberts Rules of Order, Family Partnership Agreements, etc.
- There is a need to secure additional facilities to work towards the expansion or improvement of both Head Start and Early Head Start and the improvement of existing sites. Based upon the poverty and employment rates, expansion should be targeted in the areas of Hialeah, Miami (City of), Northwest Dade (Liberty City), West Perrine, Florida City, Opa-Locka, Homestead, Goulds and Sweetwater. These are the areas that have a high rate of poverty and low-income families.
- There is a need to continue to provide employment opportunities to parents for entry-level positions within Head Start and Early Head Start. In addition, there is a need to provide education coursework for teachers so that they will be in compliance with the Teacher Mandate as well as obtain and maintain a current National Child Development Associate (CDA) credential.
- There is a need to ensure that a Substitute Program continues to be implemented in the Program.

Because of the findings noted above, the following decisions were made by the Program's Management staff.

Philosophy and Long/Short Range Goals

The Program's Philosophy is to: "Put children and families first, strive for excellence, project a professional image and attitude, and treat everyone with respect!" Some of the long range goals include the purchase of facilities and the leasing of space for Head Start and Early Head Start sites. This will enable the program to improve the environment of children, staff and families as well as increase the enrollment (expand services) to other low-income families with children ages birth to five within the Miami-Dade County communities. Some of the other long-range goals include

increasing technology capabilities by securing funding to purchase or upgrade computer equipment and software. Some of the Program's short-range goals include the continued employment of parents and other qualified staff for teacher and other entry level positions. Also, the Program plans to continue its partnerships with local educational institutions, child care providers, etc. in an effort to comply with the new requirements of the Head Start Act and the Florida Department of Children and Families, Child Care Licensing mandates, and to expand/secure facilities and space to maintain the current enrollment.

Type of Service and Program Options

As a result of the needs identified in the Community Assessment, the Head Start/Early Head Start Program opted to provide Voluntary Prekindergarten Education services to four-year olds year-round and during the summer. To date, more than 758 children have been served by the Program during the 2010-2011 school year. The Early Head Start Program is a full-day, full-year program, and serves 446 infants and toddlers as well as pregnant women and their families through both center-based and home-based options. As the program continues to replace and build new facilities, additional services will be offered to Head Start/Early Head Start children and their families.

Recruitment Areas (Both Grantee and Delegate Agencies)

The Miami-Dade County Head Start/EHS Program issued a Request for Proposal to select new Delegate Agencies for the 2011-2012 program year. This will enable the Program to expand services in areas that were identified as having the greatest need. The geographic areas shown below were identified based on median income data:

Municipalities: City of Miami, Opa-Locka, City of Hialeah and unincorporated areas such as Liberty City, Florida City, Homestead, and the City of Miami Beach.

Designated Places (Neighborhoods): Allapattah, Overtown, Wynwood, Brownsville, Goulds and Naranja. Other designated places may include Leisure City, Pinewood, West Little River, Gladeview, Culmer, Little Havana, South Beach and Westview.

Additionally, the below listed areas were identified as having the highest need based on the number of children and families living below the poverty level:

Percentage of Children Under The Age of Five	Percentage of Children Ages 5-17	Percentage of Total Families
Perrine (16.9 %)	Opa-Locka (52%)	Liberty City (50.2%)
Florida City (14.3%)	Brownsville (45.4%)	Florida City (45%)
South Miami (13.5%)	Culmer (43.4%)	Culmer (44.8%)
Liberty City (13.3%)		Goulds (39.6%)
South Beach (32%)		Brownsville (38.5%)

Source Data: Miami-Dade County CAA Comprehensive Needs Assessment, 2008

The Program will continue to recruit in areas of need within Miami-Dade County as vacancies exists.

Locations of Centers and Home-Based Programs

Please refer to Appendix Three of this document for the locations of all Head Start/Early Head Start Grantee and Delegate Agency sites for 2010-2011 by Commission Districts.

CRITERIA FOR RECRUITMENT AND SELECTION OF CHILDREN AND FAMILIES

The Head Start/Early Head Start Selection Criteria Checklist (shown below) defines the type of children and families that will be given priority for selection for the 2011-2012 program year. The Open Enrollment Recruitment Period for the 2011-2012 Program Year is January 10, 2011 to March 18, 2011. Recruitment also continues year round.

Miami-Dade County, Community Action Agency Head Start/Early Head Start Program

2011-2012 Selection Criteria Checklist

SECTION	POINTS
A. INCOME	
Low Income 75-100% Below Poverty Guidelines	95
Low Income 50-74% Below Poverty Guidelines	85
Low Income 25-49% Below Poverty Guidelines	75
Low Income 0-24% Below Poverty Guidelines	65
Over-Income 101-130% Over Poverty Guideline	10
Over-Income 131% Over Poverty Guidelines	0
B. AGE	
Head Start (Three to Five)	
Five (after 9/1)	95
Four years old	85
Three years old	50
Early Head Start (0 to Three)	
0 to 11 months	95
12 months to 2 years old	85
2 years and 1 month to 3 years old	75
C. DISABILITY	
Diagnosed Disability with IEP or IFSP	95
Diagnosed Condition by a Professional	25
No Disability	0
D. OTHER FACTORS	
Combination of any Two or More of the Following	95
Homeless	85
Documented Substance abuse/Domestic Violence	50
Children transitioning from Early Head Start to Head Start	50
Documented Working Parent/Student	50
Parent education < 8 th grade	50
Referral from (see below *)	50
Teen Parent < 17 years old	50
Documented Parental Disability	25
Documented Pregnant Women	25
Documented Public housing resident	25
No Apparent Social Service or Special Needs	0
E. PARENTAL STATUS	
Foster Parent	95
Guardian	85
One Parent Family	75
Two Parent Family	65

*Department of Children and Families, Court Ordered, Foster Care Program

**Miami-Dade County, Community Action Agency
Head Start/Early Head Start Program**

2011-2012 Over-Income Selection Criteria Checklist

SECTION	POINTS
A. INCOME	
Income 101-110% of Poverty Guidelines	75
Income 111-120% of Poverty Guidelines	65
Income 121-130% of Poverty Guidelines	55
Income 131-140% of Poverty Guidelines	45
Income 141-150% of Poverty Guidelines	35
Income 151-160% of Poverty Guidelines	25
Income 161-170% of Poverty Guidelines	15
Income 171-180% of Poverty Guidelines	10
Income 181-200% of Poverty Guidelines	5
Over 201% of Poverty Guidelines	0
B. AGE	
Head Start (Three to Five)	
Five (after 9/1)	95
Four years old	85
Three years old	50
Early Head Start (0 to Three)	
0 to 11 months	95
12 months to 2 years old	85
2 years and 1 month to 3 years old	75
C. DISABILITY – Diagnosed Disability with IEP or IFSP	
Medical Issues (Prematurity, Failure to Thrive, Spina Bifida, Cerebral Palsy, Down Syndrome, Cancer treatment, G-Tube and Heart Condition.	75
½ day LEAP Program (Autism)	65
½ day Reverse Mainstream Program	55
½ day Speech/Language Program	45
Consult Model	25
Walk In Therapy	10
D. OTHER FACTORS	
Combination of any Two or More of the Following*	75
Children transitioning from Early Head Start to Head Start	65
Documented Foreclosure (last 12 months/calendar year)	55
Documented Bankruptcy (last 12 months/calendar year)	55
Documented Unemployed (no compensation)	55
Documented Unemployed (compensation)	45
Documented Substance abuse/Domestic Violence	45
Documented Parental Disability	45
Referral from (see below**)	45
No Apparent Social Service or Special Needs	0
E. PARENTAL STATUS	
Documented Legal Guardianship	75
One Parent Family	65
Two Parent Family	55

*When using a combination of any two or more, the total number of points cannot be greater than 75. If the combination of two or more is less than 75, add and use the total of number of points.

**Department of Children and Families, and Court Ordered.

SECTION 8

Community Assessment Process

The Community Assessment Process utilized was as follows:

- Head Start and Early Head Start parents, both Grantee, Delegate Agencies and Child Care Partners, were asked to provide information from the Family Partnership Agreement in terms of their needs.
- Data was obtained from a variety of sources (refer to Section 9) regarding the social, economic, poverty, health care, educational and other needs of low-income families within Miami-Dade County as well as specific communities and municipalities.
- Data was provided by staff, on all levels, regarding the needs of Head Start and Early Head Start families, the waiting and inquiry list for each center, and the needs of staff.
- Data was provided by the Department of Children and Families and the Miami-Dade County Child Development Services Division, regarding their number of currently enrolled children as well as their waiting list.
- Each Delegate Agency Executive Director was asked to provide statistical data regarding the needs within the communities in which they are operating.
- Information from the above sources was compiled, and a final document was completed on March 21, 2011.
- The Head Start/Early Head Start Planning and Budget Committee approved the document on March 24, 2011.
- The Head Start/Early Head Start Policy Council approved this document on April 7, 2011.
- This document was approved by the Community Action Agency Board at their meeting on Monday, April 11, 2011.



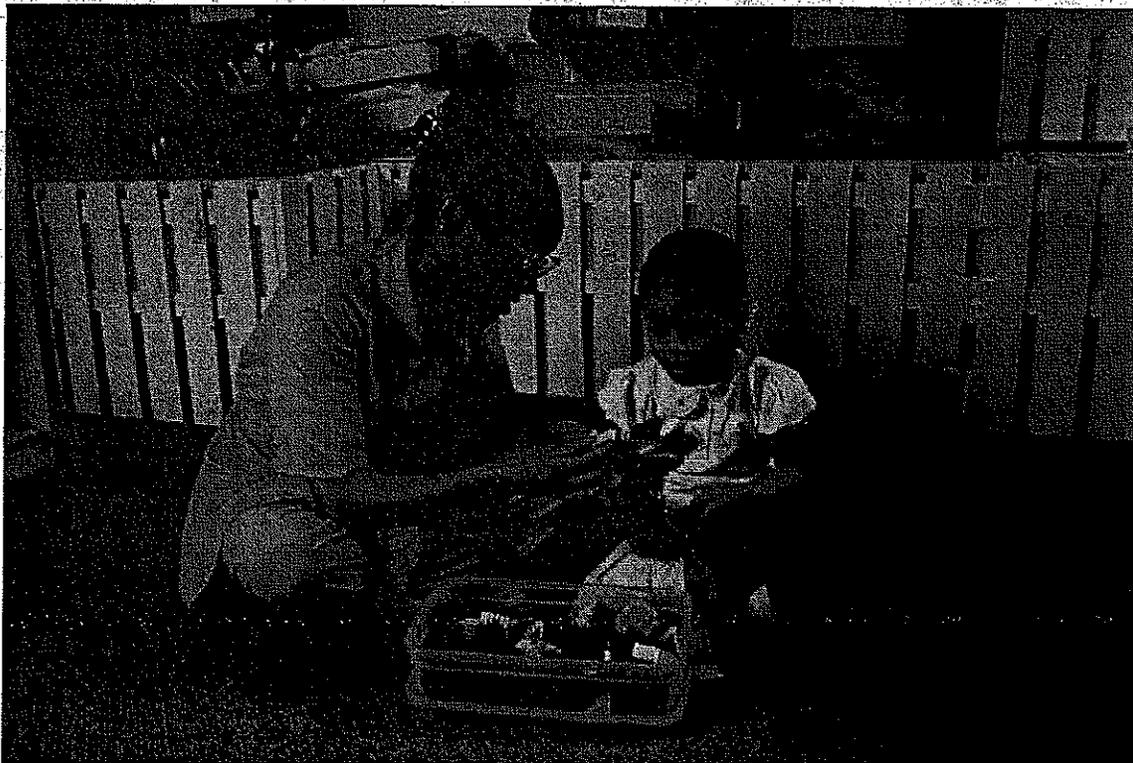
SECTION 9

Sources of Statistical Data

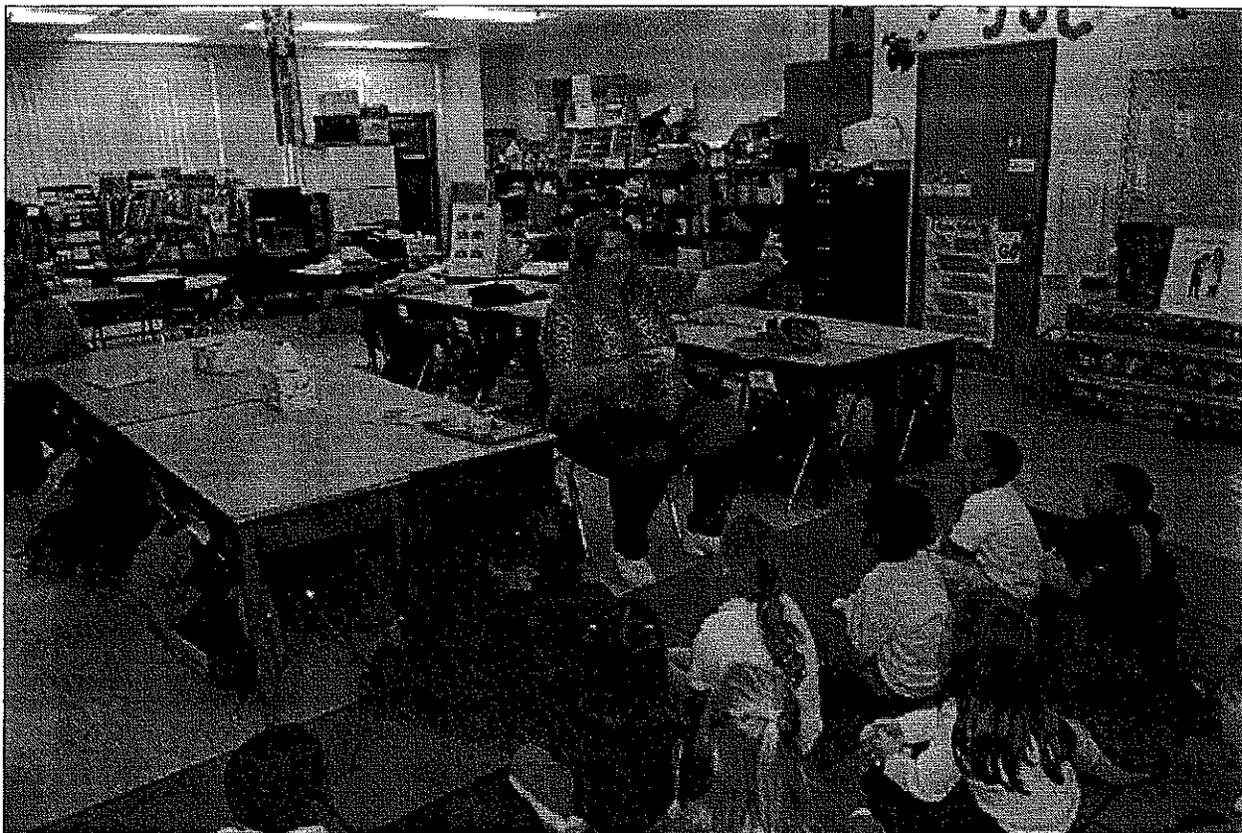
The sources of data provided for this statistical update include:

1. Miami-Dade County Public Schools, Student Enrollment, March 20, 2011.
2. Miami-Dade County Department of Human Services, Child Development Services Division, Statistical Enrollment Report and Waiting List By Zip Codes and Families, January 2011.
3. U. S. Census Bureau, 2011 Poverty Guidelines.
4. January 2011 Miami-Dade Labor Market Report, Economic Development & International Trade, March 2010.
5. Miami-Dade County Data Flash, Department of Planning and Zoning, Issue 2, 2010.
6. The Children's Trust 2010 Annual Report, Achieving Results, 2010.
7. Florida Maternal and Child Health 2010 Needs Assessment.
8. Florida Department of Children and Families, Homeless Conditions in Florida, June 30, 2009.
9. Florida KIDS COUNT, Florida's Children At-A-Glance, 2009.
10. U. S. Department of Health and Human Services, ACF,ACYF, Children's Bureau, Child Maltreatment 2009.
11. Florida's Head Start State Collaboration Office, 2009 Needs Assessment.
12. Early Learning Coalition of Miami-Dade/Monroe, CEO Report, June 1, 2009.
13. Miami-Dade County, Community Action Agency, 2010-2011 Parent Handbook and Resource Guide.
14. Miami-Dade Office of the State Attorney, Child Sexual Abuse, 2009.
15. Consortium for a Healthier Miami-Dade, Sponsored by the Miami-Dade County Health Department, Annual Report, 2008.
16. Healthy Start Coalition of Miami-Dade, Changing Lives One Step at a Time, Report to the Community, 2007-2009.
17. Miami-Dade County, Florida, Economy—www.bestplaces.net/County/Miami-Dade-Florida.aspx
18. The Children's Trust of Miami-Dade County, Putting the Pieces together for our children, A Child Well-Being Report of Community Indicators for Miami-Dade County, 2008
19. Our Homeless Neighbors—www.unexpectedfaces.org/
20. Miami-Dade Homeless Trust, Progress Report.

21. Miami-Dade County Community Homeless Plan: Ten Year Plan to End Homelessness in Miami-Dade County, December 2008.
22. Miami-Dade County At A Glance, Poverty, Issue 4, November 2007.
23. Miami-Dade County Community Health Report Card, 2007.
24. Miami-Dade County Living Healthy, Living Longer, Health Council of South Florida, Inc., September 7, 2007
25. U. S. Census Bureau, American FactFinder: 2005-2009.
26. U. S. Census Bureau, American Community Survey, 2005-2009.
27. U. S. Census Bureau, American Community Survey, Demographic and Housing Estimates, 2005-2009.
28. Miami-Dade County At-A-Glance, Commission District Profile, 2005-2009.
29. Miami-Dade County At-A-Glance, Commission District Profile, Vacancy Status, 2005-2009.
30. Miami-Dade County 2004 Initial Community Score Card, December 15, 2004.
31. Metis Associates, Needs Assessment for the Children's Trust of Miami-Dade County, May 2003.



Appendix One



CAA Head Start/Early Head Start and Child Development Services (CDS) Waiting Lists

CAA Head Start/Early Head Start Waiting List by Center (As of 2/25/2011)

NORTH REGION Grantee Sites	# of Children on Waiting List		NORTH CENTRAL REGION Delegate Sites	# of Children on Waiting List	
	HS	EHS		HS	EHS
Bethune Elementary	10	51	Allapattah	40	0
Bunche Park Elementary	7	0	CC/Centro Hispano	8	0
Carol City Elementary	23	0	CC/Notre Dame	4	0
Colonel Zubkoff	204	160	CC/Sagrada Familia	43	25
DuPuis Elementary	26	0	Centro Mater East I	47	0
John F. Kennedy Middle School	52	0	Centro Mater East II	45	0
Miami Gardens	0	45	FCAA Dr. Dazelle Simpson	39	1
Nathan B. Young Elementary	8	0	FCAA New Mt. Zion	4	0
North County	10	0	Haitian Youth & Family Community Center	39	2
Oak Grove Elementary	28	0	KIDCO I	21	4
Ophelia E. Brown-Lawson	51	0	KIDCO II	2	2
Westview Elementary	4	0	KIDCO III	22	1
Miami-Dade Home Base		2	KIDCO IV	6	0
			Our Little Ones Preschool	33	0
Delegate Sites	HS	EHS	SOUTH REGION Grantee Sites	HS	EHS
CC Holy Redeemer	5	0	Tropical	6	0
Centro Mater Walker Park	23	0	Arthur Mays Villas Housing Development	4	0
Centro Mater West 1	23	11	Colonial Drive Elementary	16	0
FCAA-Bunche Park	12	0	Community Partnership for Homeless (South)	7	34
FCAA-A Children's Place	10	0	Isaac A. Withers Enrichment Center	2	12
FCAA-Opa-Locka ECC	12	14	Leisure City Mobiles	8	32
Landow Yeshiva	7	0	Chapman	4	0
Paradise Christian Academy-Doral	5	0	Naranja	0	0
Paradise Christian Academy-Hialeah	51	0	Perrine	12	0
Centro Mater West 2	11	0	South Miami	4	43
Centro Mater Home Base		2	Sweetwater Elementary	3	0
			Whigham E.L. Elementary	4	0
NORTH CENTRAL REGION Grantee Sites	HS	EHS	SOUTH REGION Delegate Sites	HS	EHS
Biscayne Elementary	29	0	CC/Good Shepherd	22	0
Caleb Center	25	0	CC/South Dade	29	6
Carrie P. Meek Enrichment Center	3	52	LeJardin I	4	0
Charles R. Drew Elementary	1	0	LeJardin II	43	23
Culmer Neighborhood Center	1	0	LeJardin III	0	0
CPHI (North)	2	15	LeJardin IV	7	0
D.A. Dorsey Skills Education Center	10	0	O'Farrill Learning Center	25	0
Douglass Elementary	0	0	St. Alban's Coconut Grove	10	0
Feinberg/Fisher Elementary	16	0	St. Alban's South Miami	11	0
Jackson Dade	3	0	Sunflowers Academy, Inc.	14	0
Liberty Square	6	18	The United Way of Miami Dade, Inc.	18	19
Miami Park Elementary	2	0	United Way Home Based		10
Olinda Elementary	3	0	Total Head Start = 1,307 Total Early Head Start = 502 Grant Total = 1,809		
Orchard Villa Elementary	2	0			
Phyllis Miller Elementary	15	0			
Poinciana Park Elementary	3	0			
South Hialeah Elementary	2	0			
South Pointe Elementary	18	0			
Treasure Island Elementary	20	0			
Arcola Lakes	4	0			

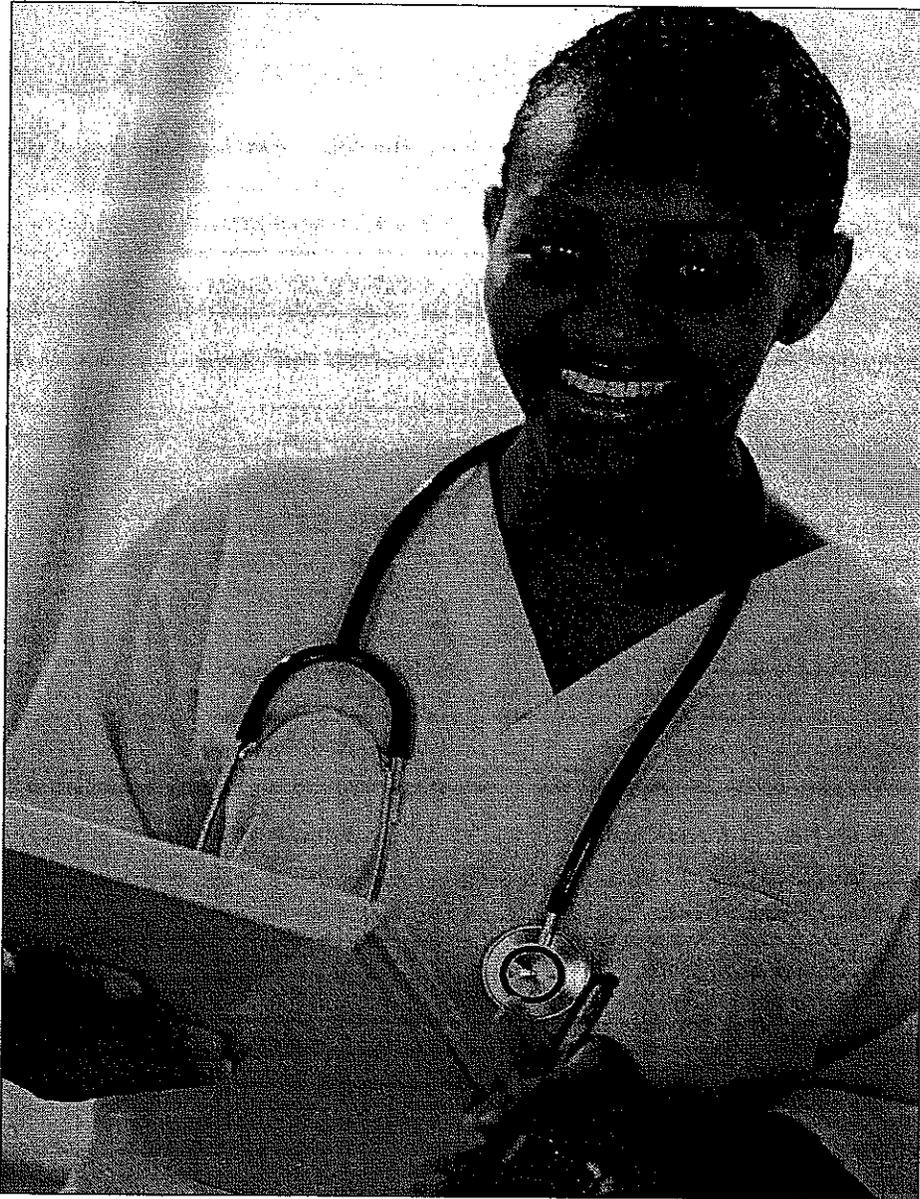
Child Development Services (CDS) Waiting List by Zip Codes
(As of January 19, 2011)

Total # Counted	Total Uncounted Due To No Information	Number of Zip Codes Counted
3,710		82

ZIP CODES	NUMBER OF CHILDREN UNDER 5	ZIP CODES	NUMBER OF CHILDREN UNDER 5
33010	58	33147	102
33012	109	33150	69
33013	40	33152	0
33014	68	33154	3
33015	112	33155	48
33016	72	33156	11
33018	63	33157	71
33030	39	33160	22
33031	8	33161	155
33032	75	33162	120
33033	44	33163	0
33034	19	33164	1
33035	12	33165	83
33054	74	33166	35
33055	70	33167	47
33056	89	33168	84
33092	1	33169	91
33101	0	33170	16
33124	0	33172	91
33125	100	33173	23
33126	104	33174	31
33127	77	33175	75
33128	20	33176	79
33129	14	33177	90
33130	60	33178	33
33131	10	33179	60
33132	7	33180	22
33133	41	33181	31
33134	50	33182	16
33135	61	33183	33
33136	47	33184	13
33137	19	33185	24
33138	46	33186	49
33139	17	33187	13
33140	14	33189	25
33141	47	33190	15
33142	105	33192	0
33143	21	33193	41
33144	39	33194	2
33145	32	33196	38
33146	0	33197	4

Appendix Two

Head Start/EHS Resource Directory



HEAD START/EHS RESOURCE DIRECTORY

The Community Action Agency provides a range of services to families in Miami-Dade County. Information and applications for the Head Start/Early Head Start program are available at these centers as well as at all Head Start/Early Head Start centers.

If you are interested in a transfer to a different location, you must discuss the transfer with the Social Services Staff where you originally applied for the program. Also, if you need additional assistance with referrals or other services, the Social Services Staff can be contacted at the Head Start/Early Head Start center or at the centers listed below:

CENTER	ADDRESS	PHONE #
Community Action Agency Overtown Transit Village North Tower	701 NW 1 st Court	(786) 469-4600 (786) 469-4622
Accion Community Center	858 W. Flagler Street	(305) 547-4892 (305) 547-7713
Allapattah Neighborhood Center	1897 NW 20 th Street	(305) 547-4960
Arthur Mays Villas Housing Development	11341 SW 216 th Street	(305) 234-4925
Mary McLeod Bethune Enrichment Center	2900 NW 43 rd Terrace	(305) 638-5610 (305) 638-5611
Joseph Caleb Center	5400 NW 22 nd Avenue	(305) 636-2350
Colonel Zubkoff Enrichment Center	55 NW 199 th Street	(305) 770-3132
Carrie P. Meek Enrichment Center	1900 NW 75 th Street	(305) 694-2769
Culmer Neighborhood Center	1600 NW 3 rd Avenue	(305) 573-3410 (305) 571-0400
Frankie Shannon Rolle Neighborhood Center	3750 S. Dixie Highway	(305) 446-3311
Florida City Neighborhood Center	1600 NW 6 th Court	(305) 247-2068 (305) 246-2004
Isaac A. Withers Enrichment Center (Goulds Elementary)	21300 SW 122 nd Avenue	(305) 233-2121 (305) 233-2138
Liberty City	6100 NW 7 th Avenue	(305) 756-2830
Miami Gardens Neighborhood Center	16405 NW 25 th Avenue	(305) 620-3975 (305) 620-3976
Naranja Neighborhood Center	13955 SW 264 th Street	(305) 258-5471
Perrine Enrichment Center	17801 Homestead Avenue	(305) 254-5809
South Beach Community Center	833 Sixth Street	(305) 604-3306
South Miami Neighborhood Center	6125 SW 68 th Street	(305) 667-5581

HEAD START CENTER LOCATIONS – NORTH AREA

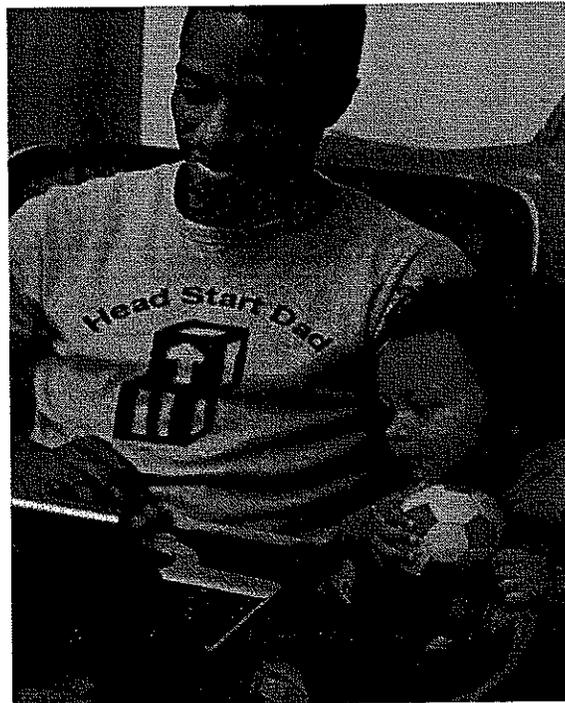
NORTH REGION	ADDRESS	ZIP	PHONE #
Grantee Sites			
Bethune Elementary *	2900 NW 43 rd Terrace	33142	(305) 638-6073
Bunche Park Elementary	16001 Bunche Park Drive	33054	(305) 622-2571
Carol City Elementary	4375 NW 173 rd Drive	33054	(305) 474-5781
Colonel Zubkoff *	55 NW 199 th Street	33169	(305) 770-3132
DuPuis Elementary	1150 West 59 th Place	33012	(305) 558-1536
John F. Kennedy Middle School	1075 NE 167 th Street	33162	(305) 690-8381
Miami Garden (<i>Infant & Toddler Center</i>) *	16825 NW 22 nd Avenue	33054	(305) 474-7309
Nathan B. Young Elementary	14120 NW 24 th Avenue	33054	(305) 769-4054
North County	3201 NW 207 th Street	33055	(305) 621-6224
Oak Grove Elementary	15640 NE 8 th Avenue	33162	(305) 940-7256
Ophelia E. Brown-Lawson	16425 NW 25 th Avenue	33054	(786) 469-4797
Westview Elementary	2101 NW 127 th Street	33167	(305) 681-2415
Delegate Sites			
Centro Mater Walker Park	800 W 29 th Street	33010	(305) 887-1140
Centro Mater West *	8420 NW 103 rd Street	33016	(305) 827-4040
Centro Mater West II	7700 NW 98 th Street	33016	(305) 827-4050
FCAA-Bunche Park	15700 NW 20 th Avenue	33154	(305) 623-2021
FCAA-A Children's Place	14701 NW 7 th Avenue	33168	(305) 685-4881
FCAA-Opa-Locka ECC *	13331 Alexandria Drive	33054	(305) 685-5566
Landow Yeshiva	17330 NW 7 th Avenue	33169	(305) 653-8770
Paradise Christian Academy	6184 West 21 st Court	33016	(305) 828-7477
Paradise Christian Academy	7500 NW 58 th Street	33166	(305) 716-1772
NORTH CENTRAL REGION			
Grantee Sites			
Arcola Lakes	1037 NW 81 st Street	33150	(305) 693-3254
Biscayne Elementary	800 77 th Street, Miami Beach	33141	(305) 866-9457
Caleb Center	5400 NW 22 nd Avenue	33142	(305) 636-2386
Carrie P. Meek Enrichment Center *	1900 NW 75 th Street	33147	(305) 694-2769
Charles R. Drew Elementary	1775 NW 60 th Street	33142	(305) 835-6651
Community Partnership for Homeless (<i>North</i>) *	1550 North Miami Avenue	33136	(305) 329-3040
Culmer Neighborhood Center	1600 NW 3 rd Avenue	33136	(305) 438-8605
Douglass Elementary	314 NW 12 th Street	33136	(305) 372-7627
Feinberg/Fisher Elementary	1420 Washington Avenue	33139	(305) 535-4239
Jackson Dade	801 NW 17 th Street	33128	(305) 545-3430
Liberty Square HUD	6306 NW 14 th Avenue	33147	(305) 691-2055
Martin Luther King Elementary	7124 NW 12 th Avenue	33142	(305) 693-3255
Miami Park Elementary	2225 NW 103 rd Street	33147	(305) 694-2767
Olinda Elementary	5536 NW 21 st Avenue	33142	(305) 638-4254
Orchard Villa Elementary	5720 NW 13 th Avenue	33142	(305) 795-1531
Phyllis Miller Elementary	840 NE 87 th Street	33138	(305) 795-1547
Poinciana Park Elementary	6745 NW 23 rd Avenue	33147	(305) 693-0189
South Hialeah Elementary	265 East 5 th Street	33010	(305) 805-7187
South Pointe Elementary	1050 4 th Street	33139	(305) 535-4231
Treasure Island Elementary	7540 E. Treasure Drive	33141	(305) 868-3698
Delegate Sites			
Allapattah	1836 NW 22 nd Place	33125	(305) 633-8690
CC/Centro Hispano	144 NW 26 th Street	33132	(305) 756-1923
CC/Notre Dame	130 NE 62 nd Street	33138	(305) 751-6778
CC/Holy Redeemer	1325 NW 71 st Street	33147	(305) 836-4973
FCAA Dr. Dazelle Simpson *	150 NE 42 nd Street	33167	(305) 573-1443
FCAA New Mt. Zion	500 West 23 rd Street	33010	(305) 887-3621
Haitian Youth & Family	8282 NE 1 st Avenue	33138	(305) 757-7227
KIDCO I *	221 NE 36 th Street	33137	(305) 573-1515
KIDCO II*	123 NE 36 th Street	33137	(305) 576-6990
KIDCO III	3628 NE 1 st Court	33137	(305) 576-6990
KIDCO IV	3001 NE 2 nd Avenue	33127	(305) 573-1664
Our Little Ones Preschool	8037 NE 2 nd Avenue	33138	(305) 754-8444

*Represents all Co-Located Centers

HEAD START CENTER LOCATIONS – SOUTH AREA

SOUTH REGION	ADDRESS	ZIP	TELEPHONE
Grantee Sites			
Arthur Mays Villas Housing Development	11341 SW 216 th Street	33170	(305) 234-4950
Chapman Elementary	27190 SW 140 th Avenue	33032	(305) 242-2298
Colonial Drive Elementary	10755 SW 160 th Street	33157	(305) 238-4175
Community Partnership for Homeless (South)*	28205 SW 125 th Avenue	33033	(305) 416-7189
Isaac A. Withers Enrichment Center *	21300 SW 122 nd Avenue	33170	(305) 251-2395
Leisure City Mobiles *	14835 Fillmore Lane	33032	(305) 245-6266
Perrine	17801 Homestead Avenue	33157	(305) 254-5809
South Miami	6125 SW 68 th Street	33143	(305) 665-4684
Sweetwater Elementary	250 SW 114 th Avenue	33174	(305) 227-3162
Tropical Elementary	4545 SW 104 th Avenue	33165	(305) 223-5552
Whigham E.L. Elementary	21545 SW 87 th Street	33189	(305) 378-1788
Delegate Sites			
	ADDRESS	ZIP	TELEPHONE
CC/Good Shepherd	18601 SW 97 th Avenue	33157	(305) 235-1756
CC/Sagrada Familia I	970 SW 1 st Street	33034	(305) 324-5424
CC/Sagrada Familia II	941 S. W. 1 st Street	33034	(305) 326-8212
CC/South Dade *	28520 SW 148 th Avenue	33033	(305) 245-0979
Centro Mater East I	418 SW 4 th Avenue	33130	(305) 545-6049
Centro Mater East II	421 SW 4 th Street	33130	(305) 545-6043
LeJardin I	320 NW 2 nd Street	33030	(305) 245-2422
LeJardin II *	107 SW 8 th Street	33030	(305) 248-3693
LeJardin III	77 W. Mowry Street	33030	(305) 247-0696
LeJardin IV	230 North Krome Avenue	33034	(305) 245-4419
O'Farrill Learning Center	6741 SW 24 th Street	33155	(305) 264-3232
St. Alban's Coconut Grove	3465 Brooker Street	33133	(305) 443-1234
St. Alban's South Miami	6060 SW 66 th Street	33143	(305) 667-2664
Sunflowers Academy, Inc.	2901 SW 7 th Street	33135	(305) 631-9689
The United Way of Miami Dade, Inc. *	3250 SW 3 rd Avenue	33129	(305) 631-7600

* Represents all Co-Located Centers



ADULT AND VOCATIONAL EDUCATION

NORTH DADE & NORTH CENTRAL	ADDRESS	TELEPHONE
Alphalit International	3026 NW 79 th Avenue, Miami, FL	(305) 597-9077
D.A. Dorsey Educational Center	7100 NW 17 th Avenue, Miami, FL	(305) 693-2490
Fienberg Fisher Adult Center	1424 Drexel Avenue, Miami Beach, FL	(305) 531-0451
Hialeah High Adult Education Center	251 E. 47 th Street, Hialeah, FL	(305) 822-1500
Hialeah Miami Lakes Adult Education Center	7977 W 12 th Avenue, Hialeah, FL	(305) 823-1330
Norland Middle Community Education Center	1235 NW 192 nd Terrace., Miami, FL	(305) 653-1210
North Miami Adult Education Center	800 NE 137 th Street, Miami, FL	(305) 891-6590
North Miami Beach Adult Education Center	1247 NE 167 th Street, Miami, FL	(305) 949-8381
Oak Grove Community Education Center	15640 NE 8 th Avenue, Miami, FL	(305) 945-1511
Turner Tech Agriculture Education Center	10151 NW 19 th Avenue, Miami, FL	(305) 696-6721
Miami Jackson Adult Education Center	1751 NW 36 th Street, Miami, FL	(305) 634-2621
Miami Lakes Technical Education Center	5780 NW 158 th Street, Miami, FL	(305) 557-1100
Miami Beach Senior High	2231 Prairie Avenue, Miami Beach, FL	(305) 532-4515
Lindsey Hopkins Technical Education Center	750 NW 20 th Street, Miami, FL	(305) 324-6070
Lindsey Hopkins (Satellite)	1550 N. Miami Avenue, Miami, FL	(305) 358-4925
American High Adult Education Center	18350 NW 67 th Avenue, Miami, FL	(305) 557-3770
Miami Agricultural School	102200 NW 17 th Avenue, Miami, FL.	(305) 696-6721
George T. Baker Aviation Mechanics Center	3275 NW 42 nd Avenue, Miami, FL	(305) 871-3143
Carol City High Adult Education Center	3422 NW 187 th Street, Miami, FL	(305) 621-5681
Troy Community Academy	3300 NW 27 th Avenue, Miami FL	(305) 638-7008
William H. Turner Technical Center	10151 NW 19 th Avenue, Miami, FL	(305) 691-8324
Dade County Public School Citizen Information	1450 NE 2 nd Avenue, #158, Miami, FL	(305) 995-1128
SOUTH DADE	ADDRESS	TELEPHONE
Coral Reef Adult Education Center	10101 SW 152 nd ,Miami, FL	(305) 232-2044
Coral Gables Adult Education Center	450 Bird Road, Miami, FL	(305) 443-4871
The English Center	3501 SW 28 th Street, Miami, FL.	(305) 445-7731
Morgan Robert Technical Center	18180 SW 122 nd Avenue, Miami, FL.	(305) 253-9920
Miami Coral Park Adult Education Center	8865 SW 16 th Street, Miami, FL	(305) 226-6565
Miami Senior High Adult Education Center	2450 SW 1 st Street, Miami, FL	(305) 649-9800
Richmond Elementary	16929 SW 104 th Avenue, Perrine, FL	(305) 238-5194
Ethel F. Bethford/Robert Morgan Education Center	18180 SW 122 nd Avenue, Miami, FL	(305) 253-9920
South Dade Skills Center	28300 SW 152 nd Avenue, Miami, FL	(305) 247-7839
South Dade Adult Education Center	109 NE 8 th Street, Homestead, FL	(305) 248-5723
Southridge Adult Education Center	19355 SW 114 th Avenue., Miami, FL	(305) 238-6110
Southwest Adult Education Center	8855 SW 50 th Terrace, Miami, FL	(305) 274-0181
Miami Palmetto Adult Education Center	7460 SW 118 th Street, Miami, FL	(305) 235-1360
Cooperative Extension Services	300 East 1 st Avenue., Miami, FL #113	(305) 888-5010
English Center	3501 SW 28 th Street, Miami, FL	(305) 445-7731

EMPLOYMENT/TRAINING & PLACEMENT PROGRAMS

NORTH DADE & NORTH CENTRAL	ADDRESS	TELEPHONE
Adult Mankind Organization (AMO)	4343 W. Flagler Street, Miami, FL	(305) 445-8655
AIA One Stop Career Center	2125 Biscayne Blvd., Miami, FL #205	(305) 573-0333
Cuban American National Council	1233 SW 4 th Street, Hialeah, FL	(305) 888-7910
Miami-Dade County Job Hotline	140 W. Flagler Street, , Miami, FL. #105	(305) 375-1871
Miami Job Corps Center	3050 NW 183 rd Street, Miami, FL	(305) 626-7800
SER Jobs for Progress, Inc.	5600 NW 36 th Street, Miami, FL #568	(305) 649-7500
South Florida Work Force One Stop Career Centers	1550 NW 3 rd Avenue, Miami, FL 3050 Biscayne Blvd., Miami, FL #400 2750 W. 68 th Street, Hialeah, FL. 3050 Biscayne Blvd., Miami, FL 633 NE 167 th Street, Miami, FL. 240 E. 1 st Avenue, Miami, FL. 833 6 th Street, Miami Bch., FL.	(305) 374-1987 (305) 573-7301 (305) 826-4011 (305) 573-7301 (305) 654-7175 (305) 826-4011 (305) 532-5350
Jobs for Miami	7900 NE 2 nd Avenue, Miami, FL #600	(305) 759-6511
C.A.A. Employment Training Unit	701 NW 1 st Court, Miami, FL	(305) 347-4685
C.A.A. Greater Miami Service Corp	810 NW 28 th Street, Miami, FL	(305) 638-4672
SOUTH DADE	ADDRESS	TELEPHONE
C.A.A. Computer Training Program	17801 Homestead Avenue, Perrine, FL	(305) 254-5809
Labor Finders	36 SE 4 th Road, Homestead, FL	(305) 242-9339
YWCA of Greater Miami Adult Training	351 NW 5 th Street, Miami, FL	(305) 377-9922
C.A.A. Greater Miami Service Corps	15355 Harding Lane, Leisure City, FL	(305) 242-7938
Richmond/Perrine Optimist Club	18055 Homestead Avenue, Miami, FL	(305) 233-9325
Centro Campesino Farm worker Center	35801 SW 186 th Avenue, Florida City, FL	(305) 245-7738
South Dade Skill Center	28300 SW 152 nd Avenue, Homestead, FL	(305) 245-5865
Jobs for Miami	5870 SW 8 th Street, Miami, FL #3	(305) 269-8515
South Florida Work Force One Stop Career Centers	9555 SW 175 th Terrace Perrine, FL 2700 SW 97 th Avenue, Miami, FL. 701 SW 27 th Avenue, Miami, FL. 140 NE 8 th Street, Homestead, FL.	(305) 252-4440 (305) 228-2300 (305) 643-3300 (305) 242-5373

ECONOMIC SUPPORT SERVICES

NORTH DADE & NORTH CENTRAL	ADDRESS	TELEPHONE
Dept. of Children & Families Adm. Economic Self-Sufficiency Services Centers	401 NW 2 nd Avenue., Miami, FL 200 Opa-Locka Blvd., Miami, FL 5400 NW 22 nd Ave, Miami, FL 4 th 5 th 1490 NW 27 th Avenue, Miami, FL #S-117	(305) 377-5318 (305) 769-6175 (305) 636-2354 (305) 637-2400
Self Help	300 East 1 st Avenue, Hialeah, FL 16405 NW 25 th Avenue, Miami, FL	(305) 884-4801 (305) 623-6500
State Attorney's Office/ Child Support	100 S. Biscayne Blvd., Miami, FL #S-3100	(305) 530-2600
Refugee Assistance Program	401 NW 2 nd Avenue Miami, FL	(305) 377-5604
American Red Cross	3335 SW 27 th Avenue, Miami, FL	(305) 644-1200
Department of Children & Families Economic Self-Sufficiency Services Center	3750 S. Dixie Hwy, Coconut Grove, FL 12340 Quail Roost Drive, Miami, FL 1605 SW 107 th Avenue Miami, FL #202A	(305) 442-6894 (305) 378-5877 (305) 227-5202
Department of Human Services/ Office of Community Services	13955 SW 264 th Street, Naranja, FL 1600 NW 6 th Court, Florida City, FL	(305) 258-5471 (305) 247-2068
M L K Economic Development Program	6114 NW 7 th Avenue, Miami, FL	(305) 757-7652

HEALTH SERVICES

NORTH DADE & NORTH CENTRAL	ADDRESS	TELEPHONE
Borinquen Health Care Center	3601 Federal Highway, Miami, FL	(305) 576-6611
Burgos Medical Center	7109 Harding Avenue, Miami Beach, FL	(305) 865-4550
Camillus Health Concern	336 NW 5 th Street, Miami, FL	(305) 577-4840
Early Steps /North	1120 NW 14 th Street, Miami, FL	(305) 243-6660
Family North Center	1220 NW 95 th Street, Miami, FL	(305) 694-6900
Florida Healthy Kids & Kid –Care Health		1-888-FLA-KIDS
General Pediatrics	1611 NW 12 th Avenue, Miami, FL	(305) 585-7456
Health Promotions/North Shore Hospital	1100 NW 95 th Street, Miami, FL	(305) 835-6165
Children's Home Society	1900 NW 36 th Street, Miami, FL	(305) 637-5083
James E. Scott Family Health Center	7200 NW 22 nd Avenue, Miami, FL	(305) 835-8122
Jessie Trice Center	5361 NW 22 nd Avenue, Miami, FL	(305) 637-6400
Juanita Mann Center	7900 NW 27 th Avenue, Miami, FL	(305) 694-2900
Liberty City Health	1320 NW 62 nd Street, Miami, FL	(305) 835-2200
Miami Beach Community Health Center	710 Alton Road, Miami Beach, FL	(305) 538-8835
New Life Shelter	3620 NW 1 st Avenue, Miami, FL	(305) 573-3333
North Dade Health Center	16555 NW 25 th Avenue, Miami, FL	(305) 620-3710
North Miami Health Center	14101 NW 8 th Avenue, Miami, FL	(305) 953-3161
Miami Gardens Neighborhood Center	16405 NW 27 th Avenue, Miami, FL	(305) 623-6500
Comprehensive Health Center	671 NW 119 th Street, Miami, FL	(305) 688-0811
Community Health of South Dade	10300 SW 216 th Street, Miami, FL 18255 Homestead Avenue, Perrine, FL 810 W. Mowry Drive, Homestead, FL	(305) 253-5100 (305) 234-7676 (305) 248-4334
Everglade Health Center	19300 SW 376 th Street, Florida City, FL	(305) 246-4607
Florida City Community Health Center	646 W. Palm Drive, Florida City, FL	(305) 248-9958
Florida Healthy Kids & Kid-Care Health Insurance Program (0 – 18 years old)		1-888-FLA-KIDS
Good News Care	101 S. Redland Road	(305) 246-2844
Healthy Start Coalition of Miami-Dade	701 SW 27 th Ave., Miami, FL #1401	(305) 541-0210
Helen B. Bentley Health Center	3090 SW 37 th Avenue., Miami, FL	(305) 447-4950
Medicaid/Medipass Information	District Eleven	(305) 499-2000
Miami Dade Public Health Unit/Clinic	1611 NW 12 th Avenue, Miami, FL	(305) 669-6909

HOUSING AND RELATED SERVICES

NORTH DADE & NORTH CENTRAL	ADDRESS	TELEPHONE
Miami-Dade Housing Agency (TTD)	7400 Corporate Center Drive, Miami, FL	(305) 403-3222 (305) 638-6606
Habitat for Humanity of Greater Miami	3800 NW 22 nd Ave., Miami, FL	(305) 634-3628
Miami Homeless Assistance Program	1490 NW 3 rd Avenue, Miami, FL	(305) 576-9900
Emergency Housing	2301 NW 54 th Street, Miami, FL	(305) 638-6001
Martin Luther King H.U.D.	6114 NW 7 th Avenue, Miami, FL	(305) 757-7652
Miami Gardens Neighborhood Assistance Bureau	16405 NW 25 th Avenue, Miami, FL #105	(305) 623-6500
Camillus House	336 NW 5 th Street, Miami, FL	(305) 374-1065
Prestige Homes & Associates, Inc.	8725 NW 18 th Street, Doral, FL	(305) 412-3330
Home Buyer's Club	19 W. Flagler Street, Miami FL #311	(305) 373-9750
Salvation Army	1907 NW 38 th Street, Miami, FL	(305) 637-6700
Miami Rescue Mission for Men	2020 NW 1 st Street, Miami, FL	(305) 571-2211
Miami Rescue Mission for Women	2250 NW 1 st Avenue, Miami, FL	(305) 571-2250
New Life Family Shelter	3620 NW 1 st Avenue, Miami, FL	(305) 573-3333
SOUTH DADE	ADDRESS	TELEPHONE
Miami-Dade Housing Agency (TTD)	7400 Corporate Center Drive, Miami, FL	(305) 403-3222 (305) 638-6606
Emergency Housing	825 West Palm Drive, Homestead, FL	(305) 245-5011
Community Partnership for Homeless, Inc.	28205 SW 125 th Avenue, Homestead, FL	(305) 416-7143
Carrfour Supportive Housing	850 N. Homestead Blvd., Miami, FL	(305) 247-4460
Redland Center Housing Authority of Homestead Farm Worker Only	29355 S. Federal Highway, Homestead, FL	(305) 247-0639

LITERACY

NORTH DADE & NORTH CENTRAL	ADDRESS	TELEPHONE
Aspira of Florida, Inc.	1 NE 19 th Street, Miami, FL	(305) 576-1512
Miami-Dade Public Library/Project Lead	101 West Flagler Street, Miami, FL	(305) 375-5323
M-DCPS Adult Basic Literacy Program	1500 Biscayne Blvd., Miami, FL	(305) 995-1806
Miami Jewish Coalition for Literacy	4200 Biscayne Boulevard, Miami, FL	(305) 576-4000
WLRN Ready to Learn Program	172 NE 15 th Street, Miami, FL	(305) 995-2195
SOUTH DADE	ADDRESS	TELEPHONE
M-DCPS (ESOL)	5555 SW 93 rd Avenue., Miami, FL	(305) 274-8889
M-DCPS (ESC)	5555 SW 93 rd Avenue., Miami, FL	(305)271-5701

MENTAL HEALTH SERVICES

NORTH DADE & NORTH CENTRAL	ADDRESS	TELEPHONE
Chrysalis Center	1704 NW 7 th Street	(305) 644-4355 (305) 630-3334
Community Health Center (<i>Crisis</i>)	629 Lenox Avenue, Miami, FL	(305) 538-7710
Institute of Child & Family Health, Inc. (CMH, CSA & PREV)	430 W. 66 th Street, Hialeah, FL 15490 NW 7 th Avenue	(305) 558-2480 (305) 685-6301
JMH Mental Health Hospital Center (CMH & AMH)	1965 NW 9 th Avenue, Miami, FL	(305) 324-HELP 1(888)463-HOPE (305) 355-8234

MENTAL HEALTH SERVICES (Continued)

NORTH DADE & NORTH CENTRAL	ADDRESS	TELEPHONE
Bay-View Center	9198 NW 8 th Avenue, Miami, FL	(305) 691-HELP
Bay-View Center for Mental Health	12550 Biscayne Blvd., Miami, FL	(305)892-4600
Shore Diagnostic Center	8855 NE 2 nd Avenue., Miami Shores, FL	(305) 759-0074
Citrus Health Network (CMH, CSA, AMH & PREV)	4175 West 20 th Avenue., Hialeah, FL	(305) 825-0300
New Horizons Mental Health Center (CMH, CSA, AMH, ASA & PREV)	1469 NW 36 th Street, Miami, FL	(305) 635-0366
Douglas Gardens Mental Health Center	701 Lincoln Road, Miami Beach, FL	(305) 531-5341
Jackson North Community Mental Health Center	15055 NW 27 th Avenue, Miami, FL 20201 NW 37 th Avenue, Miami, FL	(305)681-2631 (786)466-2700
Here's Help	15100 NW 27 th Avenue., Miami, FL	(305) 685-8201
Jewish Community Services (CMH)	735 NE 125 th Street, Miami, FL	(305) 899-1587
Our Children, Our Future (CMH)	1175 NE 125 th Street, S-300, Miami, FL	(305) 892-6161
Our Kids, Inc. (CMH)	401 NW 2 nd Avenue Miami, FL. S-10 Floor	(305) 455-6000
Jackson North (CMH, CSA, PREV & AMH)	20201 N. W. 37 th Avenue, Miami Gardens, FL 33056	(786) 466-2789
The Bertha Abess Children's Enrichment, Inc. (CMH)	5801 Biscayne Blvd. Miami, FL 33137	(305) 756-7116
The Center for Family & Children Enrichment, Inc. (CMH)	1825 N. W. 167 th Street, S-102, Miami, FL 33056	(305) 624-7450 x164
Village South, Inc. (CMH, ASA, CSA, PREV & AMH)	3050 Biscayne Blvd., S-900, Miami, FL 33137	(305) 573-3784
Kristi House, Inc. (CMH)	1265 N. W. 12 th Avenue, Miami, FL 33136	(305) 547-6800
Regis House (CSA, CMH & PREV)	2010 N. W. 7 th Street, Miami, FL 33125	(305) 642-7600 x210
Spectrum Programs, Inc. (AMH, ASA & CSA)	11031 N. E. 6 th Avenue, Miami, FL 33161	(305) 757-0602 x6127
SOUTH DADE	ADDRESS	TELEPHONE
Institute of Child and Family Health, Inc.,	9380 Sunset Drive, Miami, FL	(305) 274-3172
Miami Behavioral Health Ctr., (CMH, CSA, AMH & ASA)	3850 W. Flagler Street, Miami, FL	(305) 774-3300 (305) 398-6101
Child-Family Outreach-Case Management	701 SW 27 th Avenue, Miami, FL #307	(305) 643-7800
Human Development Institute	1530 Levante Avenue, Coral Gables, FL	(305) 661-6613
CHI/Community Mental Health Dept. (CMH, CSA, AMH, ASA & PREV)	10300 SW 216 th Street, Goulds, FL	(305) 253-5100
Speech Pathology and Educational Center	8510 SW 8 th Street, Miami, FL	(305) 266-5353
Adult & Children Psychological Services	7325 SW 24 th Street, Miami FL #211	(305) 826-9293
Children's Bereavement Center	7600 South Red Road, Miami, FL #307	(305) 668-4902
Psycho Solutions, Inc (CMH)	1320 S. Dixie Highway, Miami, FL #1140	(305) 668-9000 x214
South Florida Behavioral Health Network (CMH, CSA, AMH & ASA)	2140 S. Dixie Highway, #205, Miami, FL	(305) 858-3335
Family Counseling Services (CMH)	7412 Sunset Drive, Miami, Florida 33143	(305) 740-8998 x101
Family Resource Center (AMH, ASA & CSA)	155 South Miami Avenue, S-400, Miami, FL 33130	(305) 960-5521
The Miami Coalition (PREV)	2490 Coral Way, S-401, Miami, FL 33145	(305) 854-4515
Switchboard of Miami, Inc. (CMH, CSA, PREV & ASA)	701 S. W. 27th Avenue, S-1000, Miami, FL 33135	(305) 358-1690 x109
ReCapturing the Vision (PREV, CSA & ASA)	9780 E. Indigo Street, Palmetto Bay, FL 33157	(305) 232-6003

CMH-Children's Mental Health Provider
PREV- Prevention Services Only

AMH-Adult Mental Health Provider
***Not a Contracted Provider-Subcontracted with SFPC**

CSA-Children's Substance Abuse Provider

NUTRITION SERVICES

NORTH DADE & NORTH CENTRAL	ADDRESS	TELEPHONE
Women, Infants and Children Supplemental Food Program (<i>WIC</i>) Central System for all <i>WIC</i> Appointments and Locations	7785 NW 48 th Street, Miami, FL	(786) 336-1333 (786) 336-1300
UF/Miami-Dade Cooperative Extension	300 East 1 st Avenue., Hialeah, FL. #113	(305) 888-5010
Pass It On Ministry Food Bank	14617 NW 7 th Avenue., Miami, FL	(305) 681-1594
Feeding South Florida	5850 NW 32 nd Avenue, Miami, FL	(305) 633-9861
Sister of Mother Theresa/Soup Kitchen	727-NW 17 th Street, Miami, FL	(305) 545-5677
SOUTH DADE	ADDRESS	TELEPHONE
Farm Share	14125 SW 320 th Street Homestead, FL	(305) 246-3276
Cooperative Extension Expanded Food and Nutrition Education Program	300 East 1 st Avenue, Hialeah, FL	(305) 888-5010
Homestead Soup Kitchen	105 SW 3 rd Avenue, Homestead, FL	(305) 245-7448
Sacred Heart Catholic Church	106 SE1st Drive, Homestead, FL	(305) 247-4405

RELATED COUNSELING SERVICES

ALL OFFICES & LOCATIONS	ADDRESS	TELEPHONE
Family and Victims Services	1251 NW 36 th Street, Miami, FL	(305) 633-1634
Domestic Intervention	1251 NW 36 th Street, Miami, FL	(305) 633-1634
Family Counseling Services of Greater Miami, Inc. – Kendall/West Dade Center	10651 N. Kendall Drive, #100, Miami, FL	(305) 271-9800
Miami-Dade Department of Human Services/ Assessment and Technical Assistance - Psychological Services	11025 SW 84 th Street, Kendall, FL	(305) 273-4180
Office of Neighborhood Compliance Answer Center TDD	11805 SW 26 th Street, Miami, FL	(786) 315-2700 311 (305) 468-5402
Center for Family and Child Enrichment	1825 NW 167 th Street, Miami, FL 17801 NW 2 nd Avenue, Miami, FL #211 155 South Miami, South Miami, FL #202	(305) 624-7450 (305) 493-4303 (305) 374-6869
Dade County Substance Abuse Intake	2500 NW 22 nd Ave., Miami, FL	(305) 638-6540
Domestic Violence Shelter	Confidential	(305) 758-2546 (305) 247-4249 (305) 899-4600
Guardianship Program of Dade County	8300 NW 53 rd Street, Miami, FL #402	(305) 592-7642
Florida Justice Institute	100 SW 2 nd Street, Miami, FL #4320	(305) 358-2081
Family 1st Network Parenting Education	1120 NW 14 th Street, Miami, FL	(305) 243-8425
Informed Families Partnership	2490 Coral Way Street #202	(305) 856-4886
Family Services (Switchboard of Miami)	701 SW 27 th Avenue, Miami, FL. Suite 100	(305) 358-1640
Legal Aid Society	123 N.W. First Avenue, Miami, FL	(305) 579-5733
Youth and Family Development	11025 SW 84 th Street	(305) 273-4180
Village Partners in Recovery	3180 Biscayne Blvd.	(305) 573-3784
Spectrum Program	11031 NE 6 th Avenue, Miami, FL	(305) 757-0602
Counseling and Evaluation Center	1490 W 49 th Place, Hialeah, FL #410	(305) 827-3252
Consumer Credit Counseling Office	Main 1175 NE 125 th Street, North Miami, FL	(800) 355-2227

RELATED COUNSELING SERVICES (Continued)

ALL OFFICES & LOCATIONS	ADDRESS	TELEPHONE
Alcoholics Anonymous	299 Alhambra Circle, Coral Gables, FL	(305) 461-2425
Switchboard of Miami	701 SW 27 th Avenue, Miami, FL	(305) 358-4357
American Red Cross	335 SW 27 th Avenue, Miami, FL	(305) 644-1200
Hispanic Coalition	5659-W. Flagler, Miami, FL	(305) 262-0060
Child Support Enforcement	100 S. Biscayne Blvd., Miami, FL #3100	(305) 530-2600
American Civil Liberties Union (ACLU)	4500 Biscayne Blvd., Miami, FL #340	(786) 363-2700
Urban League of Greater Miami	8500 NW 25 th Ave., Miami, FL	(305) 696-4450
Legal Services of Greater Miami, Inc. Main Office	3000 Biscayne Blvd, Miami, FL #500	(305) 576-0080
American Friends Service Committee	1205 Sunset Drive, Miami, FL	(305) 600-5441
Florida Immigrant Advocacy Center	3000 Biscayne Blvd, Suite 400, Miami, FL	(305) 573-1106
Informed Families	2490 Coral Way, Miami, FL	(305) 856-4886
C.A.A. Self Help	(See Community Service Center Directory)	
Florida Domestic Violence	Confidential	1(800) 500-1119
Parent Helpline		1(800) 352-5683
Children's Resources	8571 SW 112 th Street, Miami, FL	(305) 596-6966
Salvation Army	1907 NW 38 th Street, Miami, FL	(305) 637-6720
Belafonte Tacolcy Center	6161 NW 9 th Avenue, Miami, FL	(305) 751-1295
Kid Start - Citrus Health, Inc.	4175 W 20 th Avenue, Hialeah, FL	(305) 825-0300
Miami Rescue Mission <i>Women-Children</i>	2250 NW 1 st Avenue, Miami, FL	(305) 571-2250
Miami Bridge Central South	2810 NW South River Drive, Miami, FL 326 NW 3 rd Avenue, Homestead, FL	(305) 635-8953 (305) 246-8956
Goodwill Industries	2121 NW 21 st Street, Miami, FL	(305) 325-1394
Kristi House	1265 NW 12 th Avenue, Miami, FL	(305) 547-6800
Fann Ayisyen Nan Miyami, Inc	181 NE 82 nd Street, Miami, FL #100	(305) 756-8050

OTHER SUPPORT SERVICES

ALL OFFICES AND LOCATIONS	ADDRESS	TELEPHONE
Miami-Dade County Citizen Services	140 W. Flagler Street, Miami, FL	311 / 211
Family and Victims Services	1251 NW 36 th Street, Miami, FL	(305) 633-1634
Domestic Intervention	1251 NW 36 th Street, Miami, FL	(305) 633-1634
New Life Family	3620 NW First Avenue, Miami, FL	(305) 573-3333
Children Home Society of Florida	17501 SW 117 th Avenue, Miami, FL	(305) 254-9759
Church World Services	1924 NW 84 th Avenue, Doral, FL	(305) 774-6770
Guardian Ad Litem Program	3302 NW 27 th Avenue, Miami, FL	(305) 638-6861
Boys and Girls Clubs of Miami Inc.	2805 SW 32 nd Avenue, Miami, FL	(305) 446-9910
Suited For Success	250 NW 9 th Street, Miami, FL	(305) 444-1944
Women Health Resource Center	8950 N. Kendall Dr., Miami, FL	(305) 598-5981
Office of HIV/AIDS Services	1444 Biscayne Blvd., Miami, FL	(305) 377-5022
Ryan White Title I Program (HIV/AIDS)	111 NW 1 st Street Miami, FL #22	(305) 375-4742
South Florida Aids Network	1611 NW 12 th Avenue, Miami, FL	(305) 585-5241
United Way of Miami-Dade	3250 Southwest 3 rd Avenue	(305) 860-3000
City of Sweetwater (Social Services)	500 SW 109 th Avenue, Sweetwater, FL	(305) 221-0411

OTHER SUPPORT SERVICES (Continued)

ALL OFFICES AND LOCATIONS	ADDRESS	TELEPHONE
Miami-Dade Police Dept./ Non-Emergency		(305) 4-POLICE (305) 476-5423
Lifeline Assistance Program & Link Up Florida (Telephone Assistance)		1(800) 342-3552
CAA/Low Income Home Energy Assistance Program (LIHEAP)		(786) 469-4677
Miami-Dade County Public Libraries		(305) 375-2665
Miami-Dade Parks & Recreation		(305) 755-7800
Special Transportation Service		(305) 630-5300
Miami-Dade Transit Authority		(305) 770-3131 (305) 891-3131
Bureau of Citizenship & Immigration Services: (Formerly) INS		1(800) 375-5283
CHILD ABUSE PREVENTION		TELEPHONE #
Child Abuse Reporting Hotline		(800) 96-ABUSE
Parent Hotline		(941) 729-0429
Adolescent Help Line (<i>Covenant House</i>)		1(800) 683-8338
Parents Without Partners		1(800) 637-7974
Child Protection Team (<i>CPT</i>)		(305) 243-7550



Appendix Three

Centers by Commission Districts



COMMISSION DISTRICT FIVE (5)

HEAD START/EARLY HEAD START SITES:

Allapattah 80 HS Children Enrolled	1836 N. W. 22 nd Place Miami, Florida 33125	(305) 633-8690
Biscayne Elementary 40 HS Children Enrolled	800 – 77 th Street Miami Beach, Florida 33142	(305) 866-9497
Centro Mater East 1 160 HS Children Enrolled	418 S. W. 4 th Avenue Miami, Florida 33130	(305) 545-6049
Centro Mater East 2 80 HS Children Enrolled	422 S. W. 4 th Avenue Miami, Florida 33130	(305) 545-7720
CC Sagrada Familia I** 100 HS Children Enrolled	970 S. W. 1 st Street Miami, Florida 33134	(305) 324-5424
CC Sagrada Familia II 120 HS Children Enrolled 32 EHS Children Enrolled	941 S. W. 1 st Street Miami, Florida 33134	(305) 326-8212
Feinberg/Fisher Elementary 40 HS Children Enrolled	1420 Washington Avenue Miami, Florida 33139	(305) 535-4239
Jackson Dade 55 HS Children Enrolled	801 N. W. 7 th Street Miami, Florida 33136	(305) 545-3430
South Pointe Elementary 20 HS Children Enrolled	1050 4 th Street Miami Beach, Florida 33139	(305) 535-4231
United Way Center for Excellence** 30 HS Children Enrolled 8 EHS Children Enrolled 8 EHS Home Based Children Enrolled	3250 S. W. 3 rd Avenue Miami, Florida 33129	(305) 667-2664

COMMISSION DISTRICT SIX (6)

HEAD START/EARLY HEAD START SITES:

O'Farrill Learning Center 82 HS Children Enrolled	6741 S. W. 24 th Street Miami, Florida 33155	(305) 264-3232
South Hialeah Elementary 54 HS Children Enrolled	265 E. 5 th Street Hialeah, Florida 33010	(305) 805-7187

COMMISSION DISTRICT SEVEN (7)

HEAD START/EARLY HEAD START SITES:

St. Albans/Coconut Grove 110 HS Children Enrolled	3465 Brooker Street Miami, Florida 33143	(305) 443-1234
St. Albans South Miami 60 HS Children Enrolled	6060 S. W. 66 th Street Miami, Florida 33143	(305) 667-2664
South Miami** 40 HS Children Enrolled 8 EHS Children Enrolled	6125 S. W. 68 th Street Miami, Florida 33143	(305) 805-7187
Sunflowers Academy 60 HS Children Enrolled	2901 N. W. 7 th Street Miami, Florida 33135	(305) 631-9689

COMMISSION DISTRICT EIGHT (8)

HEAD START/EARLY HEAD START SITES:

CC Good Shepherd 260 HS Children Enrolled	18601 S. W. 97 th Avenue Miami, Florida 33157	(305) 235-1756
Whigham Elementary 20 HS Children Enrolled	21545 S. W. 87 th Avenue Miami, Florida 33157	(305) 378-1788
Leisure City Mobiles** 80 HS Children Enrolled 8 EHS Children Enrolled	14835 Fillmore Lane Leisure City, Florida 33032	(305) 245-6626

** Denotes Early Head Start Services at this site.

COMMISSION DISTRICT NINE (9)

HEAD START/EARLY HEAD START SITES:

AIMS High Academy 80 HS Children Enrolled	1013 North Redland Road Miami, Florida 33034	(305) 248-3400
Arthur Mays Villas 40 HS Children Enrolled	11341 S. W. 216 th Street Miami, Florida 33170	(305) 234-4950
CC South Dade 280 HS Children Enrolled	28520 S.W. 148 th Avenue Homestead, Florida 33034	(305) 245-0979
Colonial Drive Elementary 20 HS Children Enrolled	10755 S. W. 160 th Street Miami, Florida 33157	(305) 238-4175
CPHI South** 66 HS Children Enrolled 24 EHS Children Enrolled	28205 S.W. 125 th Avenue Homestead, Florida 33039	(305) 416-7190
Isaac A. Withers** 120 HS Children Enrolled 24 EHS Children Enrolled	21300 S.W. 122 nd Avenue Goulds, Florida 33170	(305) 251-2395
LeJardin I 80 HS Children Enrolled	320 N.W. 2 nd Street Homestead, Florida 33034	(305) 245-2422
LeJardin II 240 HS Children Enrolled 32 EHS Children Enrolled	107 S.W. 8 th Street Homestead, Florida 33032	(305) 248-3633
LeJardin III 60 HS Children Enrolled	77 W. Mowry Street Homestead, Florida 33030	(305) 247-0696
LeJardin 4 100 HS Children Enrolled	735 N. E. 12 th Avenue Miami, Florida 33039	(305) 205-1580
Chapman Elementary 100 HS Children Enrolled	27190 S. W. 140 th Avenue Miami, Florida 33032	(305) 242-2298

COMMISSION DISTRICT TWELVE (12)

HEAD START/EARLY HEAD START SITES:

Centro Mater West 1** 176 HS Children Enrolled 16 EHS Children Enrolled 16 EHS Home Based Children Enrolled	8298 N. W. 103 rd Street Miami, Florida 33016	(305) 357-4395
Centro Mater West 2 40 HS Children Enrolled	7700 N. W. 98 th Street Miami, Florida 33016	(305) 827-4050
Dupuis Elementary 60 HS Children Enrolled	1150 W. 59 th Avenue Hialeah, Florida 33012	(305) 535-4239
Paradise Christian-Hialeah 155 HS Children Enrolled	6184 West 21 st Court Hialeah, Florida 33016	(305) 828-7477
Paradise Christian-Doral 30 HS Children Enrolled	7500 N. W. 58 th Street Miami, Florida 33166	(305) 716-1772
Tropical Elementary 20 HS Children Enrolled	4545 S. W. 104 th Avenue Miami, Florida 33165	(305) 223-5552
Sweetwater 30 HS Children Enrolled	250 S. W. 114 th Avenue Sweetwater, Florida 33144	(305) 227-3162

Facility or Home Name	Address	City	State	Zip	Capacity
3 C's Preschool	14920 SW 67 Avenue	Palmetto Bay	FL	33158	193
A & A Children's Academy #2	10271 SW 92 Terrace	Miami	FL	33155	32
A & A Children's Academy I	10271 SW 92 Terrace	Miami	FL	33155	32
A Little College Club Corp	P.O. BOX 171512	Miami Lakes	FL	33014	44
A Mother's Care Learning Center	5861 NW 17 Avenue	Miami	FL	33142	48
A R C Project Thrive Program	11025 Southwest 84th Street #6 and 7	Miami	FL	33173	146
A Small World Learning Center IV	840 East 25th Street	Hialeah	FL	33013	80
A To Z For Kids	1343 Alton Road	Miami Beach	FL	33139	49
A.B.F. Learning Center	13350 SW 288 Street	Miami	FL	33033	130
A+ Early Learning Center	15422 SW 137 Place	Miami	FL	33176	48
Abbott School & Child Care Center #5	P O Box 414486	Miami Beach	FL	33141	22
Abby Child Care Centre II Inc	735 NE 12 Avenue	Homestead	FL	33030	253
ABC Learning Center	10390 NE 2nd Avenue	Miami Shores	FL	33138	77
ABC'S Pre-School and Learning Center	8953 SW 107 Ave Rear	Miami	FL	33176	60
Acade Mir Preschool	11980 S.W. 8 Street	Miami	FL	33184	79
Acadekids Preschool and Learning Center	8901 SW 157 Ave # 18-19	Miami	FL	33196	96
AcadeMir Preschool Learning Center	13911 SW 42 Street #108	Miami	FL	33175	94
Academir Preschool Learning Center # 4	8901 SW 157 Ave # 18	Miami	FL	33196	82
Adranah's Day Care Center Inc	2501 NW 206 Street	Miami Gardens	FL	33056	33
Agape Developmental Learning Center	22790 SW 112 Avenue	Miami	FL	33170	14
Aguamarina Pre-School	1800 SW 2 Ct	Miami	FL	33129	30
Aim High Learning Center I Expansion	1013 NW Redland Road	Florida City	FL	33034	147
Aim High Learning Center II	26201 SW 139 Avenue	Naranja	FL	33032	36
Alberto's Dream Child Care and Learning Center	1253 Northeast 112th Street	Miami	FL	33161	46
Aleida's Nursery	300 NW 45 Avenue	Miami	FL	33126	25
Alexander Academy	2395 Northwest 7th Street	Miami	FL	33125	83
Alexander Montessori School	14400 Old Cutler Road	Palmetto Bay	FL	33158	266
Alexander Toddler & Preschool Inc	17800 Old Cutler Road	Palmetto Bay	FL	33157	42
All My Sweet Kids Day Care Center Inc	20000 SW 110 Court	Miami	FL	33189	25
All Stars Child Development Center	9044 N W 25 Street	Doral	FL	33172	89
Allapattah Child Care	1836 N W 22 Place	Miami	FL	33125	100
Allapattah Wynwood Childcare School	1500 N.W. 16 Avenue	Miami	FL	33125	83
Allapattah Wynwood Jardin Infantil Child Care Center	1500 NW 16 Avenue	Miami	FL	33125	100
Alpha & Omega Christian Learning Center	7800 S W 56th Street	Miami	FL	33155	83
Alphabet Soup Learning Center	3805 Southwest 137th Avenue	Miami	FL	33175	97
Amazing Learning Academy	516-540 N.E. 124 St	Miami	FL	33161	103
Amazing Learning Academy II Inc	247 E 4th ST	Hialeah	FL	33010	136
America's Christian Future	16931 NW 67Ave	Miami	FL	33015	90
Anadia Child Care Center	8282 NE 1st Avenue	Miami	FL	33138	63
Angels Love & Care	6900 West 32 Ave#18-25	Hialeah	FL	33018	149
Angels Love & Care I	6900 West 32 Avenue # 11-12	Hialeah	FL	33018	39
Aquamarina Preschool	7515 SW 61 Ave	Miami	FL	33143	87
ARC Project Thrive #4	756 West Palm Drive	Florida City	FL	33034	93
ARC Project Thrive #5	40 NW 5 Ave	Florida City	FL	33034	85
Arrowhead Nursery and Kindergarten	1210 S.W. 78th Court	Miami	FL	33144	65
Arthur Mays Head Start and Child Care Center	701 NW 1st Ct, S-9118	Miami	FL	33170	40
Assurant Child's Place	11222-11280 Quail Roost Dr	Miami	FL	33157	330

Facility or Home Name	Address	City	State	Zip	Capacity
Aventura Learning Center III	2300 Northeast 171st Street	North Miami Beach	FL	33160	90
Aventura Learning Center, Inc	2221 Northeast 171st Street	North Miami Beach	FL	33160	69
B & G Preschool #2 Inc	7490 SW 23 Street	Miami	FL	33155	53
B & G Preschool, Inc.	7879 NW 27 Avenue	Miami	FL	33147	87
B T After School Care Club	3911 NW 64 Avenue	Miami Springs	FL	33166	65
B T W Tumbling Tornadoes Preschool	1200 N.W 6 Avenue	Miami	FL	33132	30
Baby Stars Inc.	3565 NE 207 Street St A9	Aventura	FL	33180	24
Baby's Castle, Inc.	10702 NE 6 Avenue	Miami	FL	33161	45
Balls Of Fire Paradise Academy	4200 NW 2 Avenue	Miami	FL	33127	144
Bambi Land Day Care Center	4755 West 8th Avenue	Hialeah	FL	33012	39
Bamby's Day Care Center And Nursery School, Inc	PO BOX 440857	Miami	FL	33126	60
Banyan Day School	340 Palermo Ave	Coral Gables	FL	33134	165
Baptist Hospital Early Learning Center	8900 North Kendall Drive	Miami	FL	33176	241
Baymar	2100 Northwest 107th Avenue	Miami	FL	33172	158
Beacon Hill Preparatory School	18001 NW 22 Ave	Miami Gardens	FL	33056	39
Beautiful Beginnings Preschool & Daycare	3220 NW 7th Street	Miami	FL	33125	56
Belafonte Tacolcy Center Inc	6161 NW 9th Avenue	Miami	FL	33127	163
Bet Breira School	9400 SW 87 Avenue	Miami	FL	33176	190
Beth David Gordon School ECC	2625 SW 3rd Avenue	Miami	FL	33129	120
Beth Shmuel Montessori School	1719 Lenox Avenue	Miami Beach	FL	33139	33
Beth Torah Adath Yeshurun	20350 NE 26 Avenue	North Miami Beach	FL	33180	312
Bethany Child Development Center	911 Northwest 183rd Street	Miami Gardens	FL	33169	158
Bethany Evangelical Covenant Church and School	125 NE 119 St	North Miami	FL	33161	120
Bethel Christian Schools	1725 NE 164 Street	North Miami Beach	FL	33162	62
Bethel Early Learning Center	2000 NW 2nd Ave	Miami	FL	33127	33
Bethune Head Start & Child Care Center	701 NW 1 Court S-9118	Miami	FL	33142	600
Betty's Preschool Academy Inc	PO BOX 245102	Miami	FL	33055	145
Bible Baptist Christian Academy	9801 N W 24th Avenue	Miami	FL	33147	95
Biscayne Elem. Head Start & Child Care Center	701 Northwest 1 Court S-9118	Miami Beach	FL	33141	40
Biscayne Gardens Daycare Center Inc	670 NW 153 Street	Miami	FL	33169	55
Bluestar Learning Center	6030 NW 21st Avenue	Miami	FL	33142	50
Bola Childcare and Learning Center	P.O. Box 380373	Miami	FL	33138	88
Born 2 Learn	8794 N W 25th Street	Doral	FL	33172	125
Boys & Girls Preschool III	12240 SW 8 Street	Miami	FL	33184	191
Bridging The Gap Academy	16190 NW 27th Avenue	Miami Gardens	FL	33054	
Bright Futures Preschool	13724 Southwest 84th Street	Miami	FL	33183	100
Bright Kids Learning Center, Inc.	PO Box 16265	Miami	FL	33169	63
Bright Star Academy Day Care Corp	16341 Northwest 57th Avenue	Miami Gardens	FL	33014	102
Bright Stars Learning Academy	315 West Palm Drive	Florida City	FL	33034	98
Bright Start Educational Center Inc	514 West 51st Place	Hialeah	FL	33012	49
Bright Start Too Educational Center Inc	7335 West 14 Ct	Hialeah	FL	33012	60
Brito Miami Private Day Care	2732 SW 32nd Avenue	Miami	FL	33133	115
BUFI Preschool	3655 NW 107 Avenue, #112	Doral	FL	33178	57
Building Blocks Day Care and Preschool	8746 SW 24 Street	Miami	FL	33165	39
Building Blocks Learning Center	10750 NW 58th Street	Doral	FL	33178	146
Bunche Park Elem Head Start & Center	701 NW 1st Street S9118	Opa Locka	FL	33054	20

Facility or Home Name	Address	City	State	Zip	Capacity
Dupuis Elementary Head Start and Child Care Center	701 NW 1st Court Suite 9118	Hialeah	FL	33012	60
Early Enrichment Center	10711 West Flagler Street	Miami	FL	33174	80
Early Learning Center	12907 NE 7th Avenue	North Miami	FL	33161	68
Early Start Inc Day Care	11895 SW 56th Street	Miami	FL	33175	200
Early Step Learning Center	51 NE 82 Terrace	Miami	FL	33138	135
Early Years Academy	17790 Northwest 78th Avenue	Hialeah	FL	33015	132
Early Years Montessori Academy	7755 Northwest 178 Street	Hialeah	FL	33015	48
Easter Seals South Florida	1475 Northwest 14th Avenue	Miami	FL	33125	200
Ebenezer Day Care Center	4111 Southwest 4th Street	Miami	FL	33134	100
Edison Private School Preschool	3720 East 4th Avenue	Hialeah	FL	33013	138
Eight Street Day Care	1405 NE 8 Street	Homestead	FL	33033	122
El Redentor Day Care Ministries	175 SW 120 Avenue	Miami	FL	33184	100
El Rey Jesus Pre-school	9353 SW 152 Avenue	Miami	FL	33196	149
Elite Kids Enrichment Center	11300 NW 87 Court	Hialeah Gardens	FL	33018	134
Emaus Child Care Center	206 SW 96 Court	Miami	FL	33174	29
Emmanuel Kindergarten Day Care	P O Box 22821	Miami Gardens	FL	33056	170
Excel Kids Academy	17560 NW 27 Avenue	Miami Gardens	FL	33056	135
FCAA Corporate Program Children's Learning Center	14701 NW 7th Avenue	Miami	FL	33168	149
FCAA Opa-Locka Educational Service Center	14701 NW 7th Ave	Opa Locka	FL	33054	184
Faith Lutheran School	293 Hialeah Drive	Hialeah	FL	33010	48
Fantasy World Learning Center	11540 SW 147 Avenue # 8-13	Miami	FL	33196	84
Fantasyland Day Care Center Corp.	9600 Southwest 8th Street Suite 13	Miami	FL	33174	90
Fantasyland Learning Center Corp	8670 SW 40th Street	Miami	FL	33155	120
Farah's Angels Daycare Center	15002 NE 12 Avenue	Miami	FL	33161	130
FCAA Bunche Park ECE Center	14701 NW 7th Avenue	Opa Locka	FL	33054	45
FCAA Dr. Dazell Simpson Early Childhood Development Center	14701 NW 7th Avenue	Miami	FL	33137	201
FCAA New Mt Zion Early Childhood Center	14701 NW 7 Avenue	Hialeah	FL	33010	52
Feinberg-fisher Elementary Head Start & Child Care	701 NW 1st S9118	Miami Beach	FL	33139	40
First Assembly Christian Academy	824 West Palm Drive	Florida City	FL	33034	85
First Discovery Links Learning Center	271 Park Blvd	Miami	FL	33126	46
First Impressions Pre-school & Day Care	12300 Quail Roost Dr	Miami	FL	33177	95
First Infant University Daycare	1685 SW 107 Avenue	Miami	FL	33165	67
First Spanish United Presbyterian Day Care	2480 NW 7 Street	Miami	FL	33125	69
First United Methodist Christian School	622-A North Krome Avenue	Homestead	FL	33030	195
Fisher Island Day School	2 Fisher Island Drive	Fisher Island	FL	33109	62
Five Star Learning Center	2360 West 68 Street Suite 111	Hialeah	FL	33016	102
Florida City Academy	26049 S Dixie Hwy	Naranja	FL	33032	79
Forest Lakes Learning Center	16760 SW 88 ST	Miami	FL	33196	121
Friendly Kids Academy	9500 SW 32 St	Miami	FL	33165	30
Fulford Christian Day Care Inc	1900 NE 164 ST	North Miami Beach	FL	33162	135
Fun Care Learning Center	17701 NW 57 Ave	Miami	FL	33055	56
Fun Club	6710 SW 80th Street	Miami	FL	33143	55
Future Kids	11402 NW 41 Street #107	Doral	FL	33173	123
Future Leader Day Care Center	2883-85 SW 37 Ave	Miami	FL	33133	57
Future Leader Day Care II	16237 SW 88 ST	Miami	FL	33196	149
Future Leaders of the World Learning Center	2711 S.W. 137 Avenue, B-78	Miami	FL	33175	65
Fuzzy's Day Care and Learning Center	3878 SW 112 Avenue	Miami	FL	33165	30

Facility or Home Name	Address	City	State	Zip	Capacity
Gables Montessori School	990 S.W. 42 Avenue	Miami	FL	33134	88
Garden Of Light Academy, Inc.	1171 NE 149 Street	Miami	FL	33161	55
Genesis Children's Academy Inc	7506 SW 117 Avenue	Miami	FL	33183	95
Genius Day School, Inc	5859 B SW 16th Street	Miami	FL	33155	97
Get Smart Kids Academy, Inc	1565 Northeast 125 Street	North Miami	FL	33161	109
Gingerbread House Day Care	2052 S W 1 Street	Miami	FL	33135	120
Girl Scout Academic After School Program	11347 SW 160 Street	Florida City	FL	33034	75
Girl Scout Academic After School Program	11347 SW 160 Street	Homestead	FL	33030	50
Girl Scout Academic After School Program	11347 SW 160 Street	Homestead	FL	33030	50
Gladeview Christian School	12201 SW 26 St	Miami	FL	33175	150
God's Place 4 Kids Inc	5700 W 12 Ave	Hialeah	FL	33012	27
Golden Apple Learning Center	2901 S.W. 7 Street	Miami	FL	33134	68
Golden Glades Learning Center	17700 Northwest 27th Avenue	Miami Gardens	FL	33056	170
Golden Mittens Montessori	13500 SW 51st street	Miami	FL	33015	38
Good Shepherd Child Care Center	9401 Biscayne Boulevard	Miami	FL	33157	260
Gospel Tabernacle Child Care Development And Learning Center	3341 NW 189th Street	Miami Gardens	FL	33056	35
Grace Lutheran Preschool Learning Center	254 Curtiss Parkway	Miami Springs	FL	33166	274
Granada Presbyterian Day School	900 University Drive	Coral Gables	FL	33134	183
Gratigny Day Care Center Corp.	1800 West 68th Street Suite 109 to 112	Hialeah	FL	33014	88
Great Discoveries Learning Center Inc	15260 SW 280 St # 103	Homestead	FL	33032	78
Greater Love Day Care Inc	1214 NW 9 Avenue	Florida City	FL	33034	44
Greater Miami Adventist Academy Early Childhood Education and Care	500 NW 122 Ave	Miami	FL	33182	50
Growing Days Childcare and Learning Center	4137 SW 183rd Ave	Miami Lakes	FL	33014	98
Growing Treasures Learning Center # 3	600 East 24 Street	Hialeah	FL	33013	34
Growing Treasures Learning Center #2	8318 Northwest 103rd Street	Hialeah	FL	33016	215
Haitian American Christian Society, Inc.	111 NW 77th Street	Miami	FL	33150	33
Hanan's Childcare and Academic Development Center Inc	13250 NW 28 Avenue	Opa Locka	FL	33054	80
Happy Babies Corp	11 East 12th Street	Hialeah	FL	33010	40
Happy Children Childcare Center	1927 West 68th Street	Hialeah	FL	33014	50
Happy Children II	1937 West 68th Street	Hialeah	FL	33014	21
Happy Children of Overtown, Inc.	P.O. Box 414597	Miami,	FL	33127	45
Happy Dreams Learning Center, Inc	1373-75 S W 37 Avenue	Miami	FL	33145	48
Happy Family Learning Center	6950 SW 117 Avenue #102	Miami	FL	33183	108
Happy Garden Day Care and Preschool	4440 NW 7th Street	Miami	FL	33126	16
Happy Hippo Day Care & Learning Center	15673 North Kendall Drive	Miami	FL	33196	47
Happy Hippo Too Preschool	12548 Southwest 120th Street	Miami	FL	33186	89
Happy Memories Learning Center Corp	9911 SW 142 Ave	Miami	FL	33186	119
Happy Memories Learning Center I	9911 SW 142 Ave	Miami	FL	33186	142
Hebrew Academy Preschool	2400 Pine Tree Drive	Miami Beach	FL	33140	159
Highpoint Academy Inc	12101 SW 34th Street	Miami	FL	33175	92
His Loving Hands Child Care	15020 Harrison Street	Miami	FL	33176	27
Holy Comforter Day Care Center	150 SW 13 Avenue	Miami	FL	33135	132
Holy Cross Lutheran Church and School of North Miami	650 NE 135 St	N Miami	FL	33161	124
Holy Redeemer Child Care Center / Catholic Charities ADOM	130 NE 62 Street	Miami	FL	33147	110
Homestead Christian Academy	255 NE 2 Drive	Homestead	FL	33030	270
Homestead D L C YMCA	1034 NE 8 Street	Homestead	FL	33030	141

Facility or Home Name	Address	City	State	Zip	Capacity
Kidz Ark Learning Center and Day Care	15536 SW 72 Street	Miami	FL	33193	61
Kidz City Learning Center	3920 East 8th Avenue	Hialeah	FL	33013	27
Kidz Korner Day Care Center Inc	6700 SW 132nd Avenue	Miami	FL	33183	20
Kidz Zone Center Inc	3178 NW 132 Terrace	Opa Locka	FL	33054	20
Killian Montessori School	8640 SW 112 Street	Miami	FL	33156	72
Kinder Babez Academy & Day Care	9526 SW 137 Avenue	Miami	FL	33186	92
Kinder Care Learning Centers	14387 SW 96 Street	Miami	FL	33186	135
Kinder House Learning Center	15785 SW 56 Street	Miami	FL	33185	120
Kindercare Enrichment Center	8001 Oak Lane	Miami Lakes	FL	33016	200
KinderCare Learning Center	15005 Southwest 122nd Avenue	Miami	FL	33186	150
KinderCare Learning Centers, Inc	4801 Southwest 140th Avenue	Miami	FL	33175	133
Kinderkids Daycare And Learning Center	13700 S.W. 13 Street	Miami	FL	33184	29
Kinderland 4 Kids II	14710 SW 56 St	Miami	FL	33185	27
Kinderland 4 Kidz	14726 Southwest 56 Street	Miami Beach	FL	33141	63
Kingdom Academy	9010 Southwest 157th Avenue	Miami	FL	33196	262
Kingdom Kids Care	14400 NE 6 Avenue	North Miami	FL	33161	77
King's Kids Academy	2818 Northwest 169th Terrace	Miami Gardens	FL	33056	37
King's Kids Academy, Inc.	3160-80 NW 135 Street	Opa Locka	FL	33054	68
King's Kids Palace	1219-71st Street	Miami Beach	FL	33141	30
Kingswood Montessori Academy Inc	20130 SW 304 Street	Homestead	FL	33030	70
L' Atelier School	5960 SW 71 Street	South Miami	FL	33143	75
La Petite Academy # 3	21650 Southwest 98th Avenue	Miami	FL	33190	150
La Petite Academy #1	14901 SW 127 Ave	Miami	FL	33186	150
La Petite Academy #2	10920 Southwest 184th Street	Miami	FL	33157	257
La Petite Academy #4	6190 N W 7 Street	Miami	FL	33126	150
La Prima Casa Montessori	1770 Brickell Avenue	Miami	FL	33129	46
La Scala "El Bebe" Learning Center	151 East 9 Street	Hialeah	FL	33010	51
La Scala L'Enfant" Learning Center	339 East 39 Place	Hialeah	FL	33013	106
La Scala Preschool Learning Center Musikids 4	499 E 21st Street	Hialeah	FL	33013	264
La Scuola	13301 SW 87 Ave	Miami	FL	33176	194
Lago Mar Pre School I	15732 Southwest 72nd Street	Miami	FL	33193	80
Lago Mar Preschool II	12871 Southwest 42nd Street	Miami	FL	33175	82
Lake View Baptist Day Care Center Inc	11500 NW 17 Ave	Miami	FL	33167	103
Landow Yeshiva School	17330 NW 7 Ave	Miami Gardens	FL	33169	283
Las Americas Day Care	910 SW 35 Avenue	Miami	FL	33135	96
Latina Early Childhood Center	1223 Southwest 4th Street	Miami	FL	33135	68
Le Jardin Community Center Inc	311 NE 8 Street Suite 104	Homestead	FL	33030	60
Le Jardin Community Center Inc	311 NE 8 Street Suite 104	Homestead	FL	33030	126
Le Jardin Community Center Inc	311 NE 8 Street Suite 104	Homestead	FL	33030	276
Le Petit Papillon Montessori School	P.O. Box 416493	Miami Beach	FL	33141	250
Learn & Play Preschool	8391 Northwest 8th Street	Miami	FL	33126	100
Learn & Play Preschool # 2	8380 Northwest 8th Street	Miami	FL	33126	128
Learning Tree Day Care Preschool 2, Inc	4205 SW 84th Avenue	Miami	FL	33155	24
Lehrman Community Day School	727 77th Street	Miami Beach	FL	33141	181
Leilany Nursery School Corporation	10316 West Flagler Street	Miami	FL	33174	47
Leisure City Head Start and Child Care Center	701 NW 1 Court S-9118	Leisure City	FL	33032	120
Lemon City Day Care Center	27 NE 58 Street	Miami	FL	33137	45
Libby's Kiddie Care	1451 N.W. 138 Street	Miami	FL	33167	45
Liberty Academy Daycare and Preschool, Inc.	1945 NW 168 Avenue	Miami	FL	33150	91

Facility or Home Name	Address	City	State	Zip	Capacity
Liberty Square Head Start & Child Care Center	701 NW 1st Court S-9118	Miami	FL	33147	86
Life Academy II	P O Box 680820	Miami Gardens	FL	33169	175
Li'l Pirates Learning Center	5790 S.W. 8 Street	Miami	FL	33144	52
Lincoln - Marti	2700 SW 8 Street	Miami	FL	33147	107
Lincoln - Marti After School-2111 NW 103 St	2700 SW 8 Street	Miami	FL	33147	120
Lincoln Marti	2700 SW 8 Street	Hialeah	FL	33018	168
Lincoln Marti	2700 SW 8 Street	Homestead	FL	33030	122
Lincoln Marti	2700 SW 8 Street	Homestead	FL	33030	45
Lincoln Marti	2700 S.W. 8 Street	Miami	FL	33135	44
Lincoln Marti	904 SW 23 Ave	Miami	FL	33182	178
Lincoln Marti	2700 SW 8 Street	Miami	FL	33125	42
Lincoln Marti	2700 S.W. 8 St.	Miami	FL	33135	60
Lincoln Marti	2700 SW 8th Street	Miami	FL	33125	66
Lincoln Marti	2700 SW 8th Street	Miami	FL	33130	65
Lincoln Marti	2700 SW 8 St	Miami	FL	33157	60
Lincoln Marti	904 SW 23 Ave	Miami	FL	33186	138
Lincoln Marti	2700 SW 8 St	Hialeah	FL	33016	129
Lincoln Marti	2700 SW 8 St.	Miami	FL	33128	71
Lincoln Marti	2700 S.W. 8 Street	Miami	FL	33130	116
Lincoln Marti	2700 SW 8 Street	Miami	FL	33144	180
Lincoln Marti	9401 Southwest 168th Street	Miami	FL	33157	52
Lincoln Marti	2700 S.W. 8 St.	Miami	FL	33135	38
Lincoln Marti	2700 SW 8 Street	Miami	FL	33033	175
Lincoln Marti	2700 S.W. 8 ST.	Miami	FL	33135	60
Lincoln Marti	2700 SW 8 St	Hialeah	FL	33013	57
Lincoln Marti	2700 S.W. 8 ST.	Miami	FL	33135	195
Lincoln Marti	2700 SW 8 St	Hialeah	FL	33010	100
Lincoln Marti	2700 SW 8 Street	Miami	FL	33125	97
Lincoln Marti	2700 SW 8 Street	Miami	FL	33130	203
Lincoln Marti	2700 SW 9 Street	Miami	FL	33135	43
Lincoln Marti	2700 SW 8 Street	Homestead	FL	33030	140
Lincoln Marti	2700 SW 8th St	Homestead	FL	33030	279
Lincoln Marti	2700 S.W. 8 ST.	Miami	FL	33135	160
Lincoln Marti	14 West 45 Place	Hialeah	FL	33012	103
Lincoln Marti	2700 SW 8th Street	Hialeah	FL	33010	114
Lincoln Marti	2700 S.W. 8 Street	Miami	FL	33144	64
Lincoln Marti	2700 SW 8th St	Miami	FL	33170	342
Lincoln Marti	2700 SW 8 Street	Miami Beach	FL	33141	99
Lincoln Marti	2700 SW 8 Street	Miami Beach	FL	33139	81
Lincoln Marti	2700 S.W. 8 ST.	Miami	FL	33184	150
Lincoln Marti	2700 S.W. 8 Street	Miami	FL	33194	148
Lincoln Marti School & Day Care	2700 SW 8 Street	Miami	FL	33130	80
Lincoln Marti Schools & Day Care Centers	2700 S.W. 8 Street	Miami	FL	33135	33
Lincoln-Marti	2700 SW 8 Street	Miami	FL	33147	60
Lindsey Hopkins Technical Educational Center Child Care Center	750 NW 20 Street	Miami	FL	33127	75
Little Angel Academy 2	441 West 11 Street	Hialeah	FL	33010	20
Little Angel Academy Inc	421 West 11th Street	Hialeah	FL	33010	67
Little Angels Academy Pre-School, Inc	2432 SW 137 Avenue	Miami	FL	33175	34
Little Angel's Christian Academy	13720 NW 22nd Ave	Opa Locka	FL	33054	99

Facility or Home Name	Address	City	State	Zip	Capacity
Mother of Christ Catholic Learning Center	14141 SW 26 Street	Miami	FL	33175	150
Mt Nebo Community Learning Center Inc	6075 SW 64th Street	Miami	FL	33143	42
Mt Olivette Child Care Center	P.O. Box 421345	Miami	FL	33142	52
Mt. Calvary Baptist Day Care	1140 NW 62 Street	Miami	FL	33150	177
My 2nd Home Loving Care Inc	10860 NE 12 Ave	Miami	FL	33161	33
My Child's Dreams	1570 West 43rd Place Suite #15	Hialeah	FL	33012	55
My Dreams Day Care	2200 SW 76th Avenue	Miami	FL	33155	28
My Family Learning Centers Inc	1360 Kasim Street	Opa Locka	FL	33054	26
My First Place School	8040 SW 81st Drive	Miami	FL	33143	103
My First School Inc	968 Southwest 82nd Avenue	Miami	FL	33144	89
My First Steps Learning Day Care Inc	1006 East 8th Avenue	Hialeah	FL	33010	60
My Happy House Day Care	4235 West 16th Avenue	Hialeah	FL	33012	47
My Kid's Place Christian Day Care #2	14150 West Dixie Hwy	North Miami	FL	33161	51
My Little Angels Day Care Center	280 South Krome Avenue	Homestead	FL	33030	63
My Little Angels Day Care Center	28724 South Dixie Highway	Homestead	FL	33033	75
My Little Angels Inc II	29400 Old Dixie Highway	Homestead	FL	33033	90
My Little Genius Preschool LLC	2122 West 68th Street	Hialeah	FL	33016	41
MY LITTLE SCHOOL ACADEMY	7980 NW 156TH Terrace	Miami	FL	33015	
My Little World Inc	11369 West Flagler Street	Miami	FL	33174	96
My Little World Preschool	9730 SW 183 Street	Palmetto Bay	FL	33157	39
My World Learning Center	3101 East 4th Avenue	Hialeah	FL	33013	61
Nana's Child Care Inc	3521 East 4th Ave	Hialeah	FL	33013	16
Nancy's Land Learning Center	8420 West Flagler Street	Miami	FL	33144	51
Naranja Prep Academy	150 North Homestead Blvd	Homestead	FL	33030	37
Naranja Prep Academy Annex	310 NE 2nd Drive	Homestead	FL	33030	26
Nathan B Young Elementary Head Start & Child Care	701 NW 1st Court S-9118	Miami	FL	33054	40
New Aladdin Learning Center	5932 West 16th Avenue	Hialeah	FL	33012	109
New Aladdin Learning Center Inc	5932 West 16th Avenue	Hialeah	FL	33012	67
New Angels Academy 2 Inc	9032 NW 163 Terrace	Hialeah	FL	33016	43
New Angels Day Care	8185 Northwest 155 Street Suite #1	Miami Lakes	FL	33016	40
New Dawn Day Care	17821 NW 80 Ave.	Miami	FL	33135	28
New Fellowship Development	2011 NW 151 Street	Opa Locka	FL	33054	60
New Future Generation Learning Center	11304 Quail Roost Dr	Miami	FL	33157	82
New Generation Preschools	5202 West Flagler Street	Miami	FL	33134	78
New Horizons Preschool	8150 SW 8th St #102	Miami	FL	33144	58
New Horizons Preschool II	2419 SW 147th Ave	Miami	FL	33185	90
New Horizons Preschool III	2757 SW 142 Avenue	Miami	FL	33175	105
New Sunrise Day Care I, Inc.	3680 S W 12th Street	Miami,	FL	33135	30
New Sunrise II	9557 Sunset Drive	Miami	FL	33173	60
New Testament Church Of God Little Angels Academy	10190 SW 168 Street	Miami	FL	33157	60
New Wave Learning Centers, Inc.	4884 N.W. 7th Street	Miami	FL	33126	57
Noah's Ark Day Care Inc	4246 Southwest 152nd Avenue	Miami	FL	33185	70
Norland 7th Day Adventist Child Development Center	1095 NW 183 Street	Miami Gardens	FL	33169	63
North County Head Start and Child Care	701 NW 1st Court-S-9118	Miami	FL	33056	30
North Dade Regional Academy, Inc.	P O Box 552054	Miami	FL	33055	80
North Hialeah Baptist Day Care	5800 Palm Avenue	Hialeah	FL	33012	86
North Miami Early Childhood Day Care	1200 NE 135th Street	North Miami	FL	33161	135
Northwest Christian Day Care Center	951 NW 136 St	Miami	FL	33168	165

Facility or Home Name	Address	City	State	Zip	Capacity
Northwest Spanish Baptist Church Day Care	8245 West 12 Avenue	Hialeah	FL	33014	99
Notre Dame Child Care/Catholic Charities	130 Northeast 62nd Street	Miami	FL	33138	220
Nuevo Amanecer Day Care Preschool	5042 West 12th Avenue	Hialeah	FL	33012	59
Nuevos Horizontes Day Care Christian Learning Center	26 East 7 Street	Hialeah	FL	33010	32
O'Farrill Learning Center	6741 SW 24th Street Suite 31	Miami	FL	33155	93
Oak Grove Child Development Center	11211 SW 102 Avenue	Miami	FL	33176	85
Old Cutler Academy Learning Center	20222 Old Cutler Road	Cutler Bay	FL	33189	45
Olinda Elementary Head Start & Child Care Center	701 NW 1 Ct., S-9118	Miami	FL	33142	40
Olympia Heights United Methodist Kindergarten Day Care	3801 SW 97 Avenue	Miami	FL	33165	100
On the Horizon Learning Center	12071 SW 117 Ave	Miami	FL	33176	85
One World Learning Center Inc	14500 NE 6 Avenue	North Miami	FL	33161	97
Ophelia E. Brown-Lawson Head Start & Child Care Center	701 NW 1st Court, S-9118	Opa Locka	FL	33054	120
Orchard Villa Elementary Head Start & Child Care Center	701 NW 1st Court S-9118	Miami	FL	33142	40
Our Children's Planet Learning Center	17414 S W 97 Avenue	Miami	FL	33157	39
Our Lady Of Charity	1900 West 44th Place	Hialeah	FL	33012	166
Our Lady Of Lourdes Pre-School Inc	1164 West 71st Street	Hialeah	FL	33014	143
Our Lady of the Rosary School	10701 SW 95th Street	Miami	FL	33176	150
Our Little Hands of Love Inc	489 West Lucy Street	Florida City	FL	33034	82
Our Little Ones	55 NW 59th Street	Miami	FL	33127	75
Palabra de Fe Christian Academy	2201 West 76 Street	Hialeah	FL	33016	92
Palmetto Presbyterian Preschool	6790 SW 56 Street	Miami	FL	33155	79
Pamela Taylor Day Care Center	1781 NW 152nd Terrace	Opa Locka	FL	33054	17
Paradise Christian School & Development Center Inc	6184 West 21st Court	Hialeah	FL	33016	308
Paradise Tailwinds Development Center	6184 West 21 Court	Miami	FL	33166	101
Parent Cooperative in Young Israel	830 NE 171 Street	North Miami Beach	FL	33162	15
Parents Morning Out Miami Shores Presbyterian Church	602 Northeast 96 Street	Miami Shores	FL	33138	30
Parkway Baptist Church Wee Care	18000 NW 18 Ave	Miami Gardens	FL	33056	119
Pebbles & Bam Bam Preschool	8710 SW 20 Terrace	Miami	FL	33165	43
Pentab Academy	18415 NW 7th Ave	Miami Gardens	FL	33169	100
Perrine Head Start & Child Care Center	17801 Homestead Avenue	Miami	FL	33157	80
Peter Pan Childcare & Learning Center	2500 SW 107 Ave #17	Miami	FL	33165	73
Petersen Montessori Academy	10395 NW 41 Street #150	Miami	FL	33178	60
Petit Carrousel	3421 SW 87 Ave	Miami	FL	33165	32
Petite World Preschool	4680 West 17 Court	Hialeah	FL	33012	85
Phyllis Miller Elem Head Start & Child Care Center	701 NW 1st Court, Suite #S-9118	Miami	FL	33138	25
Pin Pon Day Care	2123-2125 W. Flagler Street	Miami	FL	33125	35
Pinecrest Presbyterian Day School	10400 SW 57 Avenue	Pinecrest	FL	33156	231
Pinocchio Day Care	100 West 49th Street	Hialeah	FL	33012	37
Play & Learn Child Care Center	25001 SW 127 Ave Unit #103	Princeton	FL	33032	145
Play & Learn Child Care Center #2	26545 South Dixie Hwy	Homestead	FL	33032	50
Play And Learn Child Care	3200 SW 107 Ave	Miami	FL	33165	35
Play and Read Academy Corp.	1726 NW 36 Street Suite #17	Miami	FL	33142	85
Plymouth Preschool	3429 Devon Road	Miami	FL	33133	140
Poinciana Park Elementary Head Start & Child Care	701 NW 1 Ct S-9118	Miami	FL	33147	40

Facility or Home Name	Address	City	State	Zip	Capacity
Pombar's Kidz Child Day Care	7625 Byron Avenue	Miami Beach	FL	33141	25
Pooh's Corner Learning Center Inc	2400 West 80th Street Bay #1	Hialeah	FL	33016	93
Precious Little Angels Day Care Inc #2	367 West 29th Street	Hialeah	FL	33012	47
Precious Kids Daycare Center	11373 SW 211 Street Suite 1	Miami	FL	33189	78
Precious Little Steps Learning Center	801 NW 183 Street	Miami Gardens	FL	33169	40
Precious Moments Learning Center I	580 Davis Parkway	Florida City	FL	33034	146
Precious Smiles Preschool	15074 Southwest 72nd Street	Miami	FL	33193	110
Precious Time Childcare & Learning Center	17601 Northwest 78 Avenue #101	Miami	FL	33015	158
Precious Years Christian Preschool	2150 Southwest 8th Street	Miami	FL	33135	90
Preschool Curly's Kids	12730 SW 18 Street	Miami	FL	33175	15
Pre-Tech Academy	14901 SW 42 Street Suite 107	Miami	FL	33175	144
Princeton Pre-school & Child Care Center Inc	5928 SW 68 Street	Miami	FL	33143	50
Project Thrive South	21300 SW 122 Avenue	Goulds	FL	33170	20
Pro-Kids Learning Center Corp	2050 NE 8 Street	Homestead	FL	33033	150
Raggedy Ann & Andy's Pre-School Corp	9500 Southwest 174th Street	Palmetto Bay	FL	33157	75
Rainbow Children's Academy	2720 West First Avenue	Hialeah	FL	33010	147
Rainbow Intergenerational Child Care	700 SW 8 Street	Miami	FL	33130	44
Rainbow Intergenerational Child Care At Miami Beach	833 6 Street	Miami Beach	FL	33139	60
Rainbow World Learning Center	520 N W 103 Street	Miami	FL	33150	71
Rainbowland Preschool	7355 Southwest 24th Street	Miami	FL	33155	135
Raindrop Child Care Center	1420 Washington Avenue	Miami Beach	FL	33139	39
Ransom Everglades Children's Center	3575 Main Hwy	Miami	FL	33133	20
RCMA Everglades II Child Development Center	38010 SW 195 Avenue	Florida City	FL	33034	76
RCMA Fernando Pro Jr Child Development Center	P.O. Box 343342	Florida City	FL	33034	176
RCMA Learning Center School Age	P.O. Box 1688	Homestead	FL	33033	71
RCMA Redlands Child Development Center	P.O. Box 1688	Homestead	FL	33033	234
RCMA South Dade Child Development Center	P.O. Box 1688	Homestead	FL	33033	300
Ready 4 Preschool	3005 SW 107 Avenue	Miami	FL	33165	37
Reagan Educational Academy Inc	3168 West 76 Street	Hialeah	FL	33018	133
Redlands Christian Migrant Association Centro Villas	P.O. Box 343342	Florida City	FL	33034	70
Redlands Christian Migrant Association Everglades I Child Development Center	P.O. Box 343342	Florida City	FL	33034	100
Religiosas Teatinas Day Care	12261 SW 6 Street	Miami	FL	33184	30
REM Learning Center	16400 Southwest 147th Avenue	Miami	FL	33187	277
River of Hope Day School	4101 SW 107 Ave	Miami	FL	33165	55
Riverside Baptist Child Development Center	10775 Southwest 104th Street	Miami	FL	33176	150
Robert Morgan Preschool Center	18180 SW 122 Avenue	Miami	FL	33177	30
Robinson Tutoring & Taekwondo Center	13227 NW 7 Ave	N Miami	FL	33168	41
Royal Kids Academy	12503 W Okeechobee Rd	Hialeah Gardens	FL	33018	189
Royal Kids Academy II	3141 W 76 Street Suite #3	Hialeah	FL	33018	130
RV Little Giant Day Care Center	27020 South Dixie Highway	Naranja	FL	33032	114
Safe Haven Child Development Center	777 NW 85 Street	Miami	FL	33150	186
Sagrada Familia Child Care	970 Southwest 1st Street #204	Miami	FL	33130	170
Sagrada Familia Child Care Center	905 SW 1st Street	Miami	FL	33130	166
Salter's Little Lambs	2652 NW 48 Street	Miami	FL	33142	60
Sesame Street Child Care Center	5605 NW 32nd Avenue	Miami	FL	33142	65
Second Home Learning Center	118 West 7th Street	Hialeah	FL	33010	69
Shane Learning Center	16020 NW 2nd Ave	Miami	FL	33169	39

Facility or Home Name	Address	City	State	Zip	Capacity
Sheyes Learning Center DBA Gilberts Angel Daycare	3038 NW 48 Terrace	Miami	FL	33142	292
Sheyes of Miami	6043 NW 6th Court	Miami	FL	33127	62
Sheyes Of Miami #2 Young Achievers Day Care	4201 NW 2nd Avenue	Miami	FL	33127	75
Sheyes of Miami Day Care #3	4801 NW 7 Ave	Miami	FL	33127	75
Shining Light Childcare Development Center	8220 NW 13 Court	Miami	FL	33147	104
Shores School	545 Northwest 95th Street	Miami	FL	33150	116
Sierra Norwood Calvary Child Development Center	19101 NW 5 Avenue	Miami Gardens	FL	33169	164
Silvia's School	7091 West 14th Court	Hialeah	FL	33014	105
Sister Carolyn Learning Center	5400 SW 102 Avenue	Miami	FL	33165	80
Skipper Chuck's Child Care Center	2130 Hollywood Boulevard	Miami Gardens	FL	33056	75
Skipper Chuck's Child Care Center # 2	2130 Hollywood Boulevard A	Miami Gardens	FL	33056	52
Skipper Chuck's Child Care Inc #4	2130 Hollywood Blvd.	Miami	FL	33168	68
Small Fry - Knobel School	425 NE 154 Street	North Miami Beach	FL	33162	172
Small Fry Educational Center	1701 Northeast 167 Street	North Miami Beach	FL	33162	104
Small Fry Educational Day Care Center	1455 NW 183rd Street	Miami Gardens	FL	33169	256
Small Fry Educational Day Care Center	19350 Bellview Drive	Miami	FL	33157	187
Small Fry Educational Day Care Center	9701 Southwest 152nd Street	Miami	FL	33157	168
Small Hands Preschool	21334 SW 112 Avenue	Miami	FL	33189	27
Small Kids Academy II Child Development Center	2170 Northwest 127 Street	Miami	FL	33150	50
Small Kids Academy Inc	P.O. Box 541626	Miami	FL	33167	30
Small Talk Academy Preschool Inc	P O Box 162625	Miami	FL	33161	82
Small Wonders Child Care & Preschool	12031 SW 131 Avenue	Miami	FL	33186	104
Small Wonders of Miami	14118 SW 288 Street	Leisure City	FL	33033	126
Small Wonders of Miami #3	29501 SW 152 Avenue	Leisure City	FL	33033	143
Small Wonders of Miami Annex	14102-04 Southwest 288th Street	Homestead	FL	33033	60
Small Wonders of Miami II	10725 Southwest 216th Street #308	Miami	FL	33170	111
Small Wonders South Inc	119 South Redland Road	Florida City	FL	33034	40
Small World Montessori Method School II	14100 NE 6th Ave	N Miami	FL	33161	56
Small World Montessori Method School V	4888 NW 183 Street Suit 114	Miami Gardens	FL	33055	140
Small World Montessori Preschool	700 Northeast 177th Street	Miami	FL	33162	12
Smart Kids Children's Learning Center	11495 SW 56 St	Miami	FL	33165	33
Smart Start at City Church	47 NW 16 Street	Homestead	FL	33030	56
Smart Starts At Tamiami	860 SW 76 Ct.	Miami	FL	33143	480
Smart Starts Child Development Center	1101 SW 12 Avenue	Miami	FL	33129	76
Smart Starts Day School	9025 Sunset Drive	Miami	FL	33173	72
Smart Starts Day School I	8445 Sunset Drive	Miami	FL	33143	179
Smart Starts Day School II	7450 West 4th Avenue	Hialeah	FL	33014	218
Smart Starts Learning Center	9945 Sunset Drive	Miami	FL	33173	160
Smart Starts Preschool	8445 Sunset Drive	Hialeah	FL	33013	199
Smiling Faces Preschool & Day Care Center	3410 SW 110th Avenue	Miami	FL	33165	60
Snow White & The Seven Dwarfs School	2400 West 56th Street	Hialeah	FL	33016	247
Snow White Preschool and Child Care Center	4081 S.W. 2 Terrace	Miami	FL	33134	35
Snow White Preschool and Child Care Center II	4081 SW 2nd Terrace	Miami	FL	33134	35
South Hialeah Elem Head Start & Child Care Center	701 NW 1st Ct S-9118	Hialeah	FL	33010	55
South Miami Head Start & Child Care Center	701 Northwest 1st Court S-9118	Miami	FL	33143	60
South Miami Hospital Early Learning Center	6200 S W 73 Street	South Miami	FL	33143	76

Facility or Home Name	Address	City	State	Zip	Capacity
South Miami Lutheran School	7190 Sunset Drive	Miami	FL	33143	150
South Pointe Elementary Head Start & Child Care Center	701 NW 1 Ct. S-9118	Miami Beach	FL	33139	21
Sparks Day Care And Preschool/SPNA Educational Development Center	8129 NW 12 Court	Miami	FL	33147	51
Special Needs Child Care	800 NW 15 Street	Miami	FL	33136	20
Spirit of Christ Child Development Center & Academy	18801 West Dixie Highway	North Miami Beach	FL	33180	65
St Agnes Rainbow Village Family Development Center	321 NW 20th Street	Miami	FL	33127	80
St Alban's Day Nursery Inc	3465 Brooker Street	Miami	FL	33133	185
St Alban's Day Nursery Inc	6060 SW 66 Street	Miami	FL	33143	74
St Cecilia Day Care Center	1040 West 29th Street	Hialeah	FL	33012	71
St Christopher's Montessori School	95 Harbor Drive	Key Biscayne	FL	33149	105
St James Ame Kindergarten	1845 NW 65 Street	Miami	FL	33147	50
St John Tot Center	P O Box 012315	Miami	FL	33136	102
St Lawrence Child Care Center	2200 NE 191 Street	North Miami Beach	FL	33180	89
St Matthew's Cooperative Preschool	7410 Sunset Drive	Miami	FL	33143	20
St Michael's Preschool Inc	PO Box 560906	Miami Gardens	FL	33056	56
St Paul Lutheran School	10700 SW 56th Street	Miami	FL	33165	106
St. James Early Learning Center	601 NW 131 Street	Miami	FL	33168	55
St. Patrick Preschool	3885 Meridian Avenue	Miami Beach	FL	33140	171
Star Babies Learning Center	77 Hook Square	Miami Springs	FL	33166	70
Starlit Learning Center Inc	19800 North Miami Avenue	Miami	FL	33169	36
Stars Learning Day Care Center	2140 Verdun Drive	Miami Beach	FL	33141	40
Stars Learning Day Care II	7777 NE 3rd Court	Miami	FL	33138	33
Stars Learning Day Care III	7777 NE 3rd Court	Miami	FL	33138	39
Stars of the World	10109 W Okeechobee Road	Hialeah Gardens	FL	33016	15
Stars of the World #2	8180 NW 103 Street	Hialeah Gardens	FL	33016	30
Step Above Academy	750 NW 96 St.	Miami	FL	33150	40
Steps for Learning Preschool	2150 West 76 Street # 101	Hialeah	FL	33016	107
Steve's Academy	28901 SW 137 Ave	Miami	FL	33033	92
Sunflowers Academy	2901 Southwest 7th Street	Miami	FL	33135	166
Sunflowers Day Care Center # 1	2901 Southwest 7th Street	Miami	FL	33135	54
Sunflowers Preschool & Daycare	2901 SW 7 St.	Miami	FL	33135	129
Sunflowers Preschool and Day Care #3	2901 Southwest 7th Street	Miami	FL	33135	55
Sunrise Presbyterian Church Day Care AKA Sunrise Christian Acade	18400 NW 68 Avenue	Hialeah	FL	33015	100
Sunrise To Midnight Child Care # 2	20200 SW 88 Court	Miami	FL	33189	28
Sunset Academy Learning Center	7530 Sunset Drive	Miami	FL	33143	40
Sunset Christian Academy	9393 Sunset Drive	Miami	FL	33173	150
Sunset Kids Learning Center	6801 SW 117 Avenue	Miami	FL	33183	39
Sunset Montessori School/ Educational Beginnings	7430 Sunset Drive	Miami	FL	33143	40
Sunshine Childcare & Preschool Center	4056 West 12th Avenue	Hialeah	FL	33012	156
Sunshine Daycare/Sunshine Learning Center Inc	700 N W 175 Street	Miami Gardens	FL	33169	150
Super Kids Christian Day Care Center Inc	281 NE 54th Street	Miami	FL	33137	35
Su's Creative Corner Preschool #2 Inc.	28834 South Dixie Hwy.	Homestead	FL	33033	76
Su's Creative Corner Preschool Inc	310 East Mowry Drive	Homestead	FL	33030	45
Sweet Angels Academy Corp	3265 NW 14 Terrace	Miami	FL	33125	90
Sweetwater Head Start & Child Care Center	701 N.W. 1st. Ct.S9118	Sweetwater	FL	33174	31

Facility or Home Name	Address	City	State	Zip	Capacity
Tamiami United Methodist Church Day Care	726 SW 14 Avenue	Miami	FL	33135	71
Tauber Academy of Aventura Turnberry Jewish Center Beth Jacob Inc	20400 Northeast 30th Avenue	Aventura	FL	33180	190
Temple Beth Am Day School	5950 N Kendall Drive	Miami	FL	33156	325
Temple Beth Moshe Preschool	2225 NE 121 St	North Miami	FL	33181	129
Temple Beth Sholom Foundation School	4144 Chase Avenue	Miami Beach	FL	33140	178
Temple Menorah Preschool	620-75 Street	Miami Beach	FL	33141	151
Temple Sinai Preschool Aka Jacobson Sinai Academy Early Childhood Education Center	18801 NE 22 Avenue	North Miami Beach	FL	33180	275
Tender Loving Care Preschool II	4055 NW 183rd Street	MIAMI	FL	33055	135
Tender Loving Care Preschool Inc.	19601 NW 42nd Ave	Miami	FL	33055	34
Terry's Day Care, Inc.	175 SW 17th Avenue	Miami	FL	33135	60
The 2nd House & Preschool, LLC	869 S.W. 132 Avenue	Miami	FL	33184	150
The 2nd House Day Care & Pre-School # 4	20841 SW 117 Ave	Miami	FL	33177	53
The 2nd House Day Care Learning Center & Preschool	8720 Southwest 9th Terrace	Miami	FL	33174	134
The 2nd House Daycare & Learning Center #2	111 Fountainebleau Blvd	Miami	FL	33172	210
The Advance Learning Center	9400 NW 17th Avenue	Miami	FL	33147	53
The Big Bunny Day Care	13234 S W 8 Street	Miami	FL	33184	45
The Bilingual Cooperative Preschool	1205 Sunset Drive	Miami	FL	33143	25
The Biltmore School	1600 Southwest 57th Avenue	Miami	FL	33155	225
The Bright Days Pre-School	11755 SW 90 Street #110	Miami	FL	33186	49
The Caring Place	18301 South Dixie Highway	Palmetto Bay	FL	33157	75
The Children Kingdom Learning Center Inc	6500 West 4th Avenue Suite 19	Hialeah	FL	33012	88
The Children's Place Child Care Center Inc	6521 Northwest 2nd Avenue	Miami	FL	33150	80
The Creative Child Day Care Center, Inc	4305 East 8th Avenue	Hialeah	FL	33013	40
The Creative Child Daycare Center II Inc	15431 Southwest 137th Avenue	Miami	FL	33177	96
The Creative Learning Center	12455 Southwest 104th Street	Miami	FL	33186	343
The Dwight Parrett Center For Education	4601 NW 167 Street	Miami Gardens	FL	33055	60
The Early Education Child Care Center	9270 Southwest 150th Avenue #302	Miami	FL	33196	185
The English Center Child Care Lab	3501 SW 28 ST	Miami	FL	33133	15
The French American School of Miami	6565 Red Road	Miami	FL	33143	67
The Giving Tree Christian Learning Center	10730 SW 72 Street	Miami	FL	33173	100
The Growing House	20257 Old Cutler Road	Miami	FL	33189	28
The Growing Keiki	14543 SW 42 Street	Miami	FL	33175	90
The Growing Place	536 Coral Way	Coral Gables	FL	33134	190
The Guardian Angel Preschool	19150 Southwest 117th Avenue	Miami	FL	33177	102
The Joy of Learning	3601 NW 114th Avenue	Doral	FL	33178	224
The Learning Center for Kids	2011 SW 8 Street	Miami	FL	33135	38
The Learning Nest Academy inc	20432 NW 44 Ct	Miami	FL	33055	47
The Learning Steps	2520 Northwest 97th Avenue #150	Miami	FL	33172	140
The Learning Tree Day Care	2122 SW 82 Ct	Miami	FL	33155	13
The Learning Tree Preschool, Inc.	2980 Point East Drive D208	Miami	FL	33138	47
The Little Disciples Preschool	14401 Old Cutler Road	Miami	FL	33158	90
The Little House Of Mary	161 East 33rd Street	Hialeah	FL	33013	104
The Little Marines Catholic Learning Center	470 B West 49th Street	Hialeah	FL	33012	121
The Little School 4 Little People Inc	450 Washington Avenue	Homestead	FL	33030	38
The Magic of Learning	660 Crandon Blvd. Suite 110-140	Key Biscayne	FL	33149	45
The Margaux Early Childhood School at Temple Judea	5500 Granada Boulevard	Coral Gables	FL	33146	140
The Pumpkin Share # 4	21301 South Dixie Highway	Miami	FL	33189	93

Facility or Home Name	Address	City	State	Zip	Capacity
The Pumpkin Share #1	714 NW 32 Avenue	Miami	FL	33125	53
The Pumpkin Share #5	3450 NW 7 Street	Miami	FL	33125	50
The Roig Academy	8000 Southwest 112 Street	Miami	FL	33156	128
The Samuel Scheck Hillel Community Day School	19000 Northeast 25th Avenue	North Miami Beach	FL	33180	357
The Second House	3901 Southwest 99th Avenue	Miami	FL	33165	330
The Thinking Child Academy	155 NW 4 Street	Homestead	FL	33030	143
The Thinking Child Learning Center Inc	35 SW 6 Avenue	Florida City	FL	33034	53
The Village of Early Education	10600 Caribbean Blvd	Cutler Bay	FL	33189	72
The Von Wedel Montessori School	11820 N.E. 13 Ave.	Miami	FL	33161	129
The Wonder Years Preschool	2965 S Douglas Rd	Miami	FL	33133	133
Three Flags Academy Inc	6861 West 14th Court	Hialeah	FL	33014	50
Thumbelina Learning Center I	3670 East 4th Avenue	Hialeah	FL	33013	80
Thumbelina Learning Center II	490 East 32nd Street	Hialeah	FL	33013	102
Thumbelina Learning Center III	1395 East 4th Avenue	Hialeah	FL	33010	108
Tiny Learners Preschool	475 N.W. 42 Avenue	Miami	FL	33126	72
Tiny Smile Academy and Preschool Inc	10550 Northwest 77th Court	Hialeah Gardens	FL	33016	87
Tiny Steps Day Care Learning Center	7121 West Flagler Street	Miami	FL	33144	120
Tiny Steps Preschool	10471-91 SW 88 St F103	Miami	FL	33176	49
Tiny Tots Learning Center I Inc	4415 SW 153 Avenue	Miami	FL	33169	41
Tiny Tots Pre-school Inc	1298 West 37Street	Hialeah	FL	33012	40
Tiny Town Development Center	16891 NE 22nd Ave	North Miami Beach	FL	33160	147
Tiny Treasures Day Care Center Inc.	543 E. 9th Street	Hialeah	FL	33010	24
Tiny Tykes Learning Center	18 NE 6 St	Homestead	FL	33030	45
Toddlers Learning Center	14110 Harrison Street	Miami	FL	33176	15
Tot "R" Us Christian Preschool Inc	19505 Northwest 57th Avenue	Miami Gardens	FL	33055	35
Town Center Pre-School	10201 Hammocks Boulevard #149	Miami	FL	33196	206
Treasure Island Elementary Head Start And Child Care Center	701 NW 1st Court-S-9118	Miami Beach	FL	33141	40
Trinity Christian Academy of Miami	3520 SW 97 Ave	Miami	FL	33165	96
Trinity Christian Day Care Inc	1486 West 84 Street	Hialeah	FL	33014	41
Trinity Christian School And Day Care	P O Box 680820	Miami	FL	33168	168
True Colors School-Age Program	13878 SW 56 Street	Miami	FL	33175	36
Tutor Me Day Care & Preschool II	2434 W 60 St	Hialeah	FL	33016	74
Tutor Me Daycare Academy	2451 West 68th Street Suite 7	Hialeah	FL	33016	118
U M Canterbury Preschool	1150 Stanford Drive	Coral Gables	FL	33146	92
UM/Canterbury Preschool	1400 Northwest 10th Avenue	Miami	FL	33136	66
Unique Kids Childcare Inc	836 NW 183 Street	Miami Gardens	FL	33169	93
United Cerebral Palsy Assn Of Miami	1411 NW 14 Avenue	Miami	FL	33125	169
United Cerebral Palsy Association of Miami Site #2	1411 NW 14 Ave	Hialeah	FL	33014	60
United Cerebral Palsy-Early Beginnings Academy	1411 NW 14th Avenue	Miami	FL	33150	92
United Way Center for Excellence in Early Education	3250 SW 3 Avenue	Miami	FL	33129	190
Universal Academy Private School Inc	21310 NW 37th Ave	Miami Gardens	FL	33056	174
University Baptist Child Development Center	624 Anastasia Ave	Coral Gables	FL	33134	99
University Christian Children's Center	6750 Sunset Drive	South Miami	FL	33143	75
University Of Miami Debbie Institute	PO Box 014621	Miami	FL	33136	175
University of Miami Hospital	1400 NW 12 Avenue	Miami	FL	33136	121
Upromise Learning Center Inc	2830 N.W. 90th Street	Miami	FL	33147	45

Facility or Home Name	Address	City	State	Zip	Capacity
Valor Academy of Florida Inc.	6911 NW 51 Street	Miami	FL	33166	100
Vankara: A Learning Exchange Inc	13485-95 Alexandria Drive	Opa Locka	FL	33054	213
Vann Academy Inc	400 NW 112 Avenue	Miami	FL	33172	398
Vickie's Learning Center	2775 N W 46 Street	Miami,	FL	33142	32
Victoria's Playhouse Day Care & Pre-K	10095 SW 88th Street	Miami	FL	33176	68
Victoria's Playhouse Pre-K II	12781 SW 88th Street	Miami	FL	33186	98
Victory Homes Head Start& Child Care Center	701 NW 1Court S-9118	Miami	FL	33150	60
Villa Learning Center	9704 SW 24 St Suite A	Miami	FL	33165	90
Village Learning Center, LLC	13459 SW 288th Street	Homestead	FL	33030	75
Village Montessori Day School	1414 SW 22 Street	Miami	FL	33145	78
Village South Child Care Center	3050 Biscayne Blvd Ste 900	Miami	FL	33137	30
Vision For Life	4150 NW 7 Avenue	Miami	FL	33127	33
Wanza and Braxton's Pink & Blue Day Care	1840 NW 152 Terrace	Miami Gardens	FL	33054	53
Watch Me Grow Learning Center II Inc.	2999 NW 32 Avenue	Miami	FL	33142	180
Watch Me Grow Learning Center III, Inc.	2999 NW 32 Ave	Miami	FL	33127	54
Watch Me Grow Learning Center, Inc	2100 Northwest 7th Street	Miami	FL	33125	120
Wayside Baptist Preschool	7701 SW 98 Street	Miami	FL	33156	255
We Love Kids	891 West 29th Street	Hialeah	FL	33012	165
West End Park Preschool	250 SW 60 Avenue	Miami	FL	33144	25
West Hialeah Baptist Church Day Care & Kindergarten	P.O. Box 28432	Hialeah	FL	33012	90
Westchester Day Care Inc	2780 SW 92 Place	Miami	FL	33165	45
Westview Elementary Head Start & Child Care Center	701 Northwest 1 Court, S-9118	North Miami	FL	33167	20
Whigham Elementary Head Start & Child Care Center	701 NW 1st Ct, S-9118	Miami	FL	33189	25
William Lehman Child Day Care Center	7605 West 10th Avenue	Hialeah	FL	33014	85
Wings for Life South Florida	11000 SW 220 Street	Miami	FL	33170	20
Winhold Montessori Schools Inc	17555 South Dixie Highway	Palmetto Bay	FL	33157	150
Wiz Kids Learning Center	6883 West 4th Ave	Hialeah	FL	33014	36
Wiz Kidz Learning Center Inc	16905 SW 100 Avenue	Miami	FL	33157	50
Wonderful Paradise Learning Center Corp	29629 South Dixie Highway	Homestead	FL	33033	68
Wonderland Learning Daycare Center Inc	55 West 29 Street	Hialeah	FL	33012	40
World Children's Academy	930 E. 9th Street	Hialeah	FL	33010	82
World to Grow Learning Center	18400 NW 75 Place Suite 124	Hialeah	FL	33015	137
Y W C A Cain Tower Child Care Center	470 N.E. 2nd Avenue	Miami	FL	33132	70
Y W C A Gerry Sweet Child Care	351 Northwest 5th Street	Miami	FL	33128	133
Yale Preschool	1671 NE 161 St	North Miami Beach	FL	33162	42
Yeshiva Elementary, Inc.	7902 Carlyle Avenue	Miami Beach	FL	33141	137
Yin Yang Academy	6035 SW 8 Street	Miami	FL	33144	40
Young Children In Action II Inc	4556 West 12th Avenue	Hialeah	FL	33012	59
Young Children In Action Inc	5915 West 25 Court	Hialeah	FL	33016	102
Young President's Club Child Care Center	4300 Alton Road	Miami Beach	FL	33140	138
Yvonne Learning Center	7561 NE 1 Avenue	Miami	FL	33138	54
YWCA Carol Glassman Donaldson Childcare Center	351 N W 5 Street	Miami	FL	33128	122
YWCA Windows to Early Learning Child Care Center	3468 NW 199th Street	Miami	FL	33056	41



Miami-Dade County

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County Attorney

Pedro J. Garcia
Property Appraiser

Dr. William Zubkoff
Chairman, Board of Directors
Community Action Agency

Julie B. Edwards
Executive Director
Community Action Agency



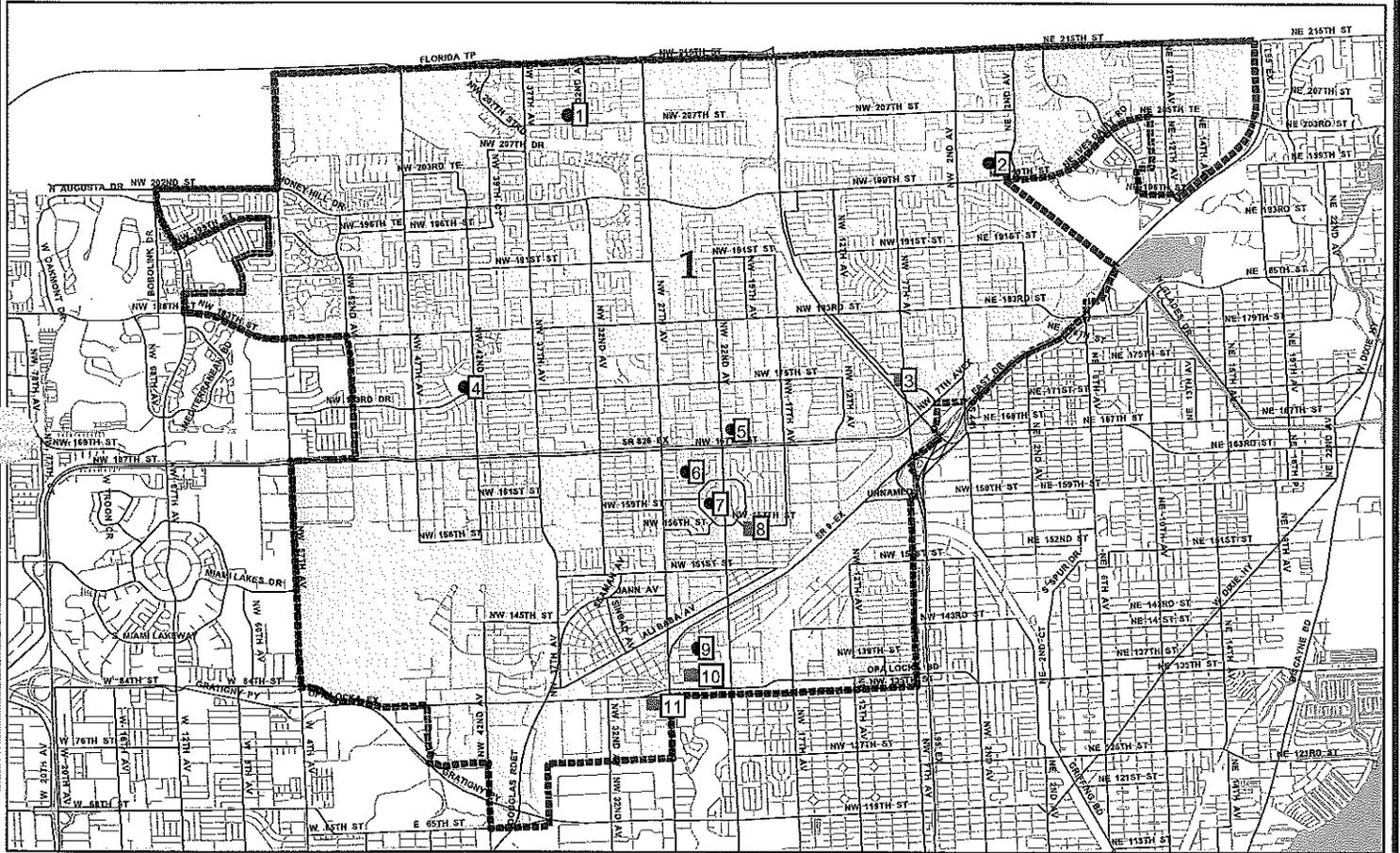
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

SERVICE MAPPED OUT BY COMMUNITY

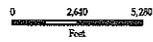
COMMISSION DISTRICT 1

COMMISSION DISTRICT 1

MIAMI - DADE COUNTY, FLORIDA



-  Commission District 1
-  Major Streets & Highways
-  Street Network
-  Coastal Water



MAY 2008

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 DEPARTMENT OF PLANNING & ZONING
 PLANNING RESEARCH SECTION

COMMISSION DISTRICT 1

MAP#	GRANTEE SITES	MAP#	DELEGATE AGENCY SITES
7	Bunche Park Elementary, 16001 Bunche Park Drive, Miami, Florida 33054	8	FCAA Bunche Park, 15700 N. W. 20 th Road, Miami, Florida 33054
4	Carol City Elementary, 4375 N. W. 173 rd Drive, Miami, Florida 33056	10	FCAA Dr. Simpson, 150 N. E. 42 nd Avenue, Miami, Florida 33137
2	Colonel Harry Zubkoff, 55 N. W. 199 th Street, Miami, Florida 33169	11	FCAA Opa-Locka, 13405 N. W. 28 th Avenue, Miami, Florida 33054
5	Miami Gardens Infant and Toddler Center, 16825 N. W. 22 nd Avenue, Miami, Florida 33056	3	Landow Yeshiva, 17330 N. W. 7 th Avenue, Miami, Florida 33169
9	Nathan B. Young Elementary, 14120 N. W. 24 th Avenue, Miami, Florida 33154		
1	North County, 3201 N. W. 207 th Street, Miami, Florida 33056		
6	Ophelia E. Brown-Lawson, 16425 N. W. 25 th Avenue, Miami, Florida 33056		



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

SERVICE MAPPED OUT BY COMMUNITY

COMMISSION DISTRICT 2

COMMISSION DISTRICT 2

MAP#	GRANTEE SITES	MAP#	DELEGATE AGENCY SITES
5	Carrie P. Meek Enrichment, 1900 N. W. 75 th Street, Miami, Florida 33147	7	CC Holy Redeemer, 1325 N. W. 71 st Street, Miami, Florida 33147
6	Martin Luther King Elementary, 7124 N. W. 12 th Avenue, Miami, Florida 33142	2	FCAA Children's Place, 14701 N. W. 7 th Avenue, Miami, Florida 33168
9	Liberty Square, 6304 N. W. 14 th Avenue, Miami, Florida 33147		
4	Miami Park Elementary, 2225 N. W. 103 rd Street, Miami, Florida 33167		
3	Oakgrove Elementary, 15640 N. E. 8 th Avenue, North Miami, Florida 33162		
0	Poinciana Park Elementary, 6745 N. W. 23 rd Avenue, Miami, Florida 33147		
8	Westview Elementary, 2101 N. W. 127 th Street, Miami, Florida 33161		



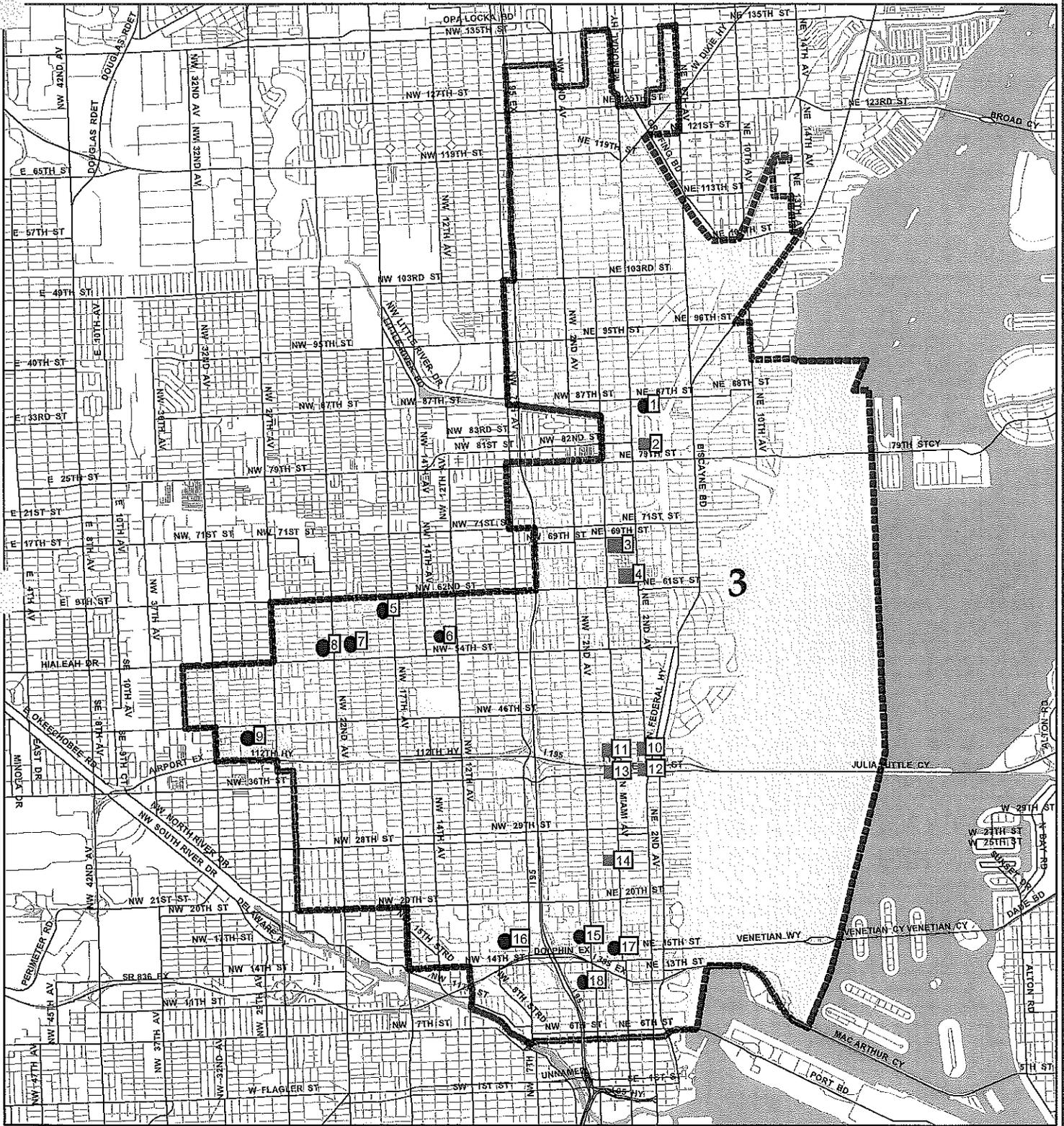
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

SERVICE MAPPED OUT BY COMMUNITY

COMMISSION DISTRICT 3

COMMISSION DISTRICT 3

MIAMI - DADE COUNTY, FLORIDA



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-  Major Streets & Highways
-  Street Network
-  Coastal Water



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 DEPARTMENT OF PLANNING & ZONING

 PLANNING RESEARCH SECTION

MAY 2008

COMMISSION DISTRICT 3

MAP#	GRANTEE SITES	MAP#	DELEGATE AGENCY SITES
9	Bethune, 2900 N. W. 43 rd Terrace, Miami, Florida 33142	4	CC Notre Dame, 130 N. E. 62 nd Street, Miami, Florida 33142
8	Caleb, 5400 N. W. 22 nd Avenue, Miami, Florida 33147	14	CC Centro Hispano, 125 N. W. 25 th Street, Miami, Florida 33132
5	Charles Drew Elementary, 1775 N. W. 60 th Street, Miami, Florida 33142	3	Haitian Youth and Family Community Center, 6501 North Miami Avenue, Miami, Florida 33150
17	CPHI North, 1550 North Miami Avenue, Miami, Florida 33136	11	KIDCO #1, 221 N. E. 36 th Street, Miami, Florida 33137
15	Culmer Neighborhood Center, 1600 N. W. 3 rd Avenue, Miami, Florida 33136	10	KIDCO #2, 123 N. E. 36 th Street, Miami, Florida 33137
18	Douglass Elementary, 314 N. W. 12 th Street, Miami, Florida 33136	13	KIDCO #3, 3628 N. E. 1 st Court, Miami, Florida 33137
16	Jackson Dade, 801 N. W. 7 th Street, Miami, Florida 33136	12	KIDCO #4, 6911 N. W. 3rd Avenue, Miami, Florida 33150
7	Olinda Elementary, 5536 N. W. 21st Avenue, Miami, Florida 33139	2	Our Little Ones, 8037 N. E. 2 nd Avenue, Miami, Florida 33138
6	Orchard Villa, 5720 N. W. 13 th Avenue, Miami, Florida 33142		
1	Phyllis Miller Elementary, 840 N. E. 87 th Street, Miami, Florida 33138		



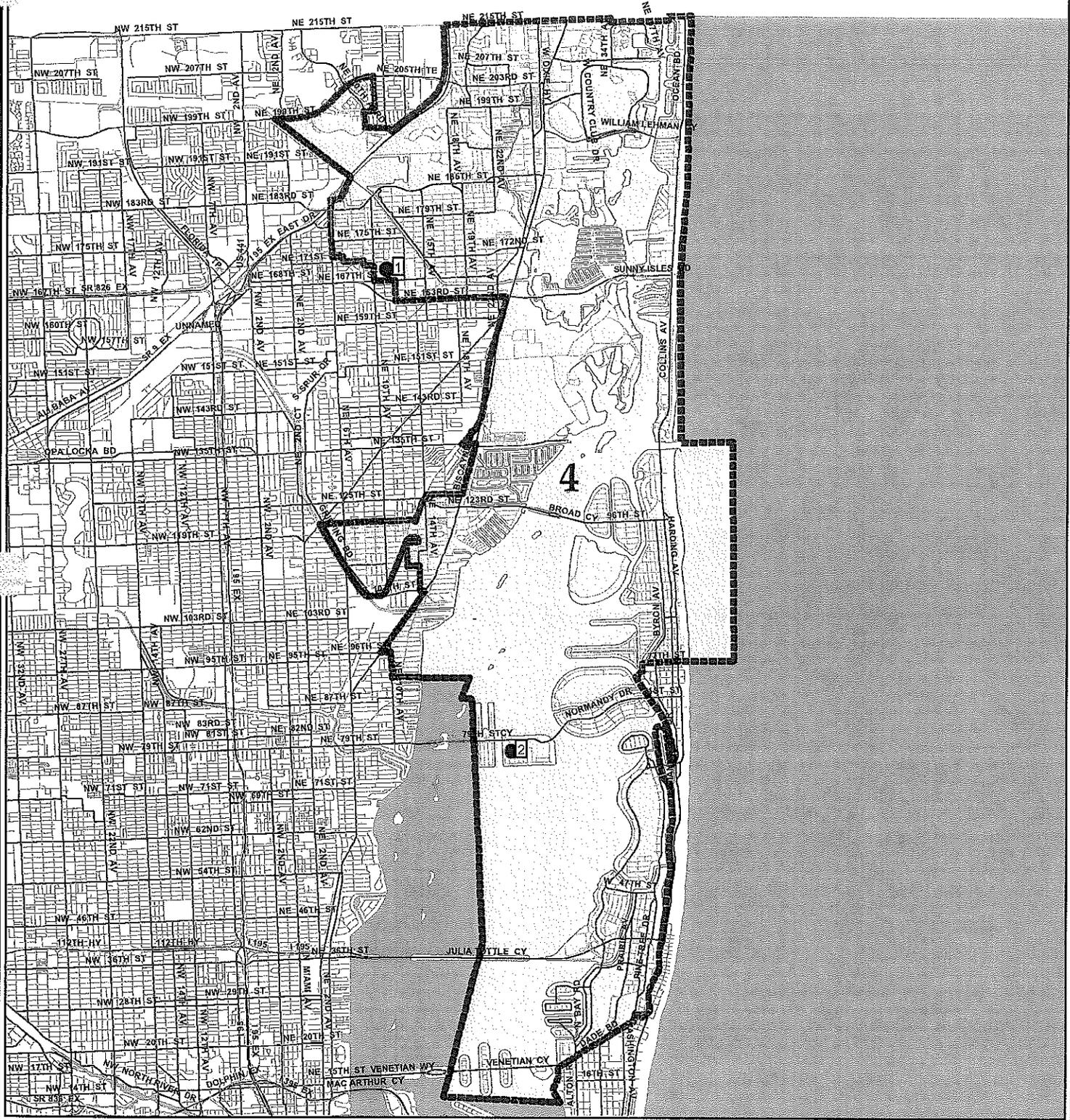
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

SERVICE MAPPED OUT BY COMMUNITY

COMMISSION DISTRICT 4

COMMISSION DISTRICT 4

MIAMI - DADE COUNTY, FLORIDA



-  Commission District 4
-  Major Streets & Highways
-  Street Network
-  Coastal Water



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MIAMI-DADE COUNTY
DEPARTMENT OF PLANNING & ZONING
PLANNING RESEARCH SECTION

MAY 2008

COMMISSION DISTRICT 4

MAP#	GRANTEE SITES	MAP#	DELEGATE AGENCY SITES
1	JFK Middle, 1075 N. E. 167 th Street, North Miami, Florida 33162		None.
2	Treasure Island, 7540 E. Treasure Drive, Miami Beach, Florida 33141		



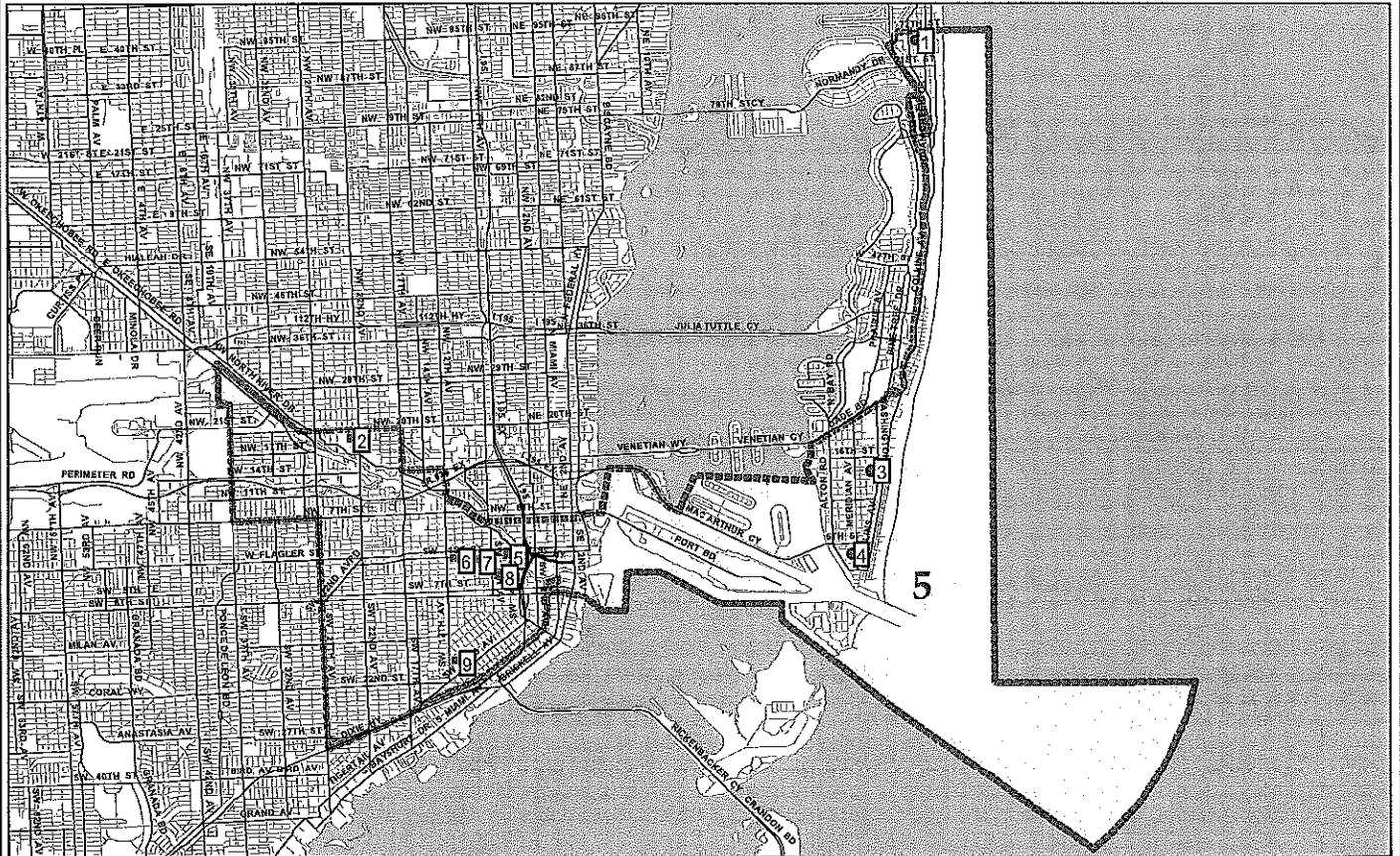
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

SERVICE MAPPED OUT BY COMMUNITY

COMMISSION DISTRICT 5

COMMISSION DISTRICT 5

MIAMI - DADE COUNTY, FLORIDA



-  Commission District 5
-  Major Streets & Highways
-  Street Network
-  Coastal Water

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 **MIAMI-DADE COUNTY**
DEPARTMENT OF PLANNING & ZONING
PLANNING RESEARCH SECTION



COMMISSION DISTRICT 5

MAP#	GRANTEE SITES	MAP#	DELEGATE AGENCY SITES
1	Biscayne Elementary, 800 - 77 th Street, Miami Beach, Florida 33141	2	Allapattah, 1836 N. W. 22 nd Place, Miami, Florida 33125
3	Feinberg/Fisher Elementary, 1420 Washington Avenue, Miami, Florida 33139	5	Centro Mater East #1, 418 S. W. 4 th Avenue, Miami, Florida 33130
4	South Pointe Elementary, 1050 4 th Street, Miami Beach, Florida 33139	8	Centro Mater East #2, Centro Mater East 2, 422 S. W. 4 th Avenue, Miami, Florida 33130
		6	CC Sagrada Familia #1, 970 S. W. 1 st Street, Miami, Florida 33134
		7	CC Sagrada Familia #2, 905 S. W. 1 st Street, Miami, Florida 33130
		9	United Way Center for Excellence, 3250 S. W. 3 rd Avenue, Miami, Florida 33129



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

SERVICE MAPPED OUT BY COMMUNITY

COMMISSION DISTRICT 6

COMMISSION DISTRICT 6

MIAMI - DADE COUNTY, FLORIDA



- Commission District 6
- Major Streets & Highways
- Street Network
- Coastal Water



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DEPARTMENT OF PLANNING & ZONING
 PLANNING RESEARCH SECTION

MAY 2008

COMMISSION DISTRICT 6

MAP#	GRANTEE SITES	MAP#	DELEGATE AGENCY SITES
1	South Hialeah Elementary, 265 E. 5 th Street, Hialeah, Florida 33010	2	O'Farrill Learning Center, 6741 S. W. 24 th Street, Miami, Florida 33155



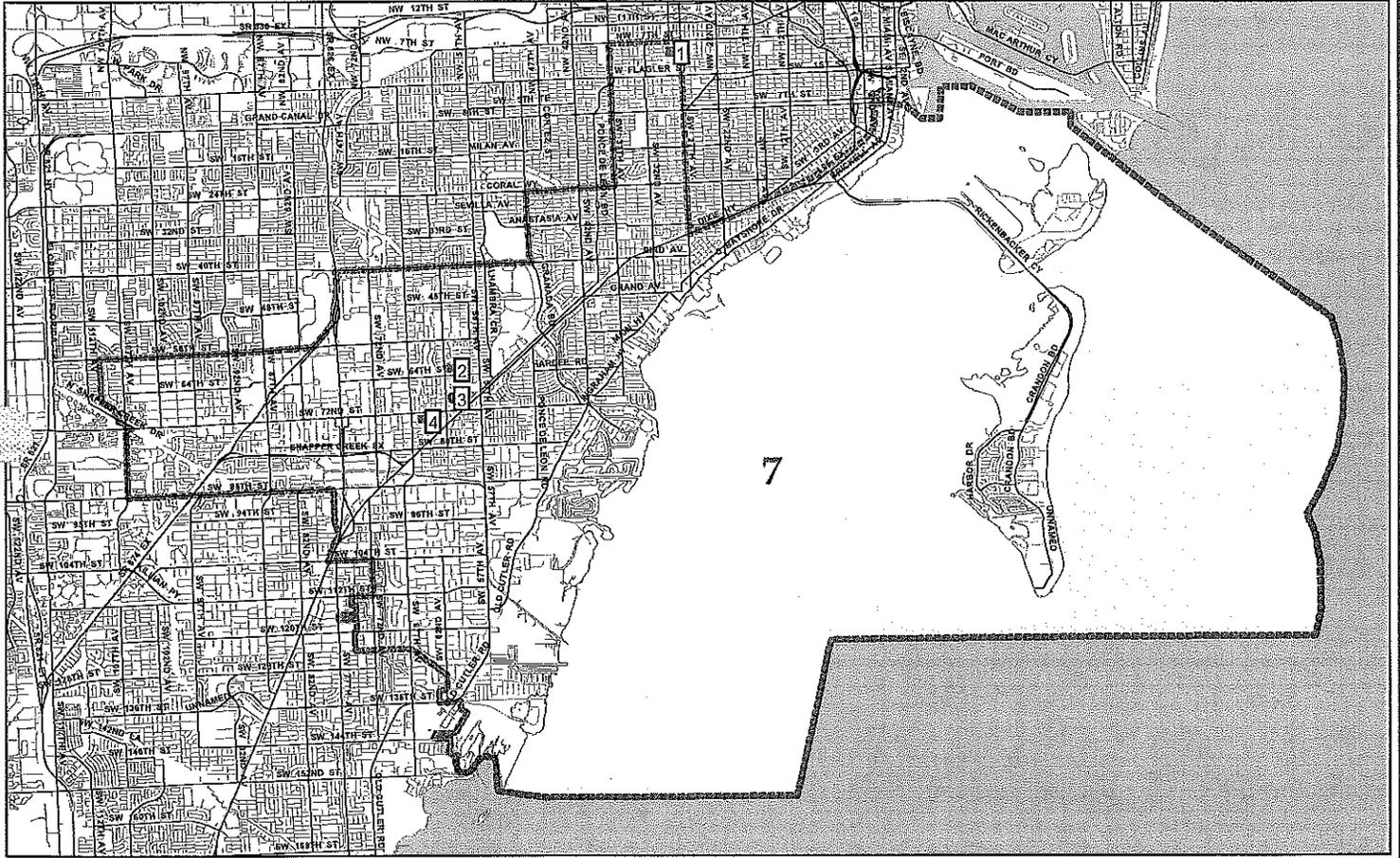
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

SERVICE MAPPED OUT BY COMMUNITY

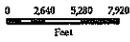
COMMISION DISTRICT 7

COMMISSION DISTRICT 7

MIAMI - DADE COUNTY, FLORIDA



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- Major Streets & Highways
- Street Network
- Coastal Water



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DEPARTMENT OF PLANNING & ZONING
 PLANNING RESEARCH SECTION

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COMMISSION DISTRICT 7

MAP#	GRANTEE SITES	MAP#	DELEGATE AGENCY SITES
3	South Miami, 6125 S. W. 68 th Street, Miami, Florida 33143	4	St. Albans/Coconut Grove, 3465 Brooker Street, Miami, Florida 33143
		2	St. Albans South Miami, 6060 S. W. 66 th Street, Miami, Florida 33143
		1	Sunflowers Academy, 2901 N. W. 7 th Street, Miami, Florida 33135



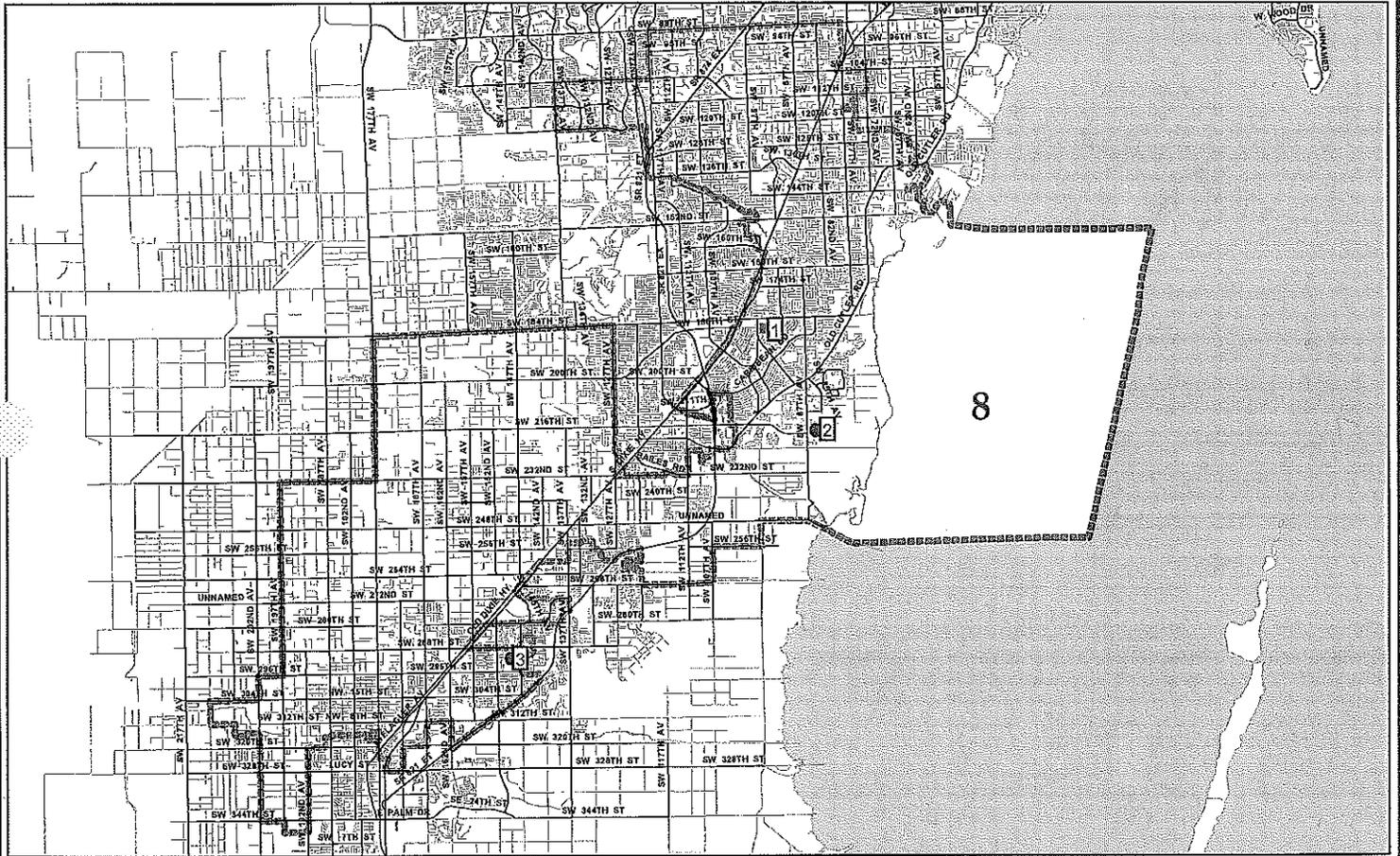
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

SERVICE MAPPED OUT BY COMMUNITY

COMMISSION DISTRICT 8

COMMISSION DISTRICT 8

MIAMI - DADE COUNTY, FLORIDA



-  Commission District 8
-  Major Streets & Highways
-  Street Network
-  Coastal Water

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 DEPARTMENT OF PLANNING & ZONING
 PLANNING RESEARCH SECTION



COMMISSION DISTRICT 8

MAP#	GRANTEE SITES	MAP#	DELEGATE AGENCY SITES
3	Leisure City Mobiles, 14835 Fillmore Lane, Leisure City, Florida 33032	1	CC Good Shepherd, 18601 S. W. 97 th Avenue, Miami, Florida 33157
2	Whigham Elementary, 21545 S. W. 87 th Avenue, Miami, Florida 33157		



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

SERVICE MAPPED OUT BY COMMUNITY

COMMISSION DISTRICT 9

COMMISSION DISTRICT 9

MAP#	GRANTEE SITES	MAP#	DELEGATE AGENCY SITES
3	Arthur Mays, 11341 S. W. 216 th Street Miami, Florida 33170	5	CC South Dade, 28520 S.W. 148 th Avenue, Homestead, Florida 33034
4	Chapman Elementary, 27190 S. W. 140 th Avenue, Miami, Florida 33032	7	LeJardin #1, 320 N.W. 2 nd Street Homestead, Florida 33034
1	Colonial Drive Elementary, 10755 S. W. 160 th Street, Miami, Florida 33157	8	LeJardin #2, 107 S.W. 8 th Street Homestead, Florida 33032
6	CPHI South, 28205 S.W. 125 th Avenue, Homestead, Florida 33039	9	LeJardin #3, 77 W. Mowry Street, Homestead, Florida 33030
2	Isaac A. Withers, 21300 S.W. 122 nd Avenue, Goulds, Florida 33170	10	LeJardin #4, 735 N. E. 12 th Avenue, Miami, Florida 33039



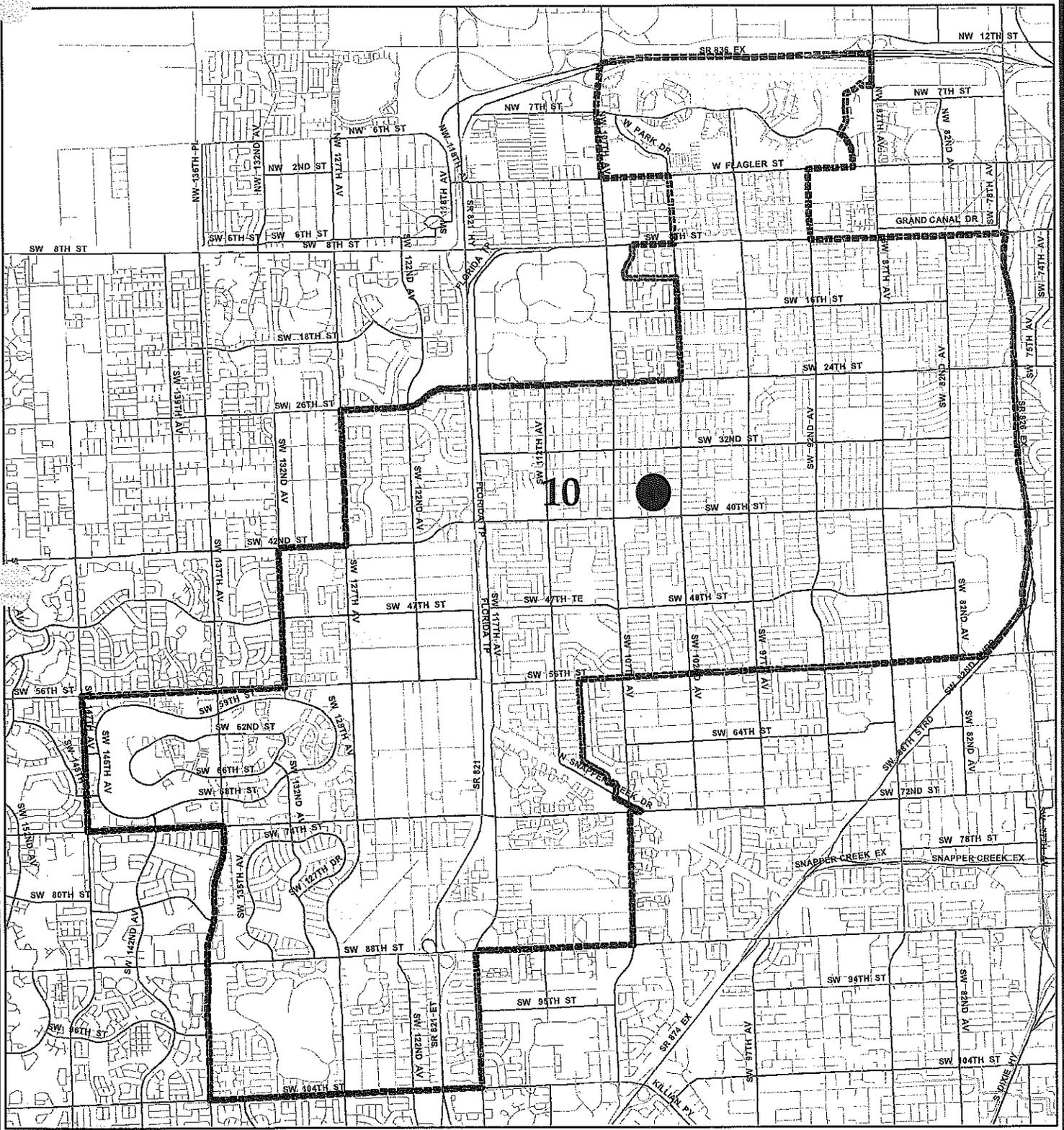
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

SERVICE MAPPED OUT BY COMMUNITY

COMMISSION DISTRICT 10

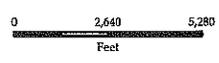
COMMISSION DISTRICT 10

MIAMI - DADE COUNTY, FLORIDA



10

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-  Major Streets & Highways
-  Street Network
-  Coastal Water



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DEPARTMENT OF PLANNING & ZONING
PLANNING RESEARCH SECTION

COMMISSION DISTRICT 10

MAP#	GRANTEE SITES	MAP#	DELEGATE AGENCY SITES
1	Tropical, 4545 S. W. 104 Avenue, Miami, Florida 33165		None.



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

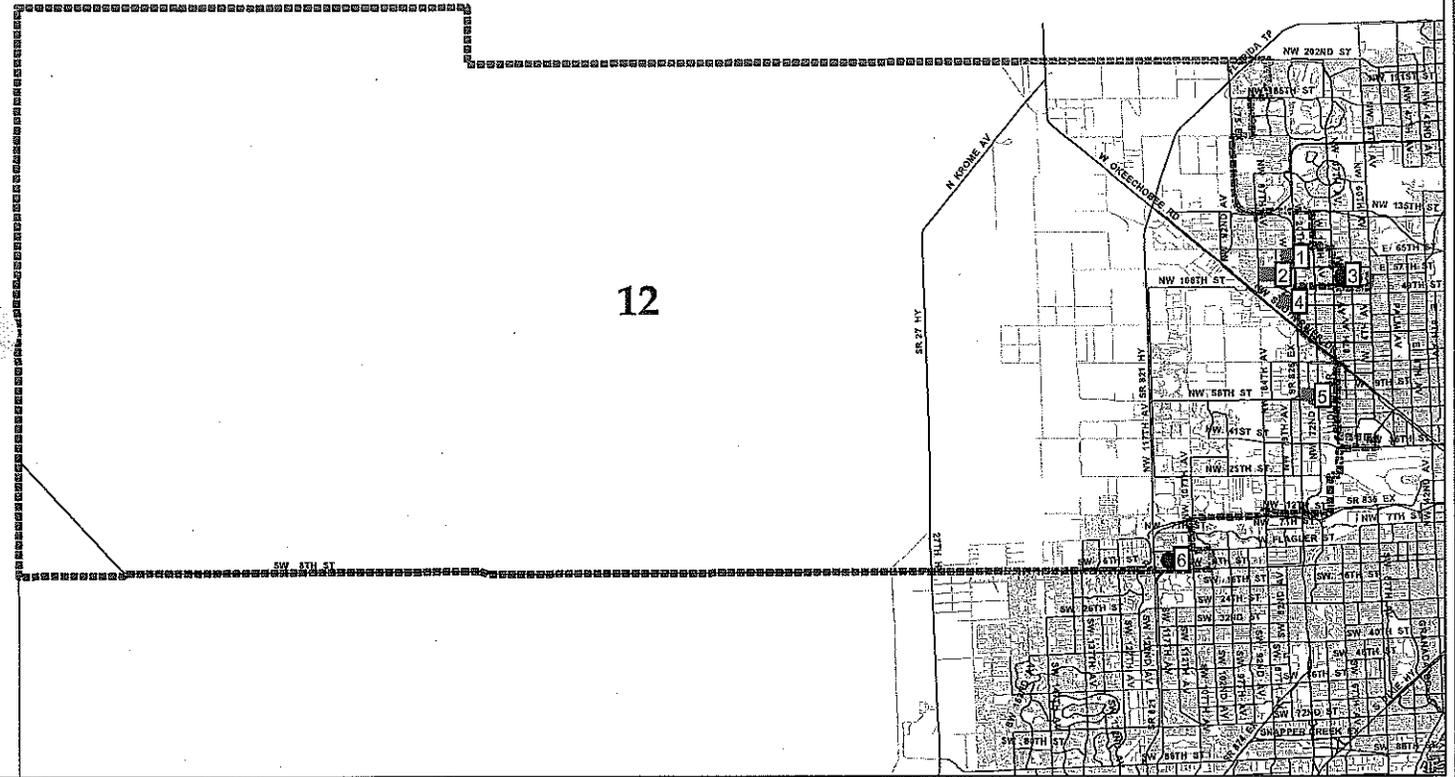
SERVICE MAPPED OUT BY COMMUNITY

COMMISSION DISTRICT 12

COMMISSION DISTRICT 12

MIAMI - DADE COUNTY, FLORIDA

12



- Commission District 12
- Major Streets & Highways
- Street Network
- Coastal Water



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DEPARTMENT OF PLANNING & ZONING
 PLANNING RESEARCH SECTION

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COMMISSION DISTRICT 12

MAP#	GRANTEE SITES	MAP#	DELEGATE AGENCY SITES
3	Dupuis Elementary, 1150 W. 59 th Avenue, Hialeah, Florida 33012	2	Centro Mater West 1, 8298 N. W. 103 rd Street, Miami, Florida 33016
6	Sweetwater, 250 S. W. 114 th Avenue Sweetwater, Florida 33144	4	Centro Mater West 2, 7700 N. W. 98 th Street, Miami, Florida 33016
		1	Paradise Christian-Hialeah, 6184 West 21 st Court, Hialeah, Florida 33016
		5	Paradise Christian-Trailwinds, 7500 N. W. 58 th Street, Miami, Florida 33166



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

SERVICE MAPPED OUT BY COMMUNITY

COMMISSION DISTRICT 13

COMMISSION DISTRICT 13

MAP#	GRANTEE SITES	MAP#	DELEGATE AGENCY SITES
	None.	1	Centro Mater Walker Park, 800 West 29 th Street, Hialeah, Florida 33010
		2	FCAA Mt. Zion, 500 West 23 rd Street, Hialeah, Florida 33012

SCHOOL READINESS/VPK

COMMITTEE 2
GUIDING QUESTION #3

**School Readiness/Voluntary Pre-Kindergarten
Resource Materials**

- **School Readiness Provider Maps**
- **VPK Provider Maps**

Voluntary Prekindergarten Providers Paid September 2011 Miami-Dade County, Florida

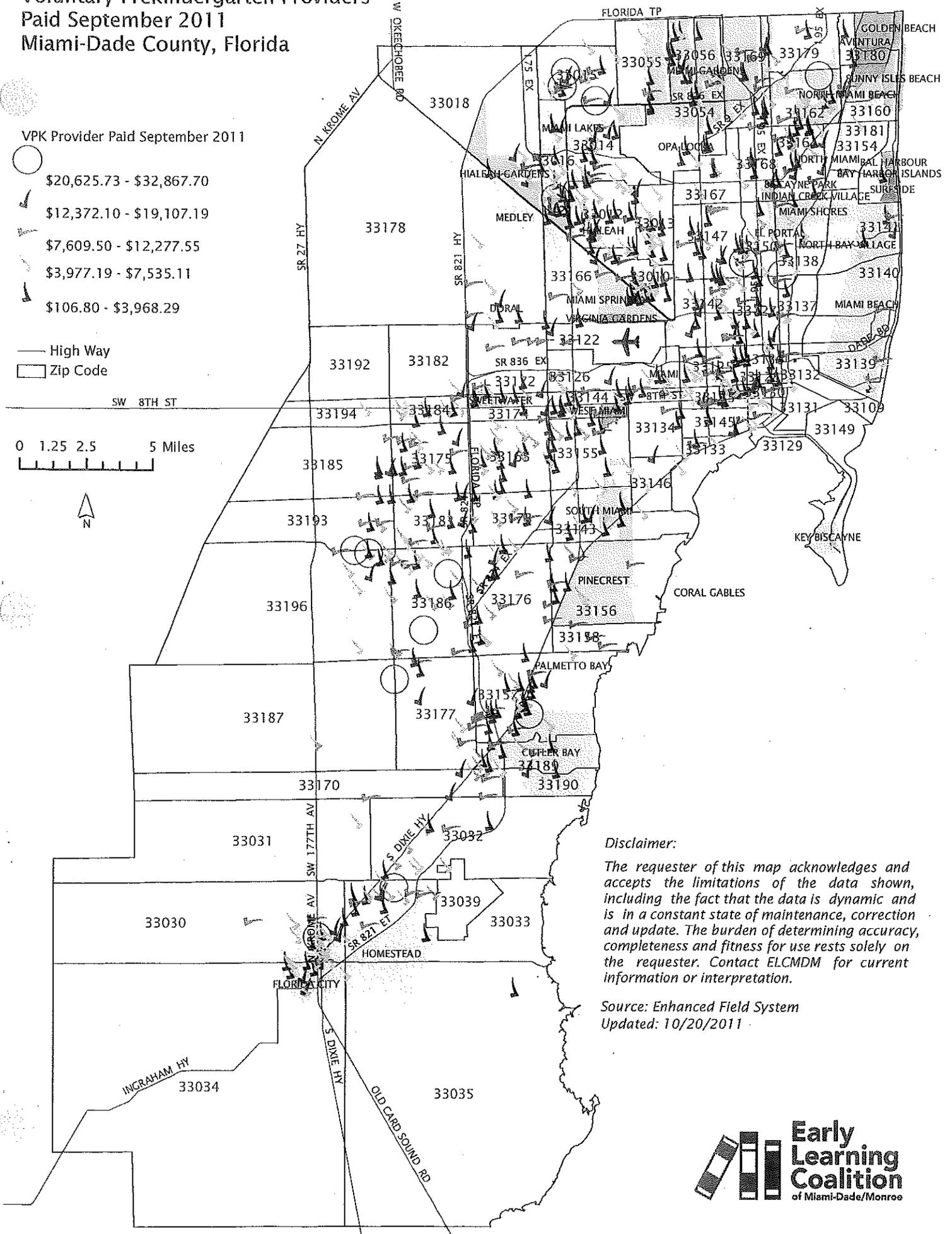
VPK Provider Paid September 2011

-  \$20,625.73 - \$32,867.70
-  \$12,372.10 - \$19,107.19
-  \$7,609.50 - \$12,277.55
-  \$3,977.19 - \$7,535.11
-  \$106.80 - \$3,968.29

— High Way
 Zip Code

SW 8TH ST

0 1.25 2.5 5 Miles



Disclaimer:
 The requester of this map acknowledges and accepts the limitations of the data shown, including the fact that the data is dynamic and is in a constant state of maintenance, correction and update. The burden of determining accuracy, completeness and fitness for use rests solely on the requester. Contact ELCMDM for current information or interpretation.

Source: Enhanced Field System
 Updated: 10/20/2011



Committee 2 – Maximizing efficiencies and community impact of Miami-Dade County's Early Childhood Programs

Guiding Question 4

After review of Miami-Dade County's community outreach efforts to inform families of program services, are there recommendations to improve information sharing and community outreach to parents regarding the early childhood programs including support services?

HEAD START/EARLY HEAD START



COMMITTEE 2
GUIDING QUESTION #4

Head Start/Early Head Start
Resource Materials

- **Implementation and Management Plan**





**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START**

**IMPLEMENTATION AND MANAGEMENT PLAN
HEAD START/EARLY HEAD START DIVISION
STRATEGIC PLAN
2009-2012**

OBJECTIVES	STRATEGIES	COMPLETED	STATUS	CURRENT	FUTURE
Secure Regional Facilities.	1. Capital Unfunded Bond Issue.		<ul style="list-style-type: none"> ▪ Secured Funding for one Regional Head Start Center to be constructed by 2012 thru County's General obligation Bond Program (GOB). Secured funding and renovation completed at Mary McCleod Bethune and Isaac A. Withers Head Start. ▪ Groundbreaking for Arcola Lakes Center held March, 2011, with an anticipated completion date in 2012. 	<ul style="list-style-type: none"> ▪ Continue to submit with the County Budget. County Bond issue passed and included the construction of one Head Start site in the year 2012. 	
			<ul style="list-style-type: none"> ▪ Ophelia E. Brown-Lawson Center was completed and operational for 2009-2010 school year; serving 120 Head Start children. 		
Increase Services for Infants, Toddlers and Pregnant Women.	1. Registered to become a Volunteer Pre-Kindergarten (VPK) at various sites. 1. Early Head Start ARRA Expansion Grants. 1. Early Head Start to implement Galileo.	<ul style="list-style-type: none"> ▪ On-going ▪ Received expansion for 128 in 2009, 24 Grantee and 104 Delegate slots. ▪ All classrooms currently use Galileo. 	<ul style="list-style-type: none"> ▪ VPK Services was fully engaged at 33 centers, thereby yielding approximately \$1.6 million for 2009-2010 year. ▪ Services for 40 Home Base and 88 Center Base children are on-going. ▪ All Early Head Start classrooms in compliance with Galileo software. 	<ul style="list-style-type: none"> ▪ Expand to other sites depending on Funding availability. ▪ Will continue to apply for funding if available to expand services. ▪ Continue use of the program. 	

OBJECTIVES	STRATEGIES	STATUS		
		COMPLETED	CURRENT	FUTURE
	2. Establish Galileo on line.	<ul style="list-style-type: none"> Completed 	<ul style="list-style-type: none"> All classrooms on line for Galileo with the exception of some public school sites. 	<ul style="list-style-type: none"> Continue use of program.
Plan for Staff to Meet Qualifications of the Head Start Reauthorization Act.	1. Utilize County Reimbursement Program and T/TA funding provided through Head Start Grant. 2. Form partnerships with local colleges and universities.	<ul style="list-style-type: none"> Completed five-year staff Qualification Plan. Established agreements with local colleges and universities. 	<ul style="list-style-type: none"> Assist staff in the registration process semester. Process tuition reimbursement forms. Expand registration to include Other Support staff (teacher assistant, food services, etc.) Register staff each semester and maintained a tracking system. 	<ul style="list-style-type: none"> Continue to implement the plan and expand to other staff. Continue to develop partnerships with colleges and universities in order to expand the coursework to target HS/EHS support staff.
Secure adequate facilities to maintain and increase the current enrollment.	1. Pursue space at no cost or \$1.00/year minimum cost.	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Secured agreement with school district for 3 additional facilities for the 2010-2011 school year. 	<ul style="list-style-type: none"> Continue to capitalize on space available at school board sites.
Increase Case Management with Families to help families meet their needs and improve their quality of life.	1. Increase number of family and Community Partnership staff. 2. Provide case management training and course work.	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Staff completed coursework at FIU to enhance skills and knowledge. 	<ul style="list-style-type: none"> Continue pursuing course work under FIU contract and other existing universities.
Develop new community partners to support a broader range of services for families.	1. Assign staff to attend community meetings. 2. Staff members on various advisory boards.	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Partnerships at management level and at least one for each center. Management staff, Service Area staff serve on advisory boards: 	<ul style="list-style-type: none"> Continue partnering to meet needs of program.
Recruit and enroll more Hispanic Families.	1. Lease facilities in Hispanic areas. 2. Develop partnerships and delegates in Hispanic areas.	<ul style="list-style-type: none"> Identified areas from Census tract in Community Assessment. 	<ul style="list-style-type: none"> increase slots at Paradise Christian in Hialeah from 40 to 155. Added additional children to Centro Mater located in highly populated Hispanic area. 	<ul style="list-style-type: none"> Continue to look for facilities in West Miami-Dade, and other areas as necessitated by the Community Assessment.



SCHOOL READINESS/VPK

COMMITTEE 2
GUIDING QUESTION #4

**School Readiness/Voluntary Pre-Kindergarten
Resource Materials**

- **Implementation and Management Plan**



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
SCHOOL READINESS

IMPLEMENTATION AND MANAGEMENT PLANS

SCHOOL READINESS

Families seeking financially assisted school readiness services are required to apply for services through the Single Point of Entry Unified Waitlist (SPE/UWL). Upon funding availability, face to face eligibility determination interviews are conducted at one of the eligibility offices. Mandatory financially assisted school readiness services are referred by South Florida Workforce, Department of Children and Families and Full Case Management Agencies (for children that are At-Risk or children of parents newly employed or engaged in job training programs).

Each division's implementation and management plan is as follows:

1. Eligibility Determination (ED)

The eligibility offices are staffed by a cadre of professionals and paraprofessionals committed to assist families seeking financially assisted services for children 0-9 years of age. Eligibility is based on meeting the required purpose for care and income according to the standards established by the Florida Department of Early Learning (OEL) and the ELC. Mail-in Re-determination services are available to allow for an efficient and expeditious manner for parents to continue to receive financially assisted school readiness services after the initial six months eligibility. Mail-in Re-determination packets are mailed forty five (45) days prior to the last authorized day of services. The packet contains complete instructions and required forms. Once completed, it must be mailed by US Postal Services. Applications Packets may also be downloaded by accessing www.miamidade.gov. The School Readiness Eligibility Office locations are:

**Miami Gardens (North)
Neighborhood Service Center**
16405 Northwest 25th Avenue
Miami, FL 33054
Phone: (305) 626-7969
Hours: Monday-Friday
8:00 am - 5:00 pm

**Frankie Shannon Rolle (Central)
Neighborhood Service Center**
3750 South Dixie Highway
Miami, FL 33133
Phone: (305) 694-3510
Hours: Monday-Friday
8:00 am - 5:00 pm

**Mail-in Re-Determination
(Mail-In-Services only)**
Dr. Martin Luther King, Jr. Office Plaza
2525 NW 62nd Street
Miami, FL 33147
Phone: (305) 514-6000
Hours: Monday-Friday
8:00 am - 5:00 pm

**Naranja Neighborhood Center
(South)**
13955 Southwest 264th Street
Naranja, FL 33032
Phone: (305) 258-5471
Hours: Monday-Friday
8:00 am - 5:00 pm

2. Provider Payment:

School Readiness providers are certified to provide services to eligible children by securing an agreement with the ELCMDM once a year. Upon certification, the Provider Payment Division, housed at the Dr. Martin Luther King building, is responsible to provide training to providers, establish vendors accounts in the State mandated system (EFS) and provides the Miami-Dade County Finance section with required documents for disbursements of funds according to established policies and procedures prior to beginning the payment process by the 20th working day of the month. Processes are in place at all levels to ensure that the Division functions according to best practices.

3. Child Care Resource and Referral:

CCR&R unit is staffed by culturally diverse trilingual staffs who have achieved Level 1 or 2 evaluation certification by the Florida Office of Early Learning. The CCR & R Coordinator must achieve Coordinator certification.

Staff provides information on child care related services following the program requirements established by the Florida Office of Early Learning. CCR&R staff works with parents, child care providers, businesses and the community at large to promote the availability of quality early care and education services in Miami-Dade County. CCR&R network maintains the only comprehensive statewide database of childcare, school readiness and school age programs and providers.

4. Screening, Assessment and Inclusion:

To ensure that children are ready to learn upon entering to kindergarten utilizing the Ages and Stages Questionnaire (ASQ) screening tool. The ASQ screening instrument is completed based on observation to rule out developmental concerns. If "red flags" on the ASQ are raised, Inclusion workers administer the appropriate assessment tool. Annually, the Inclusion Workers administer four hundred twenty-five (425) pre/post Early-Learning Accomplishment Profile/Learning Accomplishment Profile-Diagnostic. Services are provided directly at the child care centers. The inclusion workers are certified to administer the Early-Learning Accomplishment Profile/Learning Accomplishment Profile -Diagnostic. Inclusion services are delivered through a collaborative agreement with Citrus Health Network, Inc. SAI has two locations:

- Screening & Assessment North Office
8000 NW 7 St. Suite 200
Miami, Fl. 33126
- Screening & Assessment South Office
11025 SW 84 St Cottage #2
Miami, Fl. 33173

5. Psychological Services:

Referrals are provided by HeadStart/Early HeadStart Centers and Child Development Bureau staff as needed. All evaluations are conducted at the child care centers.



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
VOLUNTARY PREKINDERGARTEN**

IMPLEMENTATION AND MANAGEMENT PLAN

Voluntary Prekindergarten (VPK) is designed to prepare 4 year-olds in Florida for kindergarten and build the foundation for their educational success. The VPK program gives each child an opportunity to perform better in school and throughout life with quality programs that include high literacy standards, accountability, appropriate curricula, substantial instruction periods, manageable class sizes, and qualified instructors. All eligible four-year-olds are entitled to participate in the school year program or the summer program. Children must be 4 years old by September 1, of each school year and live in the State of Florida.

Registration is available to parents at the County offices listed below:

- **Miami Gardens Neighborhood Service Center (North)**
16405 NW 25th Ave.
Miami Gardens, FL 33054
Phone: (305) 626-7969
Hours: Monday - Friday 8:00am - 5:00pm
- **Frankie Shannon Rolle Neighborhood Service Center (Central)**
3750 South Dixie Highway
Miami, FL 33133
Phone: (305) 694-3510
Hours: Monday-Friday 8:00am - 5:00pm
- **Naranja Neighborhood Service Center (South)**
13955 SW 264th Street
Phone: (305) 258-5471
Hours: Monday - Friday 8:00am - 5:00pm

Future management plans includes, but are not limited to:

(a) Registration Pilot Project (60 BB-8.2015 VPK Child Registration Pilot Project) with Miami-Dade County Public Schools (Florida Statutes 1002.53(4) (c) gives some latitude for coalitions regarding public schools in that it states "Each Early learning coalition shall coordinate with each of the school districts within the coalition's county region in the development of procedures for enrolling children in prekindergarten programs delivered by public schools"). This will allow approximately 7,000 families to register for VPK at the Miami-Dade County Public Schools. This process would significantly reduce the wait time for parents who are currently limited to the three County locations listed above.

(b) Expedited Services. This process allows parents to submit the application and proof of documents at the child care provider of choice; the child care provider will submit the items to the County where the VPK certificates will be generated, issued and collected by the participating provider.

Committee 2 – Maximizing efficiencies and community impact of Miami-Dade County's Early Childhood Programs

Guiding Question 5

After review of the budgets of all early childhood programs offered by Miami-Dade County including per students cost allocations, staff salary ranges, and other program costs, are there any recommendations of ways in which the County can maximize the impact of service delivery in a more efficient manner?

HEAD START/EARLY HEAD START

COMMITTEE 2
GUIDING QUESTION #5

Head Start/Early Head Start
Resource Materials

- **Financials PY 2006-2007 to PY 2010-2011**



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT

HEAD START/EARLY HEAD START

**MIAMI-DADE COUNTY HEAD START:
FINANCIALS (PY 2006-07 TO PY 2010-11)**

MIAMI-DADE COUNTY HEAD START: FINANCIALS (FY 2006-07 TO FY 2010-11)

TOTAL PROGRAM	GRANT/INDEX CODE	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	CLOSING	TOTAL
ALL GRANTS (NO GF)	ALL GRANTS (NO GF)														
FY 2010-11	REVENUE	6,485,546	4,436,451	3,922,091	3,133,712	6,235,499	3,824,726	4,266,425	408,503	6,214,517	8,207,536	4,650,827	4,388,591		56,121,414
	EXPENSE	4,372,260	5,416,526	5,344,709	4,925,066	11,095,388	5,024,145	4,996,610	6,691,050	4,530,348	7,460,355	1,661,146	4,287,422		61,273,020
FY 2009-10	REVENUE	(4,149,305)	5,052,488	4,432,872	8,917,331	2,326,663	4,535,050	5,100,105	3,875,927	4,572,451	5,394,151	1,852,669	18,153,823		87,539
	EXPENSE	2,785,380	4,988,334	9,392,774	2,558,756	5,105,541	5,374,407	3,487,269	4,846,789	4,677,924	2,674,183	4,679,946	(36,042)		60,463,774
FY 2008-09	REVENUE	-	(315,170)	2,689,423	5,185,087	6,889,172	4,398,882	4,202,297	3,815,409	3,698,102	4,654,722	3,271,701	5,007,883		54,172,894
	EXPENSE	4,074,667	3,175,678	5,519,850	3,368,706	5,359,612	5,478,884	4,517,438	4,902,249	4,519,796	3,422,619	3,391,842	(343,495)		43,634,789
FY 2007-08	REVENUE	5,216,351	3,081,238	(5,393,755)	7,7005	9,792,738	15,662,769	3,616,040	4,242,700	3,633,264	5,293,447	7,443,935	1,765,246		47,668,120
	EXPENSE	2,954,909	3,603,968	5,197,174	3,799,630	5,088,808	4,918,467	4,889,831	4,360,155	5,381,667	4,467,847	2,488,968	4,364,462		51,282,898
FY 2006-07	REVENUE	4,530,692	18,095	7,480,878	2,605,529	272,389	345,659	15,755,955	6,647,953	2,689,363	39,334	8,549,950	283,520		47,061,978
	EXPENSE	3,154,470	3,674,564	5,181,561	5,622,541	4,526,516	5,928,678	6,377,777	4,379,540	4,613,701	3,793,113	3,479,764	(708,939)		49,946,987
REVENUES															
Head Start / Early Head Start	GRANT/INDEX CODE	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	CLOSING	TOTAL
Other Grants	CAHS11	5,725,052	3,846,433	3,540,510	2,992,549	4,652,390	3,592,981	3,588,209	5,896,733	8,004,077	4,435,842	3,887,411			50,102,190
USDA	CAUS11	760,494	\$90,038	381,581	141,163	1,583,109	231,745	678,216	408,503	377,784	203,459	214,985	448,180		6,019,224
Head Start ARRA	CAHSP1	33,956	173,643	-	-	390,243	134,427	200,888	194,396	192,424	202,688	214,805	383,466		1,913,338
Early Head Start ARRA	CAHEP1	528,182	173,643	195,362	-	647,372	97,318	97,138	5,130	-	-	180	6,610		1,745,897
Misc. Revenues	CAHSP/PK1	198,356	242,732	186,219	141,163	231,683	-	380,190	208,977	185,164	771	27,144		1,802,401	
Voluntary Pre-Kindergarten (VPK)	CAHS/PK1	6,485,546	4,436,451	3,922,091	3,133,712	6,235,499	3,824,726	4,266,425	408,503	6,214,517	8,207,536	4,650,827	4,388,591		56,121,414
	CUMULATIVE	6,485,546	10,921,997	14,844,088	17,977,800	24,213,299	28,038,025	32,306,450	37,712,953	38,927,470	47,135,006	51,785,833	56,121,424		56,121,430
EXPENDITURES															
Head Start / Early Head Start	CAHS11	4,808,042	4,425,638	4,274,729	4,652,390	9,213,722	4,486,261	3,869,220	5,525,690	4,259,932	6,444,307	796,474	4,045,640		56,801,045
Other Grants	CAUS11	(217,893)	495,444	534,990	136,838	940,818	269,442	533,695	582,680	135,208	508,024	492,336	120,891		4,471,975
USDA	CAUS11	-	-	284,581	121,979	343,410	251,920	303,460	197,109	133,680	299,007	217,172	119,968		1,902,286
Voluntary Pre-Kindergarten (VPK)	CAVPK09	-	-	-	-	585,400	-	230,195	380,190	1,488	208,977	185,164	147		1,592,414
Head Start ARRA	CAHSP1	61,521	155,282	12,541	7,906	495	17,282	-	5,130	-	-	-	-		280,314
Early Head Start ARRA	CAHEP1	(279,412)	340,152	237,868	6,433	10,513	240	40	251	40	40	776		316,961	
	CUMULATIVE	4,372,260	5,416,526	5,344,709	4,925,066	11,095,388	5,024,145	4,936,610	6,591,050	4,530,348	7,460,355	1,661,146	4,287,422		61,273,020
	GAP for Head Start / Early Head Start Grant Only	4,372,260	9,788,786	15,133,495	17,977,800	24,213,299	28,038,025	32,306,450	37,712,953	38,927,470	47,135,006	51,785,833	56,121,424		56,121,430
General Fund	CAHS11	-	-	-	-	-	-	-	-	-	-	-	-		11,170,830
	BALANCE	-	-	-	-	-	-	-	-	-	-	-	-		260,314
REVENUES															
Head Start / Early Head Start	GRANT/INDEX CODE	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	CLOSING	TOTAL
Other Grants	CAHS10	(4,204,053)	4,738,632	3,932,058	7,283,051	1,839,111	3,911,920	3,375,653	1,569,561	2,795,041	4,331,653	2,553,549	13,674,331		17,541
Head Start ARRA	CAHSP1	27,374	161,918	250,407	817,140	245,776	311,585	862,126	1,153,183	889,205	531,234	(350,440)	2,239,736		7,247,234
Early Head Start ARRA	CAHEP1	-	-	-	-	-	-	-	10,547	38,587	150,045	78,988	271,248		549,390
Voluntary Pre-Kindergarten (VPK)	CAHSP/PK1	27,374	161,477	179,777	556,835	(7,891)	1,685	225,432	252,464	202,968	80,301	3,647	45,974		899,499
USDA	CAUS10	-	-	-	-	176,117	145,609	180,867	294,299	252,464	382,275	172,120	69,045		1,785,796
COLA	CAHSA10	-	711	70,630	260,299	77,550	164,271	456,311	806,261	194,871	118,029	(751,607)	1,187,156		2,458,044
Miscellaneous Revenue	CAHSM15	-	(270)	-	16	-	-	16	-	45	-	-		(226,849)	
	CUMULATIVE	(4,176,679)	4,900,570	4,182,465	8,100,191	2,080,887	4,223,485	4,237,879	2,722,744	3,664,246	4,862,907	2,203,109	15,914,087		279,540
	BALANCE	(4,176,679)	723,891	4,906,356	13,006,547	15,087,434	19,310,919	23,548,698	26,271,642	29,955,888	34,818,735	37,021,904	52,935,991		53,215,531
EXPENDITURES															
Head Start / Early Head Start	CAHS10	2,778,671	4,915,704	9,103,814	2,293,889	4,689,900	4,219,816	3,247,648	3,493,801	4,118,237	3,190,155	2,086,923	2,793,899		46,693,045
Other Grants	CAHS10	6,709	70,630	287,960	264,867	215,641	1,154,581	239,821	1,352,988	549,687	1,100,916	387,260	1,585,569		7,479,849
Head Start ARRA	CAHSP1	-	-	-	-	-	-	-	48,234	200,740	98,711	56,632	202,156		606,473
Early Head Start ARRA	CAHEP1	-	-	-	-	-	-	-	26,204	103,661	174,109	160,170	567,883		1,031,537
USDA	CAUS10	-	-	27,661	187,318	51,370	698,280	151,480	110,539	201,335	480,419	206,265	-		1,133,980
	BALANCE	-	-	-	-	-	-	-	-	-	-	-	-		2,228,047

General Fund (HS/EHS) General Fund (USDA)	TOTAL CAHS08 CAUS08	GAP (Rev. Exp)																
		OCT 2006	NOV 2006	DEC 2006	JAN 2007	FEB 2007	MAR 2007	APR 2007	MAY 2007	JUN 2007	JUL 2007	BALANCE	(4,785,458)					
REVENUES																		
Head Start / Early Head Start	CAHS07	4,530,692	-	7,480,878	-	-	-	15,527,126	6,336,905	2,402,848	8,139,992	(270,287)	91,978	44,240,132				
Other Grants	CAHS07	-	18,095	-	260,529	272,389	345,659	228,829	311,048	286,515	409,858	553,907	95,583	2,821,846				
USDA	CAUS07	-	16,095	-	217,456	194,308	345,659	158,255	218,343	233,769	399,047	34,501	1,815,893					
USDA	CAUS07	-	-	-	-	-	-	-	-	-	-	-	-					
Children's Trust	CAHS07	-	-	-	36,734	73,349	-	70,574	90,712	49,596	46,271	-	367,276					
YMCA-Adm Fee	CAHS07	-	-	-	6,339	4,732	-	1,993	3,110	2,874	4,840	124	119,395					
Voluntary Pre-Kindergarten (VPK)	CARHSVPK1	-	-	-	-	-	-	-	-	-	-	-	519,282					
TOTAL	CUMULATIVE	4,530,692	4,548,787	12,029,665	12,290,194	12,562,583	12,908,242	15,755,956	6,647,993	2,689,563	39,334	8,549,950	283,620	187,561	47,081,978			
EXPENDITURES																		
Head Start / Early Head Start	CAHS07	3,154,470	3,674,564	5,181,561	5,622,541	4,526,516	5,928,678	6,377,777	4,379,540	4,613,701	3,703,113	3,479,764	(708,939)	13,701	49,946,987			
TOTAL	CUMULATIVE	3,154,470	3,674,564	5,181,561	5,622,541	4,526,516	5,928,678	6,377,777	4,379,540	4,613,701	3,703,113	3,479,764	(708,939)	13,701	49,946,987			
General Fund		-	6,829,034	12,010,595	17,633,136	22,159,652	28,088,330	34,466,107	39,845,647	43,459,348	47,162,461	50,642,225	49,933,286	49,946,987	(2,885,009)			
BALANCE		-	-	-	-	-	-	-	-	-	-	3,552,419	-	-	2,885,009			

* Closeout for 10-11 has not occurred as of 10/20/11

Head Start / Early Head Start Salary Ranges

OCCUP CODE	CLASSIFICATION	MIN1_SALARY	MAX_SALARY
000315	ACCOUNTANT 1	1500.55	2520.59
000316	ACCOUNTANT 2	1894.7	3201.61
000317	ACCOUNTANT 3	2185.15	3668.37
000810	ADMIN OFFICER 1	1303.5	2185.15
000811	ADMIN OFFICER 2	1645.8	2776.37
000812	ADMIN OFFICER 3	1991.48	3350.33
000094	ADMIN SECRETARY	1200.7	2121.5
003708	ASSOC TEACHER	1085.65	1804.8
000270	BUYER	1376.68	2293.02
003731	CAA FOOD SERV MANAGER	1303.5	2185.15
003756	CAA NUTRITION SERV COORD	2185.15	3668.37
003755	CAA NUTRITION SERV SUPV	1991.48	3350.33
003727	CAA WEATHRZTN/MAINT SUPV 1	1552.42	2261.16
003735	CENTERS DIRECTOR	1933.48	3252.75
000012	CLERK 3	1054.51	1680.33
003138	COMMUNITY FAM SERV WORKER	1107.25	1703.5
001826	COMPUTER TECHNICIAN 1	1314.21	2185.15
001827	COMPUTER TECHNICIAN 2	1646.54	2776.37
006086	COOK 1	911.55	1195.25
006087	COOK 2	985.52	1337.35
006088	COOK 3	1037.24	1649.22
003710	CURRICULUM SPECIALIST	1500.55	2520.59
006001	CUSTODIAL WORKER 1	785.94	1026.16
006002	CUSTODIAL WORKER 2	829.99	1100.59
000015	DATA ENTRY SPECIALIST 1	999.1	1519.96
003784	DIR HEADSTART DIVISION	3601.76	5701.7
006202	DRIVER MESSENGER	911.55	1338.8
003714	EDUCATION SERV MGR	1991.48	3350.33
006080	FOOD SERVICE WORKER 1	785.94	1026.16
006081	FOOD SERVICE WORKER 2	829.99	1100.59
003765	HEADSTART EARLY EXPANSION SPEC	1645.8	2776.37
003779	HEADSTART/EARLY HDST PROG COOR	2547.02	4174.34
006101	MAINTENANCE MECHANIC	1261.86	1809.62
006501	MAINTENANCE REPAIRER	1087.07	1503.08
000021	OFFICE SUPPORT SPECIALIST 2	999.1	1519.96
000402	PERSONNEL TECHNICIAN	1137.53	1894.7
000031	SECRETARY	1158.06	1790.58
006035	SEMI-SKILLED LABORER	968.09	1299.19
003006	SOCIAL WORKER 1	1372.62	2292.3
003007	SOCIAL WORKER 2	1645.8	2776.37
000831	SPEC PROJECTS ADMINISTRATOR 1	2121.5	3561.52
000832	SPEC PROJECTS ADMINISTRATOR 2	2339.69	3897.21
000201	STORES CLERK	925.16	1394.95
003709	TEACHER	1645.8	2776.37
003703	TEACHER ASSISTANT 1	911.55	1266.3
003704	TEACHER ASSISTANT 2	975.39	1587.64
003711	TECHNICAL & TRAINING SUPV	2121.5	3561.52
000424	TRAINING SPECIALIST 3	1991.48	3350.33

Actual/ Administrative Cost 06-11

Year	Index Code	
2006-2007	CAHS07AD	7,400,843
	Grantee	4,689,225
	Delegate	2,711,619
Total		7,400,843

2007-2008	CAHS08AD	6,770,258
	Grantee	4,025,520
	Delegate	2,744,744
Total		6,770,258

2008-2009	CAHS09AD	6,432,008
	Grantee	3,842,484
	Delegate	2,589,526
Total		6,432,008

2009-2010	CAHS10AD	7,718,253
	Grantee	3,977,377
	Delegate	3,740,876
	CAHS10EHAD	208,351
	Grantee	64,122
	Delegate	144,229
	CAHS10EXPAD	433
	Grantee	433
	Delegate	-
	CAHA10AD	199,810
	Grantee	149,613
	Delegate	50,197
	CAHA10EHQIA	13,104
	Grantee	-
	Delegate	13,104
	CAHA10EHQIA2	-
	Grantee	-
	Delegate	-

Actual/ Administrative Cost 06-11

	CAHA10QIAI	33,098
	Grantee	-
	Delegate	33,098
	CAHA10QIA	88,674
	Grantee	-
	Delegate	88,674
	CAHA10EXPAD	-
	Grantee	-
	Delegate	-
	CAHS11EPA	46,126
	Grantee	-
	Delegate	46,126
	CAEH11PAADM	-
	Grantee	-
	Delegate	-
Total		8,307,849

2010-2011	CAHS11AD	8,211,828
	Grantee	4,518,924
	Delegate	3,692,907
	CAHS11EHAD	104,589
	Grantee	15,302
	Delegate	89,293
	CAHS11EXPANS	92,762
	Grantee	19,206
	Delegate	73,556
	CAEHS11EXPAN	231,253
	Grantee	134,524
	Delegate	96,727
Total		8,640,432

* Due to the rounding of certain numbers by the FAMIS system, totals may be off by a few dollars

SCHOOL READINESS/VPK

SCHOOL READINESS/VPK

COMMITTEE 2
GUIDING QUESTION #5

**School Readiness/Voluntary Pre-Kindergarten
Resource Materials**

- **Financials PY 2006-2007 to PY 2010-2011**

**Miami-Dade County
Community Action and Human Services Department
Child Development Services Bureau**

<u>School Readiness Grant</u>	FY 2006-2007	FY 2007-2008	FY 2008-2009	FY 2009-2010	FY 2010-2011	10-Year Child Care Enrollment Trend	
						Fiscal Year	Children Served
Actual (5-Year Trend)							
Salaries & Fringe	\$ 13,694,416	\$ 7,576,095	\$ 8,726,815	\$ 8,229,542	\$ 8,440,065	2001-2002	16,250
Operating Costs	1,842,026	2,296,498	1,092,491	1,397,507	1,765,316	2002-2003	20,595
Child Care Costs	98,999,030	99,969,639	101,360,115	101,974,596	102,269,872	2003-2004	20,712
Capital Expenditures	1,288	20,090	-	120,672	-	2004-2005	28,925
Total	\$ 114,536,760	\$ 109,862,322	\$ 111,179,421	\$ 111,722,317	\$ 112,475,253	2005-2006	29,349
Administrative and Direct Services Costs	\$ 15,536,442	\$ 9,872,593	\$ 9,819,306	\$ 9,627,049	\$ 10,205,381	2006-2007	28,353
No. of Children Served	28,353	27,894	27,215	27,025	26,880	2007-2008	27,894
Gross Cost Per Child	\$ 4,040	\$ 3,939	\$ 4,085	\$ 4,134	\$ 4,184	2008-2009	27,215
Slot Cost Per Child (w/o admin & direct costs)	\$ 3,492	\$ 3,584	\$ 3,724	\$ 3,773	\$ 3,805	2009-2010	27,025
Services Mapped Out By Community	County-wide	County-wide	County-wide	County-wide	County-wide	2010-2011	26,880
Program Support Indirect Cost	NA	NA	NA	NA	NA		

**Miami-Dade County
Community Action and Human Services Department
Child Development Services Bureau**

<u>Voluntary Pre-Kindergarten Program</u>	FY 2006-2007	FY 2007-2008	FY 2008-2009	FY 2009-2010	FY 2010-2011	10-Year Child Care Enrollment Trend
Actual (5-Year Trend)						Fiscal Year
Salaries & Fringe	\$ 425,373	\$ 984,699	\$ 892,179	\$ 754,578	\$ 945,101	2001-2002
Operating Costs	332,472	150,572	221,826	184,194	180,952	2002-2003
Child Care Costs	41,108,016	45,865,151	46,706,759	50,908,455	54,348,508	2003-2004
Capital Expenditures	-	-	-	120,671	-	2004-2005
Total	\$ 41,865,861	\$ 47,000,422	\$ 47,820,764	\$ 51,967,898	\$ 55,474,561	2005-2006
Administrative and Direct Services Costs	\$ 757,845	\$ 1,135,271	\$ 1,114,005	\$ 938,772	\$ 1,126,053	2006-2007
No. of Children Served	15,492	16,951	17,298	18,683	19,765	2007-2008
Gross Cost Per Child	\$ 2,702	\$ 2,773	\$ 2,765	\$ 2,782	\$ 2,807	2008-2009
Slot Cost Per Child (w/o admin & direct costs)	\$ 2,653	\$ 2,706	\$ 2,700	\$ 2,725	\$ 2,750	2009-2010
Services Mapped Out By Community Program Support Indirect Cost	County-wide NA	2010-2011				
						Children Served

Committee 2 – Maximizing efficiencies and community impact of Miami-Dade County's Early Childhood Programs

Guiding Question 6

After review and discussion of all three early childhood education programs offered by Miami-Dade County, are there ways in which the committee would recommend that the three programs can better work together along with the community to maximize quality service delivery to children and their families?

HEAD START/EARLY HEAD START

COMMITTEE 2
GUIDING QUESTION #6

Head Start/Early Head Start
Resource Materials

- **See information in Tabs 1,2,3,4,5,7,8**

SCHOOL READINESS/VPK

COMMITTEE 2
GUIDING QUESTION #6

School Readiness/Voluntary Pre-Kindergarten
Resource Materials

- **See information in Tabs 1,2,3,4,5,7,8**

Committee 2 – Maximizing efficiencies and community impact of Miami-Dade County's Early Childhood Programs

Guiding Question 7

After review of current staff qualifications, how does Miami-Dade County's workforce staff compare to other local agencies providing similar programming services? Are there any recommendations for adjustments linked to improving quality of services?

HEAD START/EARLY HEAD START



**COMMITTEE 2
GUIDING QUESTION #7**

**Head Start/Early Head Start
Resource Materials**

- **Teacher Qualification Matrix**



COMMITTEE 2
GUIDING QUESTION #7

Head Start/Early Head Start
Resource Materials

- **Teacher Qualification Matrix**



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

HEAD START ACT REQUIREMENTS				
AFFECTED GROUP	TIMEFRAME	REQUIREMENTS	ALTERNATE CREDENTIALING REQUIREMENTS	EXEMPTIONS
HEAD START CENTER-BASED TEACHERS	September 30, 2013 (at least 50% of Head Start Teachers in nationwide center-based programs)	Requirements: Baccalaureate or advanced degree in Early Childhood Education; <i>or</i> Baccalaureate or advanced degree and coursework equivalent to a major relating to Early Childhood Education with preschool-age teaching experience.		None.
		Now Through September 30, 2011	Requirements: Head Start Classrooms must assign one Teacher that meets the Alternate Credential and Degree requirements during the period specified.	Alternate Credentialing Requirements: Child Development Associate Credential that is appropriate to the age of the children being served; <i>or</i> State-awarded certificate for preschool teachers that meets or exceeds the requirements of a CDA; <i>or</i> An Associate degree in Early Childhood Education; <i>or</i> An Associate degree in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children; <i>or</i> A baccalaureate degree and has been admitted into the Teach For America Program, pass a rigorous early childhood exam, and is receiving on-going professional development and support from

HEAD START CENTER-BASED TEACHERS
(Continued)

		Teach For America's professional staff.	
As of October 1, 2011		<u>Requirements:</u> Associate degree in Early Childhood Education; <i>OR</i> An Associate degree in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children; <i>OR</i> A baccalaureate degree and has been admitted into the Teach For America Program, pass a rigorous early childhood exam, and is receiving on-going professional development and support from Teach For America's professional staff.	None.
<u>In-Service Training</u>	<u>Requirements:</u> 15 clock hours of professional development per year.		None.
<u>Financial Assistant Requirement</u>	<u>Service Requirements:</u> Teach or work in a Head Start Program for a minimum of three (3) years after receiving the degree; <i>OR</i> Repay the total or a prorated amount of the financial assistance received based on the length of service completed after receiving the degree.		None.

EARLY HEAD START CENTER-BASED TEACHERS AND ASSISTANTS	<u>September 30, 2010</u>	<u>Requirements:</u> All teachers providing direct services to children and families participating in Early Head Start must have, at minimum, a child development associate credential and have been trained (or have equivalent coursework) in early childhood development.	<u>Requirements:</u> By September 30, 2012, all infant and toddler teachers must have received training (or have equivalent coursework) in early childhood development with a focus on infant and toddler development.	None.
	<u>September 30, 2012</u>	<u>Requirements:</u> All Early Head Start teachers must meet the above requirement and be trained (or have equivalent coursework) in early childhood development with a focus on infant and toddler development.		None.
HEAD START CENTER-BASED TEACHER ASSISTANTS	<u>September 30, 2013</u>	<u>Requirements:</u> Child Development Associate Credential; Enrolled in a program leading to an Associate or Baccalaureate degree; <i>or</i> Enrolled in a Child Development Associate Credential program to be completed within two years.		None.



DEPARTMENT OF CHILDREN AND FAMILY SERVICES REQUIREMENTS				
AFFECTED GROUP	TIMEFRAME	REQUIREMENTS	ALTERNATE CREDENTIALING REQUIREMENTS	EXEMPTIONS
HEAD START AND EARLY HEAD START CENTER-BASED TEACHERS, TEACHER ASSISTANTS AND CAREGIVERS	Within 15 Months of Hire	Requirements: 40 hours Introductory Child Care Training Requirements (Parts I - 30 hours) and Part II - 10 Hours) and Pass All Required Competency Exams.	Competency Examination Exemptions: Pass a one-time Competency Exam with a score of 70 percent or higher	Part I and Part II
	Within One Year of Hire	Requirement: 5 Hours Early Literacy and Language Development.	None	None
			Education Exemptions: National Early Childhood Credential (NECC); or Birth through Five Florida Child Care Professional Credential (FCCPC); or Two-year degree or higher with 6 college credits in Early Childhood Education/Child Growth and Development; or Four-year degree in Elementary Education with certification to teach any age birth through 6 th grade.	Training Modules Exempted from: Health, Safety and Nutrition; and Child Growth and Development; and Behavioral Observation and Screening
			BA, BS or Advanced degree in Early Childhood Education or Pre-School Education.	Infants and Toddlers Appropriate Practices and Pre-School Appropriate Practices
			BA, BS or Advanced degree in Elementary Education	School-Age Appropriate Practices
			BA, BS or Advanced degree in Exceptional Student Education	Special Needs Appropriate Practices

DEPARTMENT OF CHILDREN AND FAMILY SERVICES REQUIREMENTS (Continued)			
HEAD START AND EARLY HEAD START CENTER-BASED TEACHERS, TEACHER ASSISTANTS AND CAREGIVERS (Continued)	Annually Between (July 1 to June 30)	In-Service Training Requirement: 10 clock hours or one CEU of in-service training	None
		Staff Credentials <u>Requirement:</u> Every licensed child care facility must have one credentialed staff member for every 20 children. A credentialed staff member is defined as a child care professional that has been issued a Staff Credential Verification documented on the individual's Training Transcript.	<u>Requirements:</u> Florida law requires that VPK instructional personnel possess an appropriate credential.

VOLUNTARY PRE-KINDERGARTEN			
HEAD START AND EARLY HEAD START CENTER-BASED TEACHERS	Annually Between (August to June)	<u>Requirements</u> VPK instructors must have at <u>minimum</u> a Florida Child Care Professional Certificate (FCCPC), formally CDAE, earned within the last five (5) years; or In Associate's Degree or higher in Child Development; or An Associate's Degree or higher in an unrelated field, with at least 6 credit hours in early childhood education or child development, and at least 480 hours of experience in teaching or providing childcare for children any age from birth to 8 years of age.	<u>Other Requirements:</u> VPK Standards and Emergent Literacy for VPK instructors.
			None



HEAD START ACT REQUIREMENTS

<p>EDUCATION COORDINATORS AND CURRICULUM SPECIALISTS</p>	<p align="center"><u>September 30, 2013</u></p>	<p><u>Requirements:</u> Baccalaureate or advanced degree in Early Childhood Education; <i>or</i> Baccalaureate or advanced degree and coursework equivalent to a major relating to Early Childhood Education with preschool-age teaching experience; <i>and</i> Have the capacity to offer assistance to other teachers in the implementation and adaptation of curricula to the group and individual needs of children in a Head Start classroom.</p>		
<p>CENTER DIRECTORS AND LEAD TEACHERS</p>	<p align="center"><u>At the Time of Hire</u></p>	<p><u>Requirements:</u> Every child care center must have a credentialed director.</p>	<p><u>Requirements:</u> When a Director is supervising multiple sites, the individual left in charge of the site during the director's absence must be: 21 years of age; have completed 40 clock hours of training; and have completed the Special Needs Appropriate Practices <i>or</i> have completed the department's School-age Appropriate Practices.</p>	

HEAD START TEACHER MANDATE STATISTICAL REPORT (As of 10/20/11) (Based on PIR)												
Grantee	# of Teachers Budgeted	Advanced Degree in ECE	Advanced Degree and 18 ECE Credits	Bachelor's Degree in ECE	Bachelor's Degree and 18 ECE Credits	Total in Compliance with Head Start Act	Overall 1%	Associate's Degree in ECE	AA Degree and 18 ECE Credits	National CDA	AA or BA (Have not completed 18 ECE Credits)	Total Number Not in Compliance
Head Start	114	16	6	10	38	70	61%	3	2	24	15	44
Delegates												
Allapattah	4	1	0	2	0	3	75%	0	0	0	1	1
CCS	64	1	2	12	19	34	53%	12	3	0	15	30
Centro Mater	27	0	0	5	18	23	85%	2	0	2	0	4
FCAA	25	0	0	0	4	4	16%	12	2	0	7	21
Haitian Youth	5	0	0	0	0	0	0%	1	0	0	4	5
KIDCO	18	0	0	2	5	7	39%	1	2	0	10	11
Landow	4	0	0	0	2	2	50%	0	0	0	2	2
Lejardin	24	0	0	2	5	7	29%	5	5	0	7	17
O'Ferrill	5	0	0	0	4	4	80%	0	0	0	1	1
Our Little Ones	6	0	0	1	0	1	16%	0	1	0	4	5
Paradise Christian	10	0	0	1	1	2	20%	0	2	0	6	8
St. Albans	9	0	0	2	1	3	33%	3	0	1	2	6
Sunflowers	3	0	0	1	0	1	33%	1	0	0	1	2
United Way	4	0	0	3	0	3	75%	0	0	0	1	1
Totals By Category	322	18	8	41	97	164		40	17	27	76	158

Have Not Met Mandate of 50%

EARLY HEAD START TEACHER MANDATE STATISTICAL REPORT (As of 10/20/11) (Based on PIR)											
	# of Teachers Budgeted	Advanced Degree in ECE	Advanced Degree and 18 ECE Credits	Bachelors Degree in ECE	Bachelors Degree and 18 ECE Credits	Associates Degree in ECE	AA Degree and 18 ECE Credits	National CDA or I&T Certification	Total in Compliance	Overall Percentage	Total Not in Compliance including Vacancies
Grantee	58	0	0	1	1	5	0	49	57	99%	1
Early Head Start											
Delegates											
Centro Mater (EHS) (4 Center Based)	8	0	0	0	0	0	0	4	4	50%	4
FCAA (EHS)	6	0	0	0	0	0	0	6	6	100%	0
KIDCO (EHS)	5	0	0	1	0	0	0	2	3	60%	2
Lelardin (EHS)	4	0	0	0	0	0	0	4	4	100%	0
TOTAL	81	0	0	2	1	5	0	65	74		7
ARRA and Home-Based											
Delegates	# of Teachers Budgeted	Advanced Degree in ECE	Advanced Degree and 18 ECE Credits	Bachelors Degree in ECE	Bachelors Degree and 18 ECE Credits	Associates Degree in ECE	AA Degree and 18 ECE Credits	National CDA or I&T Certification	Total in Compliance	Overall Percentage	Total Not in Compliance including Vacancies
Haitian Youth	4	0	0	0	0	0	0	3	3	75%	1
KIDCO	4	0	0	1	0	0	0	1	2	50%	2
Landow	4	0	0	0	0	0	0	2	2	50%	2
Lelardin	4	0	0	0	0	0	0	3	3	75%	1
United Way	4	0	0	0	0	0	0	2	2	50%	2
TOTAL	20	0	0	1	0	0	0	11	12		8

Have Not Met CDA Mandate by 9/30/11

SCHOOL READINESS/VPK



COMMITTEE 2
GUIDING QUESTION #7

School Readiness/Voluntary Pre-Kindergarten
Resource Materials

- **Teacher Qualification Matrix**



MIAMI-DADE COUNTY
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
CHILD DEVELOPMENT SERVICES BUREAU
POSITION ANALYSIS 2011-2012

Occ. Code	Position Title	No of Positions 2011-2012	Minimum Salary (Step 1)	Minimum Fringe Benefits	Total Minimum Compensation	Maximum Salary (Step 12)	Maximum Fringe Benefits	Total Maximum Compensation	Job Description	Minimum Qualifications
11	Clerk 2	1	24,218.74	11,241.28	35,460.02	36,441.08	12,801.34	49,242.42	Basic clerical functions: filing, typing and answering phones.	High School Diploma or Equivalent-1 yr. of clerical experience required
21	Office Support Specialist 2	4	25,876.60	11,465.65	37,442.25	39,518.96	13,194.20	52,713.16	Basic office functions: typing, answering phones, customer service, client file maintenance.	High School Diploma or Equivalent-1 yr. of clerical experience required
31	Secretary	1	30,109.56	11,993.18	42,102.74	46,555.08	14,092.29	60,647.37	Provide unit support: order supplies, schedule meetings, record meeting minutes.	High School Diploma or Equivalent-1 yr. of clerical experience required
84	Telephone Console Operator 1	4	21,755.76	10,926.91	32,682.67	32,483.62	12,296.21	44,779.83	Answer phones, greet clients and maintain sign in log	High School Diploma or Equivalent-3 mos. of experience required
229	Records Center Clerk 2	6	27,999.92	11,723.91	39,723.83	42,861.00	13,620.78	56,481.78	Maintain, store and retrieve client files, Transfer files between offices and identify eligible files for destruction for 4 outreach offices.	High School Diploma or Equivalent-2 yrs. of records storage experience required. Must be able to lift 50 lbs.
230	Records Center Supervisor	1	37,216.14	12,900.27	50,116.41	62,656.88	16,147.52	78,804.40	Supervise 6 Record Center Clerk II. Ensure correct client file labeling for 6 different funding sources, manage Bureau filing systems and records retention and maintenance centers.	High School Diploma or Equivalent-2 yrs. of records storage experience required. Must be able to lift 50 lbs.
317	Accountant 3	3	56,813.90	15,401.73	72,215.63	95,377.62	20,324.00	115,701.62	Supervise the receipt of attendance records and recording functions, supervise provider payment staff, prepare monthly invoices to grantor agencies, reconcile vendor accounts, assist in monthly financial closings, prepare budgets and revenue/expenditure projections by grant and assist in the management of internal accounting functions.	Bachelor Degree in Accounting or a Bachelor's degree to include 21 semester credits in Accounting. Two years of professional accounting experience required.
410	Personnel Specialist 1	1	32,903.76	12,349.84	45,253.62	55,159.00	15,190.49	70,349.49	Process all personnel and payroll related transactions and documents for the Bureau.	Bachelor Degree in Personnel Administration, Human Resources, Business Administration, Public Administration or a related field is required.
831	Special Projects Administrator I	1	55,159.00	15,190.49	70,349.49	92,599.52	19,969.40	112,568.92	Fulfills responsibilities of the School Readiness Ombudsman. Addresses all client and vendor inquiries and complaints through resolution.	Bachelor Degree-3 yrs. of professional experience is required
832	Special Projects Administrator II	1	60,831.94	15,914.59	76,746.53	101,327.46	21,083.44	122,410.90	Provides direct support to the Bureau Chief regarding grant requirements, policy and procedure. Supervises all internal/external accounting and finance activities to include: budgeting, procurement, contract management and acts as a liaison to grantor agencies.	Bachelor Degree in Public or Business Administration is required. 4 yrs. of experience to include grants and contract management and 2 yrs. of supervisory experience is required.

MIAMI-DADE COUNTY
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
CHILD DEVELOPMENT AND HUMAN SERVICES BUREAU
POSITION ANALYSIS 2011-2012

Occ. Code	Position Title	No of Positions 2011-2012	Minimum Salary (Step 1)	Minimum Fringe Benefits	Total Minimum Compensation	Maximum Salary (Step 12)	Maximum Fringe Benefits	Total Maximum Compensation	Job Description	Minimum Qualifications
1826	Computer Technician	1	34,169.46	12,511.39	46,680.85	40,978.08	13,380.44	54,358.52	Responsible for all IT functions, coordinates system software/hardware upgrades in accordance with grantor agency requirements.	High School Diploma or Equivalent or completion of 60 semester credits in computer related field.
3080	School Readiness Worker	66	28,621.56	11,803.26	40,424.84	44,653.96	13,849.63	58,503.59	May be stationed at the 3 outreach offices processing clients for eligibility determination amongst 12 different eligibility categories within 6 different grant programs. May also process the attendance records of approx. 26,000 children in the School Readiness program and 19,000 children in the VPK program receiving care in approx. 1,300 child care centers on a monthly basis.	Completion of 60 semester credits in Early Education, Social Work, Psychology, or related field and 2 yrs. of public contact experience.
3084	School Readiness R&R Specialist	10	28,621.56	11,803.26	40,424.84	44,653.96	13,849.63	58,503.59	Provides free (grant required) early care and education information to the residents of Miami-Dade County. Provides over 65,000 referrals to citizens by phone or in person per year.	Completion of 60 semester credits in Early Education, Social Work, Psychology, or related field and 2 yrs. of public contact experience.
3088	School Readiness Supervisor	6	46,924.80	14,139.48	61,064.28	79,375.14	18,281.44	97,656.58	Supervises the daily activities of School Readiness Worker I and II. Provides in-service training to staff and ensures that client eligibility policy changes are implemented.	Bachelor Degree in Early Care and Education, Psychology, Sociology or a related field. 2 yrs. of experience supervising staff is required.
3089	School Readiness Compliance Mgr.	1	56,813.90	15,401.73	72,215.63	95,377.62	20,324.00	115,701.62	Responsible for providing administrative and programmatic support to all eligibility staff regarding the implementation of eligibility policies and procedures for 12 different eligibility categories within 6 different grant programs.	Bachelor Degree in Social Work or a related field and 3 yrs. of responsible professional experience in a large social services organization with is required.
3252	Manager, Human Services	1	66,222.52	16,602.64	82,825.16	77,480.78	18,039.65	95,520.43	Manages the daily activities of the School Readiness R&R (Resource & Referral) Specialists. Oversees workflow and compliance with national R&R requirements (grant required).	Bachelor Degree and 3-5 yrs. of professional administrative experience is required.
3270	Division Director	4	75,595.00	17,798.95	93,393.95	83,153.72	18,763.74	101,917.46	Responsible for the oversight and direction of the Bureau's Eligibility, Inclusion/Assessment, Provider Payment and Administrative Divisions.	Bachelor Degree and 3-5 yrs. of responsible professional experience in a large social services organization and 2 yrs. of supervisory experience are required.

MIAMI-DADE COUNTY
COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
CHILD DEVELOPMENT SERVICES BUREAU
POSITION ANALYSIS 2011-2012

Occ. Code	Position Title	No of Positions 2011-2012	Minimum Salary (Step 1)	Minimum Fringe Benefits	Total Minimum Compensation	Maximum Salary (Step 12)	Maximum Fringe Benefits	Total Maximum Compensation	Job Description	Minimum Qualifications
3282	Bureau Chief	1	87,265.88	19,288.62	106,554.50	95,992.78	20,402.52	116,395.30	Provides overall policy and direction over the Bureau's 6 grant funded programs, acts a liaison to the grantor agencies, provides information to the general public, clients and child care providers.	Bachelor Degree in Business Administration, Public Administration, Social Work or a related field and a minimum of 4-8 years of progressively responsible management experience in a large social services organization are required.
3081	School Readiness Worker 2	25	30,073.16	11,988.54	42,061.70	47,137.22	14,166.59	61,303.81	Completes approximately 28,000 client re-determinations per year for clients participating in the School Readiness program.	Completion of 60 semester credits in Early Education, Social Work, Psychology, or related field and 3 yrs. of public contact experience are required.
3087	School Readiness Manager	4	56,813.90	15,401.73	72,215.63	95,377.62	20,324.00	115,701.62	Provides overall supervision, program support and office management functions at each of the 3 outreach offices and the mail-in re-determination unit.	Bachelor Degree in Early Care and Education, Social Work, Psychology, Sociology or a related field. Three years of administrative or professional and supervisor experience in a large social services agency are required.
3070	Inclusion/Assessment Specialist	2	42,790.80	13,611.82	56,402.62	72,185.62	17,363.77	89,549.39	Provides training and support to the staff of child care providers in areas regarding socio-emotional behavior and available strategies to assist children in overcoming obstacles to learning.	Bachelor Degree in Early Care and Education, Psychology, Sociology or a related field. Experience in assessment or inclusion is preferred.
3067	Inclusion/Assessment Worker	5	42,790.80	13,611.82	56,402.62	72,185.62	17,363.77	89,549.39	Disseminates, collects and processes child evaluation and assessment data and facilitates the diagnostic review and treatment of children identified with learning difficulties.	Bachelor Degree in Early Care and Education or related field and 1 year of experience in teaching, planning and training in educational activities are required.
3175	Social Services Reports Specialist	1	33,890.22	12,475.75	46,365.97	56,813.90	15,401.73	72,215.63	Provides technical data management functions in the transmission of child evaluation results between the diagnostic and treatment practitioners in the Child Screening/Assessment and Inclusion programs.	Bachelor's degree is required.
3006	Social Worker 1	1	35,688.12	12,705.23	48,393.35	59,599.80	15,757.32	75,357.12	Responsible for the application and enrollment processes for the clients participating in the Teenage Parent Program.	Bachelor Degree in Social Work, Sociology, Psychology, Human Services or related field is required.

Total 151

HEAD START/EARLY HEAD START

OTHER MATERIALS HEAD START/EARLY HEAD START

- **PROGRAM HISTORY**
- **SCOPE OF SERVICES**
- **PROGRAM DESCRIPTION**



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT HEAD START/EARLY HEAD START

PROGRAM HISTORY

Miami-Dade County, Community Action and Human Services (CAHS) Department, formerly known as the Community Action Agency (CAA), has been in existence since 1965, and began as a part of one of the first pilot projects. The history of Head Start parallels that of the Community Action Agency. In 1965, the Office of Economic Opportunity launched Project Head Start as an eight-week summer program. Head Start was part of the War on Poverty, which embodied a basic belief in education as the solution to poverty. Head Start was designed to help break the "cycle of poverty" by providing preschool children of low income families with a comprehensive program to meet their emotional, social, health, nutritional, and psychological needs.

In 1969, Head Start was transferred from the Office of Economic Opportunity to the Office of Child Development in the U.S. Department of Health, Education, and Welfare. It has now become a program within the Administration for Children and Families in the U.S. Department of Health and Human Services. Head Start has grown from the eight-week demonstration project to include full day/year services and many program options. Families with children birth to age 3 have been served in Head Start since at least 1967 by Migrant/Seasonal Head Start and Parent Child Centers, however in the mid-1990's, birth to age 3 services were formalized and expanded with the inception of Early Head Start.

The Equal Opportunity Program, Inc, (EOPI) was the grantee for all Head Start funds in Miami Dade County, and provided health services, education services, social services, parent and volunteer coordination for the entire program. The EOPI operated centers for approximately 1,000 children. The Dade County School System was a delegate agency under contract with EOPI to provided Head Start classes for approximately 3,000 children. The Head Start Child Development Program, as it was called during its early days, introduced a unique concept to poor communities. In 1971 the Miami Dade County decided to directly operate the Head Start program under Miami-Dade County Community Action Agency. In 1987, the enrollment had a major increase to 3,825 children and families.



HISTORY TIMELINE

- 1965** - The beginning! Head Start begins in Miami-Dade County serving approximately 1,000 children (The Equal Opportunity Program Inc. (EOPI) was the grantee).
- 1971** - The Miami Dade County decided to directly operate Head Start Program.
- 1978** - Miami-Dade County Head Start completed thirteen years of service to the community. By the end of this year, Head Start was operating thirty-seven (37) centers and served 2,500 eligible children.
- 1980** - *January 14, 1980-* Miami-Dade County Community Action Agency approved agreement for 40 children in the City of South Miami. Centro Mater became a delegate agency serving 40 children. The program begins collaborations with non-profit childcare agencies to provide Head Start services.
- 1984** - *August funded enrollment 2,640 children.* New facilities opened in four (4) locations. Additionally, trailers donated by Metro-Dade Office of Transportation (Metro Rail) and placed at DuPuis Elementary and Gladeview Elementary.
- 1988** - Congress authorized the Comprehensive Child Development program, a five-year demonstration program to provide comprehensive, integrated, continuous support services to low-income families with infants.
- 1990** - Congress passes legislation setting a goal of providing Head Start services to every eligible child. The Human Service Reauthorization Act dramatically increased Head Start funding in an effort to serve all eligible 4-year-olds and 30 percent of eligible 5-year-old by 1994.
- 1994** - Dade County Program selected by the National Head Start Association to be a part of a new initiative aimed at linking high quality programs to promote the interchange of expertise, ideas and model.

Congress passes legislation that creates Early Head Start, a new Head Start program for infants and toddlers.

In May 1994, the president signed into law the Head Start Reauthorization Act of 1994. This legislation, enacted with bipartisan sponsorship and support, amended the Head Start Act to extend the program authorization period through fiscal year 1998.

Landmark Reauthorization Act (1994) This legislation played an important role in expanding Head Start and improving the overall quality of the programs.



- 1996** - Welfare Reform legislation is passed by Congress. Head Start begins to expand full-day Head Start services to families who are working or enrolled in school or training.
- 1998** - Congress enacted the Comprehensive Child Development Act. This act authorized an innovative effort through the establishment of Comprehensive Development Programs.

The Miami-Dade County Head Start Program is awarded an Early Head Start grant to serve infants and toddlers. Revised Head Start Program Performance Standards are issued.
- 2000** - Congress sharpens Head Start's emphasis on "school readiness."
- 2007** - On December 12, 2007, President Bush signed Public Law 110-134 "Improving Head Start for School Readiness Act of 2007" reauthorizing the Head Start program. This law contains significant revisions to the previous Head Start Act and authorizes Head Start through September 30, 2012. In the disability services area, the new requirements necessitate making program changes that affect the services for children with disabilities. Programs are required to follow the definitions of what constitutes a disability as they are defined in the individuals with Disabilities Education Act (IDEA).
- 2010** - The Program is recognized as a National Program of Excellence and is the recipient of the Florida Head Start Association's 2010 "Image Award." For having received National Recognition for Quality Services to Florida's Children and Families and communities.





COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

PROGRAM DESCRIPTION

Head Start/Early Head Start, administered locally by the Miami-Dade County Community Action and Human Services, is a comprehensive program for children from birth to age five and their families. Key principles of the program include:

COMPREHENSIVE SERVICES: To help children develop fully and achieve social competence, a comprehensive, interdisciplinary approach to services including education, health, nutrition, social services, and parent involvement are provided by the program. The range of services available is responsive and appropriate to each child and family's unique developmental, ethnic, cultural, and linguistic experiences.

PARENT INVOLVEMENT AND FAMILY FOCUS: Head Start/Early Head Start is family centered and designated to foster a parent's role as the principle influence on their children's development and as their children's primary educators, nurturers, and advocates. Parents are encouraged to become involved in all aspects of Head Start, including direct involvement in policy and program decisions that respond to their interests and needs.

COMMUNITY PARTNERSHIPS AND COMMUNITY-BASED SERVICES: Head Start/Early Head Start programs are community-based, with modes for service based on the unique needs of the diverse communities they serve. Based on these principles, Head Start embraces a comprehensive vision of the health of children and families. This vision supports wellness by encouraging practices that prevent, identify, treat, and reduce the impact of health problems on Head Start families and children.





COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
HEAD START/EARLY HEAD START

SCOPE OF SERVICES

Today, the Miami-Dade County Community Action and Human Services Head Start/Early Head Start Program has grown to serving approximately 6,756 children and families throughout the Miami Dade County geographic area, and has been serving children age's birth to five years old and their families for approximately 46 years. —

1. The Head Start/Early Head Start Programs, as defined by the United States Department of Health and Human Services and County rules is administered five (5) days a week for a total of 175 (one hundred and seven-five) school days for preschoolers, and 226 (two hundred and twenty-six) school days for infants and toddlers (ages 0 to 5).
2. Adhere to all applicable Head Start Programs Performance Standards, notices and instructions as promulgated by the United States Department of Health and Human Services Administration for Children and Families (ACF), Administration for Children, Youth and Families (ACYF), including but not limited to Code of Federal Regulations (CFR), Title 45 Parts 1301, 1302, 1303, 1304, 1305, 1306, 1308, 1309 and Section 544(g)(3) of the Head Start Act, Florida Statutes (Section 402.301-402.319 and Section 120.60) Florida Administrative Code (Chapter 65C-22 and Chapter 64E-11) and appropriate County requirements. These rules, regulations and requirements must be followed to the extent that they are consistent with the Head Start Act, 42 U.S.C. §9807 et seq., as amended.
3. Establish and maintain an organizational structure that supports the accomplishment of program objectives. The structure must address the following program management functions: Management of early childhood development and health services, including child development and education; child medical, dental, and mental health; child nutrition; and services for disabilities; and management of family and community partnerships, including parent activities.
4. Establish and maintain an organizational structure that supports the accomplishment of program objectives. At the minimum the program shall ensure that the following program management functions are assigned within the program:

a. Parent Involvement Services supported by staff or consultants with training, experience, and skills in assisting the parents of young children in advocating and decision-making for their families. Parents can take part in training classes on many subjects, such as child rearing, job training, learning about health and nutrition, and using free resources in the community. Head Start also offers assistance to parents interested in obtaining a high school General Equivalency Diploma (GED) or other adult education opportunities. Parents can become a Head Start volunteer and learn more about child development. This experience may later qualify parents for training which can help them find employment in the Early Care and Education Field. Parents also have a voice in the Head Start program by serving on various committees. Parents' experiences in Head Start have raised their own self-confidence and improved their ability to make decisions.

b. Education and Child Development Services supported by staff or consultants with training and experience in areas that include: the theories and principles of child growth and development, early childhood education and family support. In addition, teaching staff or consultants shall meet the qualifications for classroom teachers. The objective of Education and Early Childhood Development is to provide all children with a safe, nurturing, engaging, enjoyable, and secure learning environment, in order to help them gain the awareness, skills, and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and life.

c. Early Head Start Home Based Services supports children and families through visits and group socialization experiences. Early Head home visits provide comprehensive services to support and strengthen the relationship between infants, toddlers and their parents.

d. Health Services supported by staff or consultants with training and experience in public health, nursing, health education, maternal and child health, or health administration. Ensure immunizations, medical exams; dental, sensory, behavioral and developmental screenings are obtained timely and appropriate follow-up care for all enrolled children is provided.

e. Nutrition Services supported by staff or consultants who are registered dietitians or nutritionist. The goal of the nutritional service unit is to assist families in meeting each child's nutritional needs, establishing good eating habits that nurture health development and promoting life-long well being.

- Identification of Nutritional Needs- Nutrition assessments are conducted (height, weight, hemoglobin, special diets, religious preferences, feeding requirements of infants and toddlers, and parental input.) of the children.
- Nutritional Services- The program provides nutritional meals that are age appropriate (breakfast, lunch and snack. The meals are high in nutrients, low in fat, sugar, and salt.

- Meal Services – The program provides a variety of ethnic foods served. All toddlers, preschoolers, classroom staff and volunteers sit and eat the same meal together. Infants are held while being fed. Children are involved in doing nutrition activities from the nutrition education calendar.
- Family Assistance with Nutrition- Parents are provided with current food and nutrition information, food preparation, and nutritional skills through the nutrition education calendar. Parents are also offered a 12 week course in basic nutrition, meal planning and home management skills through the Food and Nutrition Program administered by Miami-Dade County Cooperative Extension Services.

f. Family and Community Partnership Services supported by staff or consultants with training and experience in field(s) related to social, human or family services. Head Start offers parents opportunities and support for growth, so that they can identify their own strengths, needs and interests, and find their own solutions. The objective of Family Partnerships is to support parents as they identify and meet their own goals, nurture the development of their children in the context of their family and culture, and advocate for communities that are supportive of children and families of all cultures. The objective of Community Partnership is to ensure that grantee and delegate agencies collaborate with partners in their communities, in order to provide the highest level of service to children and families, to foster the development of a continuum of family centered services, and to advocate for a community that shares responsibility for the healthy development of children and families of cultures.

g. Disability Services supported by staff or consultants with training and experience in securing and individualizing needs for children with disabilities. Ten percent (10%) of the children in Head Start/Early Head Start must be children with disabilities. Children with disabilities are determined eligible are determined eligible for special education and related services or early intervention services by Miami-Dade County Public School (M-DCPS) or Early Steps program as determined under the individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), by the State or local agency providing services under section 619 or part C of the Individuals with Disabilities Education Act. To qualify as a child with a disability, an individual Family Support Plan (IFSP) for Early Head Start or Individual Education Plan (IEP) for Head Start is required.

h. Mental Health Services supported by staff or consultants who are licensed or certified mental health professionals with experience and expertise in serving young children and their families. The focus of mental health services in the Head Start program is to ensure the health

social and emotional development of children. Identification, prevention, and treatment services are available to ensure that all children have the skills they will need to be successful in kindergarten. Resources and services are also available which promote the mental health and wellness of each child's family and the staff.



SCHOOL READINESS/VPK

OTHER MATERIALS SCHOOL READINESS/VOLUNTARY PRE-KINDERGARTEN

- **PROGRAM HISTORY**
- **SCOPE OF SERVICES**
- **PROGRAM DESCRIPTION**



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
SCHOOL READINESS**

PROGRAM HISTORY

A. SCHOOL READINESS (SR) ELIGIBILITY SERVICES

Florida's Early Learning System is governed by collaborative state and local partnerships. Today's structure was created through several major legislative acts that organized early learning programs into three agencies: the Office of Early Learning, Early Learning Coalitions and Early Learning Advisory Council.

Prior to 1999, the early education and child care system in Florida consisted of multiple programs and agencies that were created at different times for different purposes. Child care licensing was the responsibility of the very large Florida Department of Health Rehabilitative Services until 1997 when it was dismantled into two agencies: Department of Children & Families and Department of Health. The Department of Children & Families became responsible for most of the child care health, safety and subsidy programs.

Federal changes to the Aid to Families with Dependent Children program in 1996, replacing that program with the Temporary Assistance to Needy Families program, which put more emphasis on workforce issues as essential to creating self-reliant families. Both of these changes paved the way for the Florida Legislature to change the framework of early learning in the state.

In 1999, the Legislature sought to create a cohesive, efficient, and integrated School Readiness system for increasing children's chances of achieving future educational success. The Legislature created the Partnership for School Readiness and housed the Partnership under the Executive Office of the Governor (EOG). The Partnership for School Readiness, in collaboration with 67 community-based early learning coalitions, focused on providing developmentally appropriate educational services for Pre-Kindergarten children at risk of future academic failure. The local School Readiness Coalitions were formed to plan and implement local services.

In 2001, Florida's early education and child care system went through another transformation when Florida's Legislature transferred the Partnership from the EOG to the Agency for Workforce Innovation which assumed direct responsibility for certain administrative aspects, such as budget development and allocation. The next year, Florida voters passed a constitutional amendment creating a Voluntary Prekindergarten program for all 4-year-old children, with diverse responsibilities assigned to the Agency and to the Department of Education. In 2005, the Partnership and its governing board became the Office of Early Learning and the Early Learning Advisory Council (ELAC).

The administrative support of the Partnership was transferred in 2001 from the Executive Office of the Governor to the Agency for Workforce Innovation (Ch. 2001-170, Laws of Florida) in recognition that subsidized child care is a workforce stability issue and that quality early learning is a workforce development need. The Legislature also repealed the statutory authority for the individual school-based readiness programs creating one readiness program under the direction of the Partnership and local coalitions.

The Agency for Workforce Innovation was responsible for state-level coordination of the School Readiness and VPK Programs and of the School Readiness Coalitions, which were renamed Early Learning Coalitions. The number of Early Learning Coalitions was limited to 30, with some exceptions. Responsibility for developing educational standards and

measuring program outcomes for the VPK Program was assigned to the Florida Department of Education (Ch. 2004-484, Laws of Florida).

Below is the program history of each program area:

1. Eligibility Determination/Provider Payments:

Miami-Dade County Department of Human Services has been administering the subsidized child care program, and later the School Readiness program, for approximately 40 years. During the early years, the Department of Children and Families (DC&F) was responsible for the administration of the childcare component, health, safety and subsidized programs. Changes in the industry forced the Florida Legislature to shape the structure of early learning throughout the State.

The County has faced many challenges over the years administering the School Readiness (SR) Program, some of them were immense and of severe impact to the children and families of Miami-Dade County. In 1992, Hurricane Andrew tested every facet of the County's infrastructure and the limitations of its staff to restore services and provide immediate relief to those affected. DHS responded by realigning its Child Development Services' (CDS) eligibility determination outreach offices within three days to ensure that families could continue to apply for and receive this most valuable service with minimal interruption.

Later in the 1990s, the State of Florida implemented the Child Care Purchasing Pool to foster a partnership with private businesses to promote quality child care for employees, but was met with unhappy underfunded private corporate contributions. The County took advantage of this opportunity, while it could, and provided nearly \$9 million over the next two years to provide over 2,400 children the opportunity to receive care that otherwise they would not have received due to the limited resources available under the subsidized child care program.

As mentioned above, the Early Learning Coalitions (ELC) were legislatively enacted in 1999. Consequently, the County began to earnestly support and collaborate with the ELC in its efforts to improve the quality of care offered by child care providers while developing the current wide range of efforts to ensure that children would succeed upon entering school.

As evidenced by the history, all areas of the County's School Readiness efforts have always surpassed the requirements of the grantors. The Child Care Resource and Referral (CCR&R) section continues to provide services to a multitude of clients while surpassing the grant requirements. The Eligibility Determination Unit has undergone many changes; however, these changes have not diminished the quality of services provided to the clientele nor have decreased the outcomes expected by the grantors. The Payment Division has and continues to timely deliver payments to the providers in a timely manner; which is reflected in the attached auditing documents and feedback from our providers and stakeholders.

2. Screening, Assessment and Inclusion:

As a part of the School Readiness Act of 1999, Screening, Assessment and Inclusion services were mandated for all children enrolled in the School Readiness. In Miami-Dade, the major partners were:

1. Florida International University (FIU) - Best Practices
2. Miami Dade County, Department of Human Services (CDS) - Central Agency
3. George Mason University (GMU) - Research
4. RE-DE-SET-GROW (RSG) - Uploading of data
5. Miami Dade County Public Schools (Pre-K and FDLRS) - Host Agency
6. Other agencies providing early care and education in the community - Resources

Initially, the partner agencies addressed and developed the Assessment Intervention Program's scope of services deciding on a random group of subsidized children to receive a full developmental and social emotional development assessment. A developmental assessment tool was chosen the Learning Accomplishment Profile Diagnostic (Lap-D), as well as a tool to evaluate social emotional, the Devereux Early Childhood Assessment (DECA). The Lap-D was first completed by Miami-Dade County Public School's Pre-K programs as a means of evaluating its effectiveness.

In July 2002, after a year of training staff on the different tools and developing a system, CDS began the Assessment process, assessing a random group of subsidized children over 36 months of age with the Lap-D, as well as having parents fill out the DECA for the social emotional component. George Mason University provided the research results and FIU assisted in the development of the criteria, etc. for the program, and RSG was the software company where the Lap-D's were uploaded to. After two years into the program (2005), palm pilots were then used to enhance upload effectiveness.

In 2007, after review of the state mandate, it revealed that every subsidized child in child care had to have a screening, therefore the Ages and Stages Questionnaire (ASQ) was introduced as the screening tool. In doing so, the DECA was eliminated due to the high cost and it was not a mandate at the time. In March 2007, trainings on the ASQ was provided to all Child Care Centers and Miami Dade County, CDS, Inclusion Assessment, facilitated every child care center with an ASQ to be done on every subsidized child in their care, introducing the Early Learning Accomplishment Profile Diagnostic (E-Lap), for those children 35 months and under. Upon the implementation of the Ages & Stages, FIU became responsible for the research and continued with best practices, criteria review and implementation. In turn, a Battelle Inventory (BDI) was completed on every child with at least 1 concern in the ASQ, and if a concern in the BDI, then intervention was provided by CDS staff. The BDI was done for one year until 2008.

In 2008, Ages and Stages children with 1 or more concerns, automatically received intervention. A random sample of children continued to receive the Lap-D and E-Lap and CDS staff continued to also provide intervention for those children in need of intervention until July 2010, when Miami Dade County subcontracted with Citrus Health Network to provide the intervention to those children with concerns until present. From 2007 until present, CDS has



provided trainings in the area of ASQ implementation, as well as in other areas related to early childcare and development.

3. *Psychological Services:*

Miami-Dade County has been providing psychological services for children and families for more than 25 years. We have closely worked with the County's Head Start program and Miami-Dade County Public Schools (MDCPS). The program is accredited by the American Psychological Association to provide internships to psychological doctoral students.



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT SCHOOL READINESS

Miami-Dade County, Community Action and Human Services (CAHS) Department, formerly known as the Department of Human Services (DHS), Child Development Services Bureau (CDS), has operated as a central agency for children receiving child care subsidies for over 40 years, providing comprehensive, culturally/linguistically competent early childhood services; through a contracted grant from the Agency for Workforce Innovation (AWI); under the umbrella of the Early Learning Coalition of Miami-Dade and Monroe, Inc (ELCMDM). The Child Development Services Bureau administers programs to assist parents and families needing School Readiness (SR) and Voluntary Pre-Kindergarten (VPK) services for children from infancy up to 9 years of age. Services include: Child Care Resource and Referral (CCR&R) information on child related services and other pertinent information, determination of eligibility for subsidized childcare services and payment to providers for childcare services. Assessment and early intervention for pre-school children and a professional development program for Early Care and Education providers is also provided.

PROGRAM DESCRIPTION **SCHOOL READINESS**

Miami-Dade County administers the School Readiness (SR) contract with funding from the Early Learning Coalition of Miami-Dade/Monroe Inc. The objective is to increase school readiness for preschoolers and support primary caregivers to maintain their status of self sufficiency. The County facilitates enrollment for the maximum number of eligible children within current availability of funds.

The following descriptions pertain to the divisions which also compose the SR Program:

1. *Provider Payments:*

The Provider Payments processes monthly reimbursement to approximately 900 Voluntary Pre-Kindergarten (VPK) and 1,200 School Readiness Providers. Through these providers, there are approximately 45,000 children; 26,000 School Readiness; 19,000 VPK that are paid for on a monthly basis.

2. *Child Care Resource and Referral:*

Child Care Resource and Referral (CCR&R) offers CCR&R services including but not limited to early learning referrals, consumer education resources, and information regarding community resources to each individual requesting CCR&R Services, including but not limited to individuals specifically requesting CCR&R services, individuals applying for School Readiness services, and individuals with a child who has a suspected or diagnosed special need or disability. CCR&R services shall be offered without regard to an individual's level of income or personal circumstances. CCR&R services shall be available for all children, aged zero (0) through twelve (12) including unborn children and children aged thirteen (13) through eighteen (18) who are physically or mentally challenged, incapable of self-care or are under court supervision.

3. *Screening, Assessment and Inclusion:*

Developmental screenings and assessments are conducted for each child enrolled in School Readiness within 45 days of enrollment. The screenings and assessments tools include: Lap-D/E-Lap, DECA, Battelle Developmental Inventory (BDI), and the Ages and Stages Questionnaire-3 (ASQ-3); pre and post tests are also conducted. The staff has received training and is certified in all of the above mentioned tools. Over the last 10 years, more than 30,000 assessments have been conducted and over 50,000 Ages and Stages Questionnaires completed. Training/support has also been provided to over 3000 teachers in the ASQ implementation.

4. *Psychological Services:*

Psychological services are offered for families. These services includes:

- Individual
- Group
- Family
- Play Therapy,
- Consultation,
- Psychological Evaluations
- Training for teachers and parents.



COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
SCHOOL READINESS

SCOPE OF SERVICES

The Early Learning Coalition of Miami-Dade and Monroe (ELCMDM) has contracted with the County to provide School Readiness (SR) Services. These services include Eligibility Determination, Provider Payments, Child Care Resource and Referral, and Screening Assessment and Inclusion.

SR scope of services requires the County facilitate efficient and effective customer friendly access to financial assistance for School Readiness funded services. A cash match of \$3,400,000 is also required. The scope of service for each activity is outlined below:

1. Eligibility Determination:

Assist parents and families in obtaining financial assisted School Readiness services. Services include eligibility determination and placement of children through a network of children through a network of child care services throughout Miami-Dade County in accordance with Chapter 60BB-4; maintain and update eligibility in the Enhanced Field System (State of Florida child care data base). There are three eligibility offices and one mail-in re-determination office located as follows:

Coconut Grove 3750 South Dixie Highway Miami, Fl 33133 (305) 694-3510	Mail-In Re- Determination Office (re-determination by mail only) (305) 633-1634	Miami Gardens 16405 NW 25 th Avenue Miami, Fl 33054 (305) 626-7969	Naranja 13955 SW 264 Street Miami, Fl 33032 (305) 258- 5471
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2. Provider Payment:

The Payment Division provides payment and financial management services that maximize efficiency and accuracy in accordance with federal, state, and Coalition regulations and guidelines. The contract from the Early Learning Coalition of Miami-Dade/Monroe (ELCMDM) is a cost reimbursement contract requiring that all payments be based on actual expenses. The SR and VPK contracts mandate that the Division:

- Provide timely and accurate payments to childcare providers who participate in school readiness funded programs and have completed the Contractor's financial certification and the Coalition's provider agreement.
- Provide timely and accurate information on participating children and providers to facilitate the accounting process. The information should include the number of providers that have reached the maximum rate.
- Manage all school readiness funds in compliance with Federal, State, and Coalition requirements.
- Serve as a single point of entry for slot management and payment for all school readiness funded services.
- Ensure that payments are made to participating childcare providers by the 20th working day of the month following service.

- Ensure that all providers requesting assistance from the designated provider help desk for attendance, and payment related support shall receive assistance within four (4) business days.
- Provide all required payment documentation necessary for auditing purposes, for example, provider daily sign-in/sign-out sheets, attendance rosters, etc.
- On a monthly basis, randomly select childcare providers to audit attendance sheets and payments to ensure accuracy. Over the contract term, the Contractor will ensure that 10% of all childcare provider attendance sheets and payments are audited. The Contractor shall provide copies of the reports of these monitoring reports/results to the Coalition within thirty (30) days of completion.
- Ensure that certified Gold Seal providers receive the Gold Seal differential of up to twenty (20%) percent. If the Gold Seal provider loses their Gold Seal status at any time, the Contractor will notify the Coalition, on a monthly basis, upon notification. The Contractor is responsible to recoup the overpayment from the provider. Upon request, the Contractor shall provide back-up documentation to the Coalition regarding Gold Seal provider status for monitoring purposes.

3. Child Care Resource and Referral:

The scopes of services for Child Care Resource and Referral (CCR&R) is to educate consumers on how to gain access to the availability and affordability of quality early learning and information on community resources, in particular, but not limited to quality early care options. CCR&R maintains a comprehensive data base of all legally operating early care and education providers; assist providers with start up information; and information/access on training and technical assistance. CCR&R trained Specialists provide information, materials, and related assistance on the following:

- Early care and education options and community resources
- How to select a quality care and education program
- How to select and enroll in a Voluntary Prekindergarten Education (VPK) Program
- Access School Readiness and other financial assistance
- Individualize non-biased referrals to early care and education programs
- Maintain resource file/database of community services and resources to assist families and providers
- Participate in community events
- Plan and attend annual CCR&R community education and outreach for families and providers. Activities may include, but not limited to:
 - Displaying/distributing posters, brochures in key locations through out the community
 - Setting up booth/table or speaking at local health/employer fairs or other community events
 - Presenting at provider trainings.

4. Screening, Assessment and Inclusion:

The scope of service for Screening Assessment and Inclusion include administering the Ages and Stages Questionnaire 3 (ASQ-3), on all School Readiness (SR) eligible children ages 2 months through 5 years old to identify those at risk for developmental delays, excluding children attending Voluntary Pre-Kindergarten or other pre-kindergarten programs in a Miami-Dade County Public Schools setting, and children in Head Start/Early Head Start.

Conducting assessments on a random selection of four hundred twenty five (425) SR eligible children ages 3 months to 5 years old using the Learning Accomplishment Profile-Diagnostic (LAP-D) and Early-Learning Accomplishment Profile (E-LAP) in a pre/post; assessments protocols may change as result of State mandates.



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
VOLUNTARY PREKINDERGARTEN**

PROGRAM HISTORY

Voluntary Prekindergarten (VPK) began as a constitutional amendment passed by Florida voters in November 2002 and signed into law January 2, 2005. It is designed to prepare every four-year-old in Florida for kindergarten and build the foundation for their educational success. The VPK program gives each child an opportunity to perform better in school and throughout life with quality programs that include high literacy standards, accountability, appropriate curricula, substantial instruction periods, manageable class sizes, and qualified instructors. All eligible four-year-olds are entitled to participate in one of the VPK program options.

Since 2005 over 100,000 VPK certificates have been issued to parents of eligible four-year-old children. See Tab 7 for annual breakdown.



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
VOLUNTARY PREKINDERGARTEN**

Voluntary Prekindergarten (VPK) is designed to prepare 4 year-olds in Florida for kindergarten and build the foundation for their educational success.

PROGRAM DESCRIPTION

The VPK give each child an opportunity to perform better in school and throughout life with quality programs that include high literacy standards, accountability, appropriate curricula, substantial instruction periods, manageable class sizes, and qualified instructors. All eligible four (4) year olds are entitled to participate in the school year program or the summer program. Children must be four (4) years old by September 1, of each school year and live in the State of Florida.

School Year Program - 540 instructional hours; Class sizes not to exceed 18 students; instructors must have a minimum of a Child Development Associate (CDA) for the school year program.

Summer Program - 300 instructional hours; Class sizes not to exceed 12 students; instructors must have a minimum of a Bachelor's degree.



**COMMUNITY ACTION AND HUMAN SERVICES DEPARTMENT
VOLUNTARY PREKINDERGARTEN**

SCOPE OF SERVICES

- Determine eligibility of children as per State and Coalition policies and guidelines
- Establish VPK student registration sites throughout Miami-Dade County.
- Assist parent in completing accurate VPK applications; collect and retain in the applicant's file all required documents required for service
- Maintain electronic files in the State of Florida's Enhanced Field System (EFS); maintain paper files.
- Assign a specific and consistent contact person with a specific telephone line to answer any parent/client concerns. The information will be posted in each registration sites. Respond to the parent immediately within three (3) business days of additional research is needed. Serious concerns will be reported to the Coalition as required.
- Perform child withdrawals. Transfers, re-enrollments as necessary, as prescribed in the Office of Early learning and/or Coalition's policy guidelines. All documents must be maintained within the child file.
- On a monthly basis, provide a monthly report to the Coalition's Contract Manager with a summary of eligibility activity.
- Assist the Coalition comply with requests' from the Office of Early Learning requests for ad hoc reports regarding eligibility and enrollment.