

Meeting Notice

Children's Trust of Alachua County
Monday, February 17, 2020 @ 4:00 pm
Alachua County Health Department
Thomas Cowart Auditorium
224 SE 24th St, Gainesville, FL 32641



CHILDREN'S TRUST
OF ALACHUA COUNTY

Members

Ken Cornell, County Commissioner, Interim Chair
Honorable Susanne Wilson-Bullard, Circuit Judge, Interim Vice-Chair
Tina Certain, Alachua County School Board Member, Interim Treasurer
Karen Clarke, Alachua County School Superintendent
Cheryl Twombly, DCF Community Development Administrator

Facilitate equitable access and opportunities for all children and families in Alachua County to ensure every child reaches their maximum potential.

Children's Trust of Alachua County

Monday, February 17, 2020 @ 4:00 pm

Alachua County Health Department

Thomas Cowart Auditorium

1. Call to order – Ken Cornell, Interim Chair
2. Agenda Review, Revision, and Approval (Including Approval of Consent Agenda Items)

Consent Agenda Items

3. Approval of February 10, 2020 Meeting Minutes
4. Technical Advisory Committee Meeting Minutes, Notice, and Agenda

Regular Agenda Items

5. Executive Director Report
Presentations
 - A. Transformational Professional Development Pilot for Early Care and Education Providers
 - B. Healthy Social Emotional Development and Family Support Pilot
 - C. NewboRN Home Visiting Program
6. Resolution 20-02 – Executive Director Spending Authority
7. Program and Funding Policy No. 1 -- Capital Equipment
8. Charge to the Technical Advisory Committee
9. Public Comments
10. Board Member General Comments
11. Adjournment



CHILDREN'S TRUST
OF ALACHUA COUNTY

Item # 2

Agenda Review, Revision and Approval

Background

Member's review the agenda and can ask that items be changed in order, moved from the consent agenda to the regular agenda, and that items be removed or added. Items on the consent agenda include a staff recommendation. When the consent agenda is adopted, the Board is approving the staff recommendation unless the item is "pulled" for discussion. All consent items are approved when the agenda is adopted unless, an item is moved from consent to the regular agenda. Any member or a citizen can ask that an item be moved from consent to regular. Moving an item is done so that it can be discussed and/or a different course of action taken than that recommended by staff.

Attachments

Not applicable

Staff Recommendation

Approve the agenda as presented or alternatively with revision and approve all items remaining on the consent agenda.

Consent Agenda Items

When the Trust adopts its meeting agenda, all items remaining on the Consent Agenda are approved as recommended by staff. Any member of the Trust or public may ask that an item be moved from the Consent Agenda to the Regular Agenda. Consent Agenda items will not be discussed unless moved to the Regular Agenda.

Items

3. Approval of February 10, 2020 Meeting Minutes
Staff Recommendation: Staff recommends approval
4. Technical Advisory Committee Meeting Minutes, Notice, and Agenda
Staff Recommendation: For Information Only

Children's Trust of Alachua County

Mon., Feb. 10, 2020 | 4:00 pm | Alachua County Administration Building
(Jack Durrance Auditorium)

Members Present: Ken Cornell, Alachua County Commissioner (Interim Chair); The Honorable Susanne Wilson-Bullard (Interim Vice Chair); Tina Certain, Alachua County School Board Member (Interim Treasurer); Karen Clarke, Alachua County School Superintendent; Cheryl Twombly, DCF Community Development Administrator

Staff Present: Colin Murphy, Executive Director of the Children's Trust of Alachua County; Carl Smart, Assistant County Manager for Public Safety and Community Support Services; Robert Swain, Senior Assistant County Attorney; Claudia Tuck, Community Support Services Director; Tom Tonkavich, Community Support Services Assistant Director

1. Call To Order

Interim Chair Cornell called the meeting to order at 4:04 pm.

2. Agenda Review, Revision and Approval (Including Approval of Consent Agenda Items)

Interim Chair Cornell reviewed the consent agenda including the Trust meeting's minutes, Technical Advisory Committee minutes, information on the Senate Bill and House Bill, approval to cancel the March 9 meeting and travel requests for the Interim Chair and Executive Director.

Member Clarke moved to approve the agenda including all items on the consent agenda. Second by Member Twombly. Call for public input. Motion carried 4-0.

3. Guiding Principle #8

Interim Chair Cornell presented staff's revision to Guiding Principle #8 in order to maintain the intent originally drafted, while also allowing for more broad possibilities for funding, including capacity-building and capital expenditures.

Member Twombly moved to adopt the revised guiding principle. Second by Member Certain. Call for public comments. Motion carried 4-0.

4. Applicant Responses to RFA 20-937

Interim Chair Cornell introduced the RFA process and review summaries of the grant applications and their funding requests.

Judge Wilson-Bullard joined the meeting.

The members of the Trust discussed awards for capital only requests, where \$1 million was allocated (with \$1.785 million in requests made). Next, members of the Trust discussed awards for capital and operating requests, where \$1.5 million was allocated (with \$3.85 million in requests). Members of the Trust then reviewed all other

applications. Mr. Murphy gave a presentation on different funding options that staff has proposed (based on the Trust's request from the last meeting). All of the agencies were classified into four grouping categories: health & nutrition, diversion, education & literacy, and social & emotional development. Trust members discussed the award process.

Member Certain moved to grant 100% of the amounts requested for all applicants requesting \$15,000 or less; of those applicants requesting capital and operating funds, award 100% of the capital request and a percentage of operating as recommended, and those applicants requesting operating funds, to award a percentage of the request as recommended, authorize the Executive Director to negotiate budget changes and execute contracts. Second by Member Twombly. Call for public comments. Motion carried 4-1, with Member Wilson-Bullard in dissent.

5. Call for Public Input

Interim Chair Cornell called for comments from the nominees and public.

6. Board Member General Comments

The members of the Trust gave their final comments. Interim Chair Cornell read Resolution # 2020-1 regarding the Executive Director and the Florida Retirement System.

Member Wilson-Bullard moved to adopt the resolution as presented. Second by Member Certain. Call for public comment. Motion carried 5-0.

7. Adjournment

Interim Chair Cornell thanked the public for all of their support and adjourned the meeting at 5:47 pm.

Recorded by:
LaRaven Temoney, Intern

Revised by:
Thomas Tonkavich, Liaison

Children's Trust of Alachua County
RFA 20-937 Capacity Increases Infrastructure Improvements to Programs Serving Youth
Final Awards

Agency	Program	Average Scores	Categories	Capital	Operational	Total Award
PACE Center for Girls Inc.	Pace Reach Community Counseling Services for Adolescent Girls	87.25	Diversion	\$0	\$111,832	\$111,832
Children Beyond our Borders	Optimizing the Impact of Health Fairs and Educational Programs Serving Hispanic Children in Alachua County	86.5	Health & Nutrition	\$0	\$14,909	\$14,909
University of Florida College of Nursing Faculty Practice Association, Inc.	Building Blocks for Health	86.5	Health & Nutrition	\$0	\$15,569	\$15,569
Cade Museum Foundation	Project 2 - Cade on the Road	86.5	Education & Literacy	\$76,000	\$28,960	\$104,960
Alachua County Sheriff's Office	The Sentinel Program	86.25	Diversion	\$54,000	\$59,995	\$113,995
City of Alachua	City of Alachua Youth Enrichment Services	86.25	Education & Literacy	\$0	\$135,002	\$135,002
FL Institute for Workforce Innovation, Inc. d/b/a Project YouthBuild	Project YouthBuild Parenting Program	85.25	Diversion	\$0	\$96,874	\$96,874
Univ of Florida	Univ of Florida College Reach-Out Program	84.5	Education & Literacy	\$0	\$20,824	\$20,824
City of Gainesville - Gainesville Police Department	RESET (Restoring Ex-offenders through Services, Education, and Training)	84.5	Education & Literacy	\$0	\$49,453	\$49,453
CDS Family & Behavioral Health Services, Inc.	Investing In Alachua's Rural Youth	84	Diversion	\$0	\$65,325	\$65,325
University of Florida College of Dentistry	Saving Smiles: An Innovative Partnership to Improve Community Oral Health	83.5	Health & Nutrition	\$0	\$73,437	\$73,437
Girls on the Run of Alachua County	Girls on the Run of Alachua County: Access and Inclusion	82.5	Social Emotional	\$0	\$7,007	\$7,007
Peaceful Paths, Inc.	Peaceful Paths Increasing Service Volume	82.25	Social Emotional	\$0	\$27,500	\$27,500
Gainesville Area Community Tennis Association, Inc. DBA Aces in Motion	Aces in Motion Literacy Initiative: Fit Lite Pilot Project	82.25	Health & Nutrition	\$0	\$28,266	\$28,266
Partners in Adolescent Lifestyle Support (PALS) THRIVE (A University of Florida Health Program)	Youth Mental Health Support During After-School and Summer Programming	82.25	Social Emotional	\$0	\$80,275	\$80,275

Children's Trust of Alachua County
RFA 20-937 Capacity Increases Infrastructure Improvements to Programs Serving Youth
Final Awards

Agency	Program	Average Scores	Categories	Capital	Operational	Total Award
River Phoenix Center for Peacebuilding	Restorative Justice for Alachua Youth RJAAY	81.75	Diversion	\$0	\$19,500	\$19,500
Gainesville Area Community Tennis Association, Inc. DBA Aces in Motion	Aces In Motion After-School Capacity Building	81.5	Education & Literacy	\$0	\$24,250	\$24,250
Cultural Arts Coalition	Cultural Arts Coalition Programs for Alachua County Youth	81.25	Education & Literacy	\$0	\$22,044	\$22,044
University of Florida Board of Trustees (for the Florida Museum of Natural History)	Inside Out! Expanding Florida Museum Science In-reach and Outreach to Underrepresented Youth	81.25	Education & Literacy	\$0	\$40,163	\$40,163
Planned Parenthood of South, East and North Florida (PPSENEF)	Healthy Teens	81	Social Emotional	\$0	\$25,000	\$25,000
United Church of Gainesville	Rawlings Elementary Food4Kids Backpack Program	79.75	Health & Nutrition	\$0	\$8,900	\$8,900
Girls Place, Inc.	ACHIEVE (Academic Counseling and Help Increasing Educational Victories Everyday)	79.25	Education & Literacy	\$0	\$22,403	\$22,403
Big Brothers Big Sisters of Tampa Bay, Inc.	Big Brothers Big Sisters of Alachua County	78.75	Diversion	\$0	\$29,554	\$29,554
Gainesville Police Department	HEROES Program (Help Empower Rebuild Overcome Educate & Succeed)	78.5	Education & Literacy	\$0	\$8,450	\$8,450
Boys & Girls Club of Alachua County	Project Learn	78	Education & Literacy	\$0	\$36,000	\$36,000
New Technology Made Simple Now Inc	New Tech Now STE2AMI Engine Project	78	Education & Literacy	\$43,381	\$47,792	\$91,173
Kids Count in Alachua County, Inc.	Enhancing Children's Futures	77.25	Education & Literacy	\$40,000	\$26,032	\$66,032
United Way of North Central Florida	Family Literacy Project	77	Education & Literacy	\$0	\$5,812	\$5,812
United Church of Gainesville	Read To Win	77	Education & Literacy	\$0	\$43,823	\$43,823
Girls Place, Inc.	Transportation Collaborative	76.25	Education & Literacy	\$0	\$19,592	\$19,592
Junior Achievement of Tampa Bay	Junior Achievement Mobile JA BizTown	75.5	Education & Literacy	\$0	\$10,000	\$10,000

Children's Trust of Alachua County
RFA 20-937 Capacity Increases Infrastructure Improvements to Programs Serving Youth
Final Awards

Agency	Program	Average Scores	Categories	Capital	Operational	Total Award
Florida Organic Growers	Growing Greatness	74.75	Education & Literacy	\$0	\$11,704	\$11,704
RENAISSANCE JAX INC, D.B.A. SWAMPBOTS FTC 10497	SwampBots Community Based Robotics Pilot	74.5	Education & Literacy	\$0	\$31,380	\$31,380
National Alliance on Mental Illness (NAMI) - Gainesville Affiliate	Mental Health of Alachua County Children - Educate, Understand, & Support	74.25	Social Emotional	\$0	\$38,577	\$38,577
Mount Carmel Baptist Church Of Gainesville, Inc	The Academic Enrichment and Computer Science After School Program (AECS-ASP)	73	Education & Literacy	\$0	\$14,655	\$14,655
Bettering Out of School Time (BOOST) Project Alliance	Bettering Out of School Time (BOOST) Project Alliance	73	Education & Literacy	\$0	\$36,060	\$36,060
Manhood Youth Development Foundation, Inc.	Manhood Youth Development Foundation, Inc.	72.25	Social Emotional	\$0	\$22,500	\$22,500
Star Center Childrens Theatre	Star Center Summer and After-school Arts Academy	71.25	Social Emotional	\$15,000	\$45,284	\$60,284
City of Gainesville, Parks, Recreation and Cultural Affairs Department	Gainesville PRCA SkyBridge Computer Labs Expansion	71	Education & Literacy	\$0	\$14,802	\$14,802
City of Gainesville, Parks, Recreation and Cultural Affairs Department	PRCA Summer Camp Expansion	68.75	Education & Literacy	\$0	\$19,302	\$19,302
Vineyard Christian Fellowship of Gainesville, FL	The Bridge Community Center Literacy Program	68.75	Education & Literacy	\$40,000	\$37,690	\$77,690
Equal Access Clinic Network	Equal Access Clinic Network Pediatric Expansion Program	67.25	Health & Nutrition	\$0	\$7,475	\$7,475
Early Learning Coalition of Alachua County, Inc.	After-School Care for Children of Working Poor	67.25	Education & Literacy	\$0	\$47,400	\$47,400
Black on Black Crime Task Force	Black on Black Pineridge Community Center	62.75	Diversion	\$0	\$14,000	\$14,000
Together Gainesville	Collective Impact/Together Gainesville	62.5	Education & Literacy	\$0	\$25,500	\$25,500
Totals				\$268,381	\$1,570,867	\$1,839,248

Children's Trust of Alachua County
Technical Advisory Committee Meeting

Friday, February 7, 2020 | 1:00 pm | Alachua County Community Support Services
(Conference Room A)

Members Present: Dr Herman Knopf, Dr. Kate Fogarty, Dr. Maureen Conroy, Dr. Diedre Houchen,

Members Calling In: Dr Naima Brown

Staff Present Colin Murphy, Executive Director, Children's Trust of Alachua County; Tom Tonkavich, Assistant Director, Community Support Services; Bob Swain, Sr Assistant County Attorney; Cindy Bishop, CAPP/CHOICES Program Manager

1. Call to Order
Dr Knopf called the meeting to order at 1:05 pm.
2. Approval of Draft Minutes December 6, 2019, and January 3, 2020
Four Members were present; meeting did not have a quorum. Draft minutes will be included for approval at the next meeting.
3. Sunshine Law Question and Answer
Sr. County Attorney Bob Swain provided members with a handout and reviewed what constitutes communication inside and outside of the Sunshine Law. Specifics included use of email and text communication, "curing" Sunshine violations, and topics of discussion allowed/prohibited between committee members outside of public meetings. Swain advised members can call or email him with questions and he will be glad to answer.
4. Review of Children's Trust Retreat Summary
Reviewed summary and CTAC adoption of guiding principles and mission and vision statements.
5. Charge for Technical Advisory Committee
DRAFT charge presented. Discussion included some suggested edits. A Draft formal charge including member suggestions will be on the CTAC's February 17, 2020 Meeting Agenda.
6. Expected Timeline to Complete the Charge
Members reviewed CTAC meeting schedule. Discussion of what should be included in recommendation to CTAC board for RFA followed. Suggestions also included inclusion of other stakeholders with input on current gaps of service to include Partnership for Strong Families and DCF Child Welfare.

Discussion of difficulty achieving quorum for these meetings. Members discussed recommendation to CTAC Board on lowering the number of members required for a quorum to four members in response to Bob Swain's advisement of this option. Colin Murphy agreed to contact all members to establish which members wish to remain on the committee and whether the time and location of the meeting should be changed to accommodate greater attendance.

7. Future Meeting Dates

Members reviewed current list of scheduled dates for Technical Advisory Committee.

8. Topics for Next Meeting Agenda

Dr. Houchen will compile suggested definitions for buckets. Dr. Knopf and Maya Schreiber will compile indicators using known data points/sources. Members will compile list of stakeholders to invite for discussion. Possible time frames for completion of charge will be discussed at next meeting with the possibility of March/April 2020 as the target.

9. Public Comment

No Public Comment

10. Committee Member General Comments

No member comments

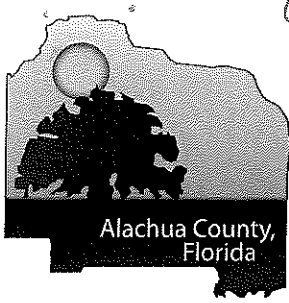
11. Adjournment

Dr Knopf adjourned the meeting at 2:44 pm.

Recorded by,

Cindy Bishop, Liaison

[Handouts CTAC TAC February 7 2020.pdf](#)



CTAC-TAC

Handout #1

Alachua County Attorney's Office

Sylvia E. Torres, County Attorney

MEMORANDUM

TO: Technical Advisory Committee, Children's Trust of Alachua County

FROM: Alachua County Attorney's Office

Re: General Overview Sunshine and Public Records Law
Live Presentation estimated 20 minutes with Q&A

DATE: February 7, 2020

Sunshine Law Conversation Elements

- Florida is one of a few states that has a statutory and constitutional right giving rise to the public's access for Sunshine meetings and government records.
- Florida's open meeting law is found in Section 286.011, F.S. and requires at a minimum that:
 - Meetings of collegial or public bodies be open to the public.
 - Reasonable notice of meetings of collegial or public bodies be given.
 - Minutes of meetings must be taken and available for inspection.
- Sunshine Law applies to any formal or informal meetings, gatherings, or communications between the advisory board members where discussions of any issues set to come before the advisory board will take place.
- The open meeting requirements also apply to telephone, email, text message, or other electronic communications between advisory board members, thus such becomes a "meeting".
- No discussions between advisory board members relating to advisory board business outside of a public meeting.
- Members of the public are allowed to attend advisory board meetings and afforded the opportunity to be heard at those meetings.
- The advisory board may adopt reasonable rules to facilitate orderly conduct and the orderly flow of meetings in compliance with the Alachua County Board of County Commission's Rules.
- Meeting minutes must be promptly recorded and open to public inspection. Formal changes to draft minutes must be discussed and adopted during public meetings.
- Should the advisory board vote on an issue, advisory board members may not abstain from voting, unless a statutory conflict of interest exists.
- Written ballots can be used if:
 - The vote is made openly at a public meeting.

- The name of the person voting and their selection are indicated.
 - The ballots are to be maintained and made available for public inspection.
 - Voting by secret ballot is not permitted.
- Per Florida's open meetings law, no resolution, rule, regulation or formal action shall be binding except as taken at an open meeting. If such occurs, a cure meeting may need to be established.

Public Record Conversation Elements

- The public has the right to access records made or received in connection with official government business intended to "perpetuate, communicate, or formalize knowledge of some type," per Chapter 119 Florida Statutes, Attorney General Opinions, and relevant case law.
- The records of this advisory board and individual members are subject to Florida's public records requirements including records within personal accounts and devices.
- Public records requirements of Chapter 119 apply to documents in draft form, and include personal notes of advisory board members when shared or circulated for review and comment or used to generate portions of other documents used by the advisory board.
- All records relating to government business are presumed open and all meetings of a public body are presumed open to the public unless a specific statutory exemption exists.
- Review draft Public Records Administrative Procedure regarding public records.
- Any emails regarding Committee business need to copy staff so that the email can be archived.
- Avoid using text messages as they are public record to if they pertain to committee business.

More information on Florida's public records and meetings laws can be found in Section 286.011 and Chapter 119, F.S. and the sunshine manual.

Online Sunshine Manual found here: <http://www.myfloridalegal.com/sun.nsf/sunmanual>

Thank you.

m

The Children's Trust of Alachua County funds and supports a coordinated system of community services that allows all children and their families opportunities to thrive.

Meeting Notice

CTAC-TAC
Agenda #2

Children's Trust of Alachua County
Monday, February 10, 2020 @ 4:00 pm
Alachua County Administration Building
Jack Durrance Auditorium
12 SE 1st St, Gainesville, FL 32601



CHILDREN'S TRUST
OF ALACHUA COUNTY

Members

Ken Cornell, County Commissioner, Interim Chair
Honorable Susanne Wilson-Bullard, Circuit Judge, Interim Vice-Chair
Tina Certain, Alachua County School Board Member, Interim Treasurer
Karen Clarke, Alachua County School Superintendent
Cheryl Twombly, DCF Community Development Administrator

U

Facilitate equitable access and opportunities for all children and families in Alachua County to ensure every child reaches their maximum potential.

Handout #3

CDAC-TAC

2/7/20/20

(from Dr. Anderson at mtg.)

Charge for the Technical Advisory Committee to the Children's Trust of Alachua County

for ITS

The Technical Advisory Committee to the Children's Trust of Alachua County is charged with guiding the Children's Trust in its future Strengths and Needs Assessment of Alachua County children ages birth-to-eighteen. This committee will synthesize existing reports to identify (1) existing data and information that can and should be used in identifying community strengths and needs and (2) important areas currently lacking comprehensive information that need additional data collection. The final deliverable will be a short report that will present key findings regarding child and family well-being drawn from the synthesis of existing county focused reports and provide recommendations to the Children's Trust regarding additional data and community perspectives that should be included in future data collection for community strengths and needs assessments.

By Synthesizing

Comm. HIFE will prepare a

providing support to the

DRAFT

Demetrius - work further on worksheet & data

Dreese - work on buckets/descriptions

Item # 5

Executive Director Report

Background

At the January 28th, 2020 meeting of the Board of County Commissioners. the Commissioners heard final presentations from the programs funded through the Children's Services Advisory Board. As of October 1, 2019, the Trust has assumed fiscal and programmatic oversight of the three programs previously funded by the CSAB: Transformational Professional Development Pilot for Early Care and Education Providers, Healthy Social Emotional Development and Family Support Pilot and the NewboRN Home Visiting Program.

Following the presentation, the Board moved that the final reports be sent to the Trust members, the nominees, and the Executive Director.

The Executive Director requested that the presentations be given to the Trust members.

Attachments

1. Final Reports

Staff Recommendation

For Information Only



TRANSFORMATIVE PROFESSIONAL DEVELOPMENT

FOR EARLY CARE AND EDUCATION PROGRAM PROVIDERS

Year One - Annual Report

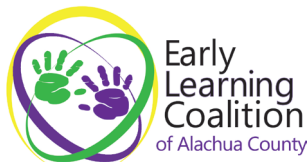
TRANSFORMATIVE PROFESSIONAL DEVELOPMENT

FOR EARLY CARE AND EDUCATION PROGRAM PROVIDERS

Year One

Annual Report

- » CHILD Center
- » Early Learning Coalition of Alachua County
- » UF Anita Zucker Center for Excellence in Early Childhood Studies
- » O2B Kids
- » Alachua County Public Schools Head Start



Background

In 2015, advocates in our community began working together with the Alachua County Board of County Commissioners to create a dependent children's services council, focused on serving children ages prenatal to 5 years old. Soon thereafter, in early 2016, the County Commission passed a resolution authorizing the creation of Children's Services Advisory Board (CSAB), and commissioned Well Florida to undertake a needs assessment. The needs assessment sought to gain a comprehensive perspective on the major issues impacting school readiness for children prenatal to 5 years old, as well as the contributing factors associated with those issues. A variety of health, social, emotional, and safety issues were examined in the needs assessment. One of the major issues identified both by the data collected and through parent interviews and questionnaires was lack of access to quality early learning services.

Informed by the needs assessment, the CSAB established guiding principles and priority areas that would inform the spending decisions in the years to come. The guiding principles emphasized collaboration, capacity building, and long-term, data driven impacts. The CSAB identified three priority funding areas, one of which was to "improve access to high quality, developmentally appropriate early learning and care programs in Alachua County." (CSAB presentation to Alachua County Board of County Commissioners, December 2016) As part of that objective, they sought to implement a program that would:

- » Provide parents with information on high quality, developmentally appropriate early learning and care programs in Alachua County.
- » Facilitate access by teachers and caregivers to comprehensive training and technical assistance by creating demonstration centers and providing compensation to early learning and care programs and their employees.
- » Collaborate with existing high quality, developmentally appropriate early learning and care resources, e.g., the University of Florida, Santa Fe College.
- » Integrate with current training and technical assistance programs to facilitate a collaborative, not competitive system.

In late 2017, Alachua County issued Request for Proposals 18-222 (RFP) to initiate a program of Transformative Professional Development for Early Care and Education Program Providers (TPD). The RFP sought proposals for an initiative that would "ensure universal supports for this most critical phase of preparing young children for school and life success." (RFP Posting) The RFP required that the proposals show "targeted supports for those who need additional help, and place-based supports for those with greatest needs" as well as "[p]lace-based supports...coupled with universal and targeted activities disseminated to early care and education sites throughout Alachua County through the Early Learning Coalition of Alachua County." (RFP Posting)

The CHILD Center applied for and was ultimately awarded the TPD contract. The contract was executed on May 22, 2018 and expired on September 30, 2019. Pursuant to the contract, the CHILD Center has provided monthly reports to the county throughout the contract period (see Appendix B), as well as this annual report that details the efforts and achievements of the CHILD Center with respect to the TPD initiative.

Executive Summary

The TPD initiative at the CHILD Center is an innovative partnership between leading researchers, providers, advocates, committed community members, and the families it serves. Because of its collaborative nature, the CHILD Center not only provides place-based, high quality early care and education services to up to 57 children and their families in a historically underserved community, but it also serves as a “learning laboratory” where experts can work to better understand the barriers faced by low-income families when seeking to access quality early childhood education and services, and how those barriers can be overcome. Further, the CHILD Center serves as a valuable resource for all of Alachua County’s early care and education programs and providers. The CHILD Center, in its role as a model demonstration site, serves as a tangible example of a high quality early childhood care and education facility, and serves as a “hub” of professional development that offer support and technical assistance to educators throughout the county.

This annual report describes the efforts undertaken by this TPD initiative, including both the quantity of services offered, and the quality of the results achieved.

During this initial year of funding the TPD initiative established the CHILD Center as a model demonstration site providing quality services to young children and their families in the Southwest Advocacy Group (SWAG) neighborhoods, an area that historically has not had reasonable access to quality early care and education services. During this first year the CHILD Center had an average monthly enrollment of 48.85 children, ranging from 34 to 54 children and their families. The CHILD Center was able to show measurable gains in student performance as measured by various assessment tools. In addition, the CHILD Center achieved family engagement through regularly scheduled events with average family attendance of 19.54 families, ranging from 2-61 families attending each event. During the course of the first year, 35 community organizations visited the CHILD Center to either provide support to children and families or learn about quality early care and education.

In addition to the direct services to children, families, and the community, the TPD initiative successfully piloted the implementation of practice-based coaching to support early care and education providers at the CHILD Center and expanded to the Early Learning Coalition of Alachua County (ELC) to support early care and education programs in six early care and education centers in Alachua County. In addition to the teachers and children at the CHILD Center, the TPD pilot of practice-based coaching impacted 31 teachers in centers served by the ELC, with a total potential impact on 273 children in Alachua County. Results from the evaluation of the pilot indicate that the Lead Implementation Coaches (LICs) implemented practice-based coaching as intended, teachers valued the support provided through practice based coaching, and that the interactional and teaching practices of the teachers improved to result in higher quality early learning supports for children in their classrooms.



Table of Contents

- Background i**
- Executive Summary ii**
- Introduction..... 1**
 - Overview of the Transformative Professional Development for Early Care and Education Providers in Alachua County Initiative 2
 - Establishing a Model Demonstration Site for High-Quality Early Care and Education that is Supported by Practice-Based Coaching: The CHILD Center 3
 - Using Implementation Science to Guide Partners’ Efforts Toward Sustained Impacts..... 4
 - Reporting the Efforts and Effect of the TPD Initiative 6
- Part 1: Establishment of Model Demonstration Site – The CHILD Center 6**
 - Section 1: Description of Model Demonstration Site Activities 6
 - Section 2: Quantity of Services: How Much Was Done in Year One? 7
 - Section 3: Quality of Services: How Well Were Efforts Done in Year One? 10
 - Section 4: Effects of Services: Is Anyone Better Off? 12
- Part 2: Developing Leadership Teams and Coaches 15**
 - Section 1: Coach Characteristics 15
 - Section 2: Description of Services: How Much Was Done? 15
 - Section 3: Further Information about Coach Training: How Much Was Done? 17
 - Section 4: Quality of Services: How Well Did We Do It? 18
 - Section 5: Effects of Services: Is Anyone Better Off? 21
- Part 3: CHILD Center Coaching Activities 22**
 - Section 1: Anita Zucker Center Practice-Based Coaching Activities 22
 - Section 2: CHILD Center Transformative Professional Development Activities 22
 - Section 3: Amount of Coaching Implemented 25
 - Section 4: Quality of Coaching 25
 - Section 5: Effects of TBD and AZC-PBC: Classroom Observation Measures 28
- Part 4: Early Learning Coalition Coaching Activities 31**
 - Section 1: ELC TPD and AZ-PBC Activities 31
 - Section 2: ELC Teacher Professional Development 34
 - Section 3: Amount of TPD and AZ-PBC Provided 36
 - Section 4: Quality of Efforts 37
 - Section 5: Effects of TPD and AZ-PBC 43
 - Field Test 43
 - Five Pilot Early Care and Education Centers 44
- Summary 46**
- References 47**
- Appendix A: O2B Kids Essential Teaching Practices Checklist Coach Observation Practice Checklist 48**
- Appendix B: Monthly County Reports 53**

Introduction

This annual performance assessment report describes the efforts and effects of the inaugural year of the Transformative Professional Development for Early Care and Education Providers in Alachua County (TPD) initiative. The TPD initiative was approved by the Alachua County Board of County Commissioners in Fall 2018. Activities reported in this report took place from May 22, 2018 through September 30, 2019. Community partners contributing to these activities include:

- » Children's Health, Imagination, Learning and Development (CHILD) Center;
- » Early Learning Coalition of Alachua County (ELC);
- » Anita Zucker Center for Excellence in Early Childhood Studies at the University of Florida;
- » O2B Kids;
- » Head Start;
- » Southwest Advocacy Group (SWAG)

A Results-Based Accountability framework (RBA; Friedman, 2015) is used throughout the annual performance assessment report to emphasize the integrated and collaborative efforts of the contributing partners and the effects of those efforts on systems, teachers, families, and children. An RBA framework addresses three questions, two of which relate to effort (i.e., How much did we do?, How well did we do it?) and one of which relates to effect (Is anyone better off from a quantity or quality perspective?) in Alachua County. This report describes the **quantity** and **quality** of TPD activities. Quantity describes the number of people who participated in TPD activities as well as how many and how often TPD activities occurred. Quality provides information about how well TPD partners did the activities they said they would do and the extent to which participants found the TPD supports useful, feasible to implement, and worth the efforts involved. This report also describes the effects (whether teachers, families, and children are better off) of TPD activities that have been completed and services that have been provided.



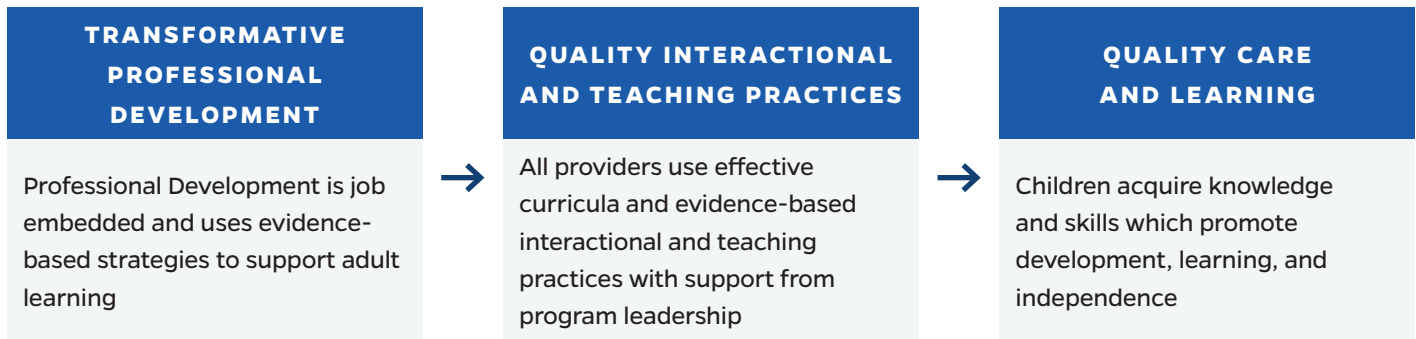


Figure 1. Increasing Quality Early Care and Education

Overview of the Transformative Professional Development for Early Care and Education Providers in Alachua County Initiative

The TPD initiative focuses on increasing access to high-quality early care and education for children birth to age five in Alachua County, particularly in under-resourced areas where it is difficult for families to locate affordable and quality early care and education. There are two practical ways to increase the supply of quality services. The first is to create more affordable quality programs, which is what we have done at the CHILD Center. The second is to increase the quality of existing programs by providing professional development supports for early care in education teachers. TPD includes a system of professional development supports for early care and education teachers. These professional development supports include training through teacher workshops and practice-based coaching (Snyder, Hemmeter, & Fox, 2015) to help teachers learn to use evidence-based interactional and teaching practices in the classroom. Interactional and teaching practices describe the actions of teachers that can be seen or heard in the classroom, including how teachers interact with children, how they help children to interact with their peers or classroom materials, and how teachers provide intentional learning opportunities for children. Teaching practices are considered to be evidence-based when research has shown that using the practice benefits young children’s development and learning, and that teachers and family members report the practice is useful, feasible to implement, and worth the efforts involved. Figure 1 shows relationships among quality TPD, quality interactional and teaching practices, and quality care and learning.

In addition to supporting teachers through practice-based coaching, the TPD provides educational opportunities for families of children birth through age five in Alachua County. These opportunities include family child engagement sessions led by local experts in child development and learning as well as meetings focused on supporting families to provide interactive learning activities that support their children’s growth and development. The family engagement sessions emphasize the importance of families learning how to engage in “serve and return” interactions that support their children’s learning and development (Britto et al., 2017). Serve and return interactions include caregivers’ engaging with their child through positive initiations and responding when the child initiates. The TPD also encourages families to engage in informal learning opportunities, such as volunteering in the classroom and observing the teachers’ use of evidence-based teaching practices.



Establishing a model demonstration site for high-quality early care and education that is supported by practice-based coaching: The CHILD Center

The CHILD Center is meant to be a “learning laboratory,” a place where experts in the field of early childhood can work together with parents and practitioners to find practical solutions to the real-world scenarios faced by families and young children who live in under-resourced communities. This firsthand knowledge of the real-life barriers and broader life circumstances experienced by these families and their children when accessing quality early learning services is crucial in developing effective ways to build on community, family, and child strengths and eliminate barriers to have a better impact on the children, families, and communities we seek to serve. The CHILD Center, located in the SWAG neighborhood, serves an under-resourced area of Alachua County where quality early care and education historically has been difficult for families to access. The CHILD Center serves as a model demonstration center where other early care and education programs and teachers can learn about:

- a.** high-quality early care and education classroom environments;
- b.** strategies to help families access community-based supports and services and advocate for themselves and their children;
- c.** evidence-based interactional and teaching practices and professional development, including practice-based coaching to support teachers’ use of these practices;
- d.** education opportunities for families;
- e.** how to collaborate with other community agencies who support children birth through age five and their families; and
- f.** fiscal and human resource management.

Together, ELC and the CHILD Center disseminate the lessons learned and practices implemented at the CHILD Center county-wide through the ELC’s professional development system. This has been accomplished with the help of two lead implementation coaches (LICs), one housed within the CHILD Center and one in the ELC. The primary role of the LICs is to provide direct practice-based coaching support to early care and education teachers to support their use of evidence-based interactional and teaching practices in their classrooms. LICs also help to organize leadership team meetings focused on professional development, family education and advocacy opportunities, teacher workshops, and informal coaching supports for teachers. Informal coaching supports supplement the use of coaching by providing “just in time” consultation around classroom environment, behavior, and planning activities.

In addition to supporting teachers and families, LICs provide formal and informal support and training to other coaches in Alachua County who are using practice-based coaching. Formal support occurs through initial training on the practice-based coaching framework provided in collaboration with members of the Anita Zucker Center Practice-Based Coaching (AZC-PBC) team. Following the initial training, the LICs provide coaches with video-based feedback on the fidelity of implementation of the coaching approach. LICs also provide informal support in collaboration with the AZC-PBC team by leading bi-weekly coaching community meetings. At each coaching community meeting, coaches have the opportunity to a) share celebrations and challenges associated with their use of practice-based coaching; b) provide updates about the teachers' progress using evidence-based interactional and teaching practices; and c) ask questions, problem-solve, and receive guidance and resources from their peers.

Using implementation science to guide partners' efforts toward sustained impacts

The TPD is using an active implementation science framework (Metz & Bartley, 2012), which serves as a guide of the TPD initiative through the process of adopting a new initiative and building policies, procedures, and resources to install and sustain a new initiative. The stages of implementation within an active implementation science framework are exploration, installation, initial implementation, and sustainability. These stages typically occur over 2-4 years. Figure 2 shows how TPD activities are aligned with the stages of implementation.

Exploration stage activities occurred prior to the TPD contract, which began on May 22, 2018. During the exploration stage, the CSAB used strengths and needs assessment data to identify practices and systems-level approaches that would likely lead to positive change within Alachua County. The TPD initiative was conceptualized based on the review of these data and research evidence from initiatives implemented by the Anita Zucker Center for the past 10 years.

In the first year of the TPD project, from May 22, 2019 to September 30, 2019, the CHILD Center and ELC were supported by the Anita Zucker Center to engage in the stages of installation, initial implementation, and implementation. Across these stages, community partners provided direct services to teachers, children, and families at the CHILD Center. In addition, teacher and program competency, program leadership, and organizational systems were considered to achieve full implementation and sustainability of TPD activities in years 2-4 and beyond. These activities have been supported by the Anita Zucker Center for Excellence in Early Childhood Studies at the University of Florida, the CHILD Center, the ELC of Alachua County, O2B Kids; Alachua County Head Start, and the SWAG neighborhood.

One example of an organizational system that was initiated in Year One, that will contribute to full implementation and sustainability is the creation of AZC-PBC Leadership Teams. Leadership team members include the LIC, administrators from the organization, Anita Zucker Center staff, and community partners, when appropriate. Initially, these meetings were dedicated to developing policies, procedures, and resources for implementing TPD activities and for collecting data to make, data-informed decisions. Later in Year One, the focus of the meetings shifted toward using data to make decisions about how activities were implemented. Through the initiative, we have found establishing a Leadership Team is a key part of building an organizational system to sustain TPD activities. A Leadership Team helps to make the organization responsive to the demands of external policies and the needs of those receiving services while continuing to work towards the goal of high-quality early care and education environments for children and families in Alachua County.

Two things are important to note when looking at Figure 2. First, the figure shows a linear process that moves from left to right; however, activities and implementation stages often overlap. For example, teachers might work with the coach on multiple occasions across the 2-4 year period to address different interactional or teaching practices and family or child strengths and needs. Similarly, there will be additional coach trainings in years 2-4 as the TPD project expands the number of coaches who are trained to implement AZ-PBC and the number of programs receiving coaching support. Second, full implementation and sustainability of the TPD project is a multi-year process. It is important to note that significant child effects require sustained exposure to high-quality early care and education environments. Although children are making progress, we are unlikely to see statistically significant child effects until the model has been fully implemented with high levels of fidelity. Once teachers and families are using these practices as intended and consistently, research has shown associated effects on children’s development and learning (e.g., Hemmeter, Snyder, et al, 2017; Snyder, Hemmeter et al, 2018). It is important to “stay the course” with respect to providing TPD that results in teachers’ improved practice implementation, and, then, in turn, child developmental and learning outcomes.

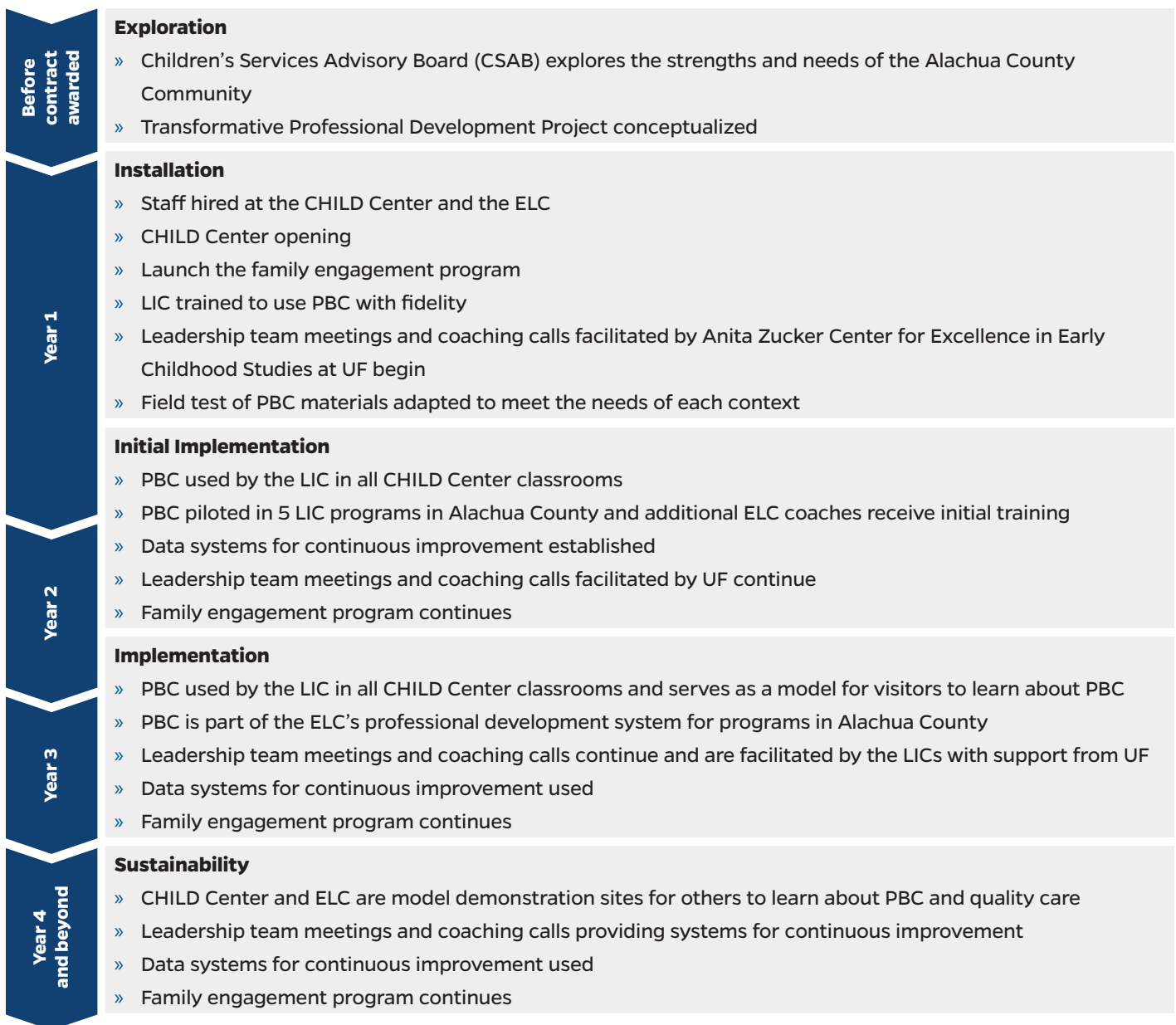


Figure 2. Transformative Professional Development System for Early Care and Education Providers in Alachua County Stages of Implementation

Reporting the efforts and effect of the TPD initiative

The remaining sections of the annual performance report provide descriptions of the Year One efforts dedicated to building professional development, leadership, and organizational systems and the effects of those efforts for the children, families, teachers, and community stakeholders touched through this initiative. The report is presented in 4 parts: (1) Establishment of the Model Demonstration Site (CHILD Center) for Children’s Services, Family Engagement, and Community Outreach Activities; (2) Supports for Leadership Teams and Coaches; (3) CHILD Center Coaching Activities; and (4) ELC Coaching Activities.

Part 1: Establishment of Model Demonstration Site – The CHILD Center

In Year One, the first part of the TPD initiative was focused on effort activities to establish the CHILD Center as a model demonstration site to serve Alachua County. The purpose of the model demonstration site has been to leverage available resources, establish new and innovative partnerships, engage with the local community to better understand the barriers to accessing early care and education services, and increase access to and participation in quality early care and education services that support children’s development and learning as well as family self-sufficiency. The CHILD Center board of directors established partnerships with existing state and federal programs that provide funding for early childhood care and education services (ELC, Alachua County School Board Head Start Program, USDA Food Program). With these partnerships in place, coupled with additional funding from the Alachua County Board of County Commissioners (via the CSAB), the CHILD Center embarked on the process of establishing the CHILD Center as a viable and supportive resource for children and families in the community. This part of the TPD initiative included efforts to install and implement starting the program by:

1. establishing systems of operation that comply with state and federal regulations;
2. recruiting, hiring, and providing TPD to qualified personnel;
3. recruiting and enrolling children in the program that meet program eligibility requirements for the Florida Child Care Subsidy Program, the Florida Voluntary Pre-Kindergarten Program and the federal Head Start program operated by the Alachua County Public Schools;
4. planning and implementing family engagement events; and
5. hosting community stakeholders interested in learning about the CHILD Center and initiating interactions with other community agencies and initiatives that are working to support young children and their families.

Section 1: Description of Model Demonstration Site Activities

CHILDREN’S SERVICES

The services provided to children at the CHILD Center include the provision of developmentally appropriate and evidence-informed curriculum and learning opportunities, meaningful interactions among children and teachers, and the maintenance of a healthy and safe learning environment. To support the provision of developmentally appropriate and evidence-informed learning opportunities, the teachers use the O2B Kids curriculum. This curriculum includes a teacher lesson planning tool, guidance for informal assessment of children’s development and learning, and an extensive library of activity plans from which teachers select and implement activities that are interesting and appropriate for the children from birth through age five.

FAMILY SERVICES

The CHILD Center implemented regular family engagement activities that include informal gatherings, planned family-child engagement activities, and adult education experiences, all of which are designed to help inform families learn the importance of parent and child “serve and return” interactions, build families’ capacities to advocate for themselves and their children, and provide examples of ways in which they can interact with their children to support learning and development. In addition to the family education opportunities, the staff at the CHILD Center, in collaboration with the Family Liaison from the Alachua County School Board Head Start program, actively communicate with families to identify strengths and needs and identify ways that connection to additional services and supports can be facilitated.

COMMUNITY SERVICES

Community services provided through the CHILD Center are designed to increase awareness of the characteristics of quality early care and education services; facilitate meetings among community partners to increase coordination and collaboration throughout Alachua County; and to share techniques, strategies and lessons learned with interested stakeholders to support the dissemination of practices that improve the administration and provision of quality services for children and families.

Section 2: Quantity of Services: How Much Was Done in Year One?

CHILD SERVICES

The volume of services provided directly to children during the start-up year at the CHILD Center was documented through the O2B Kids proprietary child and family data system, Beekeeper. This system collects data related to the enrollment, funding status (School Readiness, Voluntary Pre-K, Head Start), dates of attendance, and dis-enrollment for all children receiving services at the CHILD Center. This information was aggregated to the classroom level to show how many children received care and education services at the CHILD Center. Table 1 shows the average monthly enrollment, total dis-enrollment, and number of children supported by the three different state and federally funded early care and education initiatives.

Classroom	Enrollment Capacity	Average Monthly Enrollment	Total Dis-enrolled over 1 year	Funding Source: Florida School Readiness	Funding Source: Voluntary PreK	Funding Source: Head Start
Freshmen	8	4.92	4	40	38	52
Sophomores	12	9.54	4			
Juniors	17	15.62	7			
Seniors	20	18.77	8			

Table 1. Children served August 2018- May 2019

“Being part of this family is the best thing that has happened in our life. [I] trust them because they really care about the families.”

- Parent from the CHILD Center

“[Child’s name] has benefitted emotionally and physically, which has reduced the stress and provided additional support for my family.”

- Parent from the CHILD Center

FAMILY SERVICES

Part of the vision for the CHILD Center as a model demonstration program is to demonstrate to families and other community members that providing quality services and supports to families is as important as providing direct services to children. During the initial year of operations, the CHILD Center provided opportunities for families to engage with their children through informal engagement events and their children’s teachers through formal parent meetings. Table 2 below shows the number of family members that have participated in family meetings by event.

Month	Event	Number of Family Members
August 2018	Open House/Meet The Teacher	36
September 2018	Curriculum Showcase	27
October 2018	Head Start Parent Meeting	13
November 2018	Thanksgiving Feast	17
November 2018	ASO RAD Kids	30
December 2018	Candyland Santa’s Workshop	10
December 2018	Holiday Concert/ Male Involvement Day @ Cade Museum	52
January 2019	Family Fun Day	20
January 2019	Parent Empowerment Meeting	17
February 2019	Sweetheart Fun Day	17
March 2019	Picture Day	6
March 2019	Parent Meeting	14
April 2019	Eggstravaganza	3
April 2019	Spring Egg Hunt	7
April 2019	Fun and Fitness	8
May 2019	Car Seat Safety Check	2
May 2019	Harn Museum visited CHILD Center	4
May 2019	Pre-K Graduation	61
June 2019	Doughnuts for Dad	42
June 2019	Gardening Club	4
July 2019	Parent Orientation/Facility Tour	15
August 2019	New Student Orientation	25

Table 2. Number of families participating in education and engagement events

In addition to providing support to families through organized events, the CHILD Center personnel provided individualized support to families as their strengths and needs were identified. Some examples of additional help ranged from assisting families with their application for the Florida School Readiness program for child care subsidy to helping families connect with other services and supports that relate to either meeting individual child needs or family self-sufficiency. The CHILD Center has assisted in getting families connected with Peaceful Paths; referred families to the SWAG Family Resource Center to meet emergency food needs; provided diapers and clothes to families who have a critical need; and provided scholarships to families for extended care to bridge funding gaps when those families were in transition between jobs or schooling.

COMMUNITY ENGAGEMENT

During the initial year of operation, the CHILD Center established a pattern of community engagement that includes visits from local, state, national, and international organizations to learn about the model demonstration program. Since opening in August 2018, the CHILD Center has been visited by 36 local, state and national agencies and organizations. The purposes for the visits included meeting to establish and maintain partnerships (e.g., Peaceful Paths, SWAG, Social Emotional Development (SED) Children’s Services Advisory Board initiative, and Alachua County Sherriff’s Office), visits to provide extracurricular programming for the children and families at the CHILD Center (e.g., Gainesville Garden Club, Harn Museum, and Gainesville Library Partnership), and visits to learn more about the CHILD Center (Region IV Head Start office, County Commissioners, and SWAG board members). The CHILD Center was fortunate to have several local dignitaries visit the center who also volunteered by conducting a shared book reading activity with the children (Nathan Crabbe, Mayor Lauren Poe). In addition to these local visitors and volunteers, researchers from the University of Kentucky and the University of South Carolina visited Gainesville to celebrate the Ribbon Cutting of the CHILD Center. In February 2019, the CHILD Center was visited by scholars from Switzerland who were interested in learning more about differences between early care and education services provided in the US versus their home country. Table 3 lists all organizations and agencies that the CHILD Center has hosted and collaborated with during the first year of operation.

Alachua County Public Schools	Healthy Start
Alachua County Fire	Hippy
Alachua County Sherriff’s Office	Mayor
Black on Black Taskforce	My Food Plate
Bosshardt Realty	National Head Start Office
Community Foundation of NCF	O2B Kids
Department for Children and Families	Parents
Early Learning Coalition of Alachua County	Peaceful Paths
Family Partnership	Rad Kids
FDLRS	Rotary Foundation
Front Street Realtors	Social Emotional Development Project
Gainesville Garden Club	SWAG
Gainesville Library Partnership	System of Care
GPD - Reichert House	The Family Church
Harn Museum	UF Anita Zucker Center
Head Start	UF Dentistry
Healthy Families	UF College of Education
	United States Department of Agriculture

Table 3. List of agencies and organizations visiting CHILD Center

In addition to the visits, volunteers, and other supports described above, the CHILD Center was supported through an advisory board consisting of representatives from Partnerships for Strong Families, Gainesville Area Chamber of Commerce, WUFT, UF Health, Alachua County Public Schools Title 1 programs, Meridian, the Alachua County Health Department, and Insurance and Financial Planning companies. The contributions of the advisory board include organizing special events, developing ongoing fundraising strategies, and elevating community awareness of the resources and supports provided through the CHILD Center.

Section 3: Quality of Services: How Well Were Efforts Done in Year One?

The measurement of the quality of services consists of a description of the personnel background and education, direct observation of teachers during their work with children in classrooms, and through stakeholder feedback provided through surveys.

QUALITY OF CLASSROOMS

Establishing a quality workforce, including the hiring and initial training of personnel (program administration and teachers) is foundational to the provision of quality education and care for young children. The quality of personnel hired by the CHILD Center is demonstrated structurally through the years of experience working in the field of early childhood education and teacher degree status indicating specialized training in the field of early childhood education. The 8 teachers working in the CHILD Center classrooms have a combined 151 years of experience working with children. Individual teacher experience as early care and education providers ranging from 1 to 29 years and 9.59 average years working in the field. In addition to depth of experience, the teachers at the CHILD Center all meet or exceed the education requirements of associated state and federal guidelines. Among the classroom teachers, all have specialized training in early childhood education including the state-required, 45-hour course in early childhood education. Beyond that basic level of education, 6 teachers have a professional credential known within the field as the Child Development Associate (CDA), 2 teachers have a 2-year degree (AA), and 2 have a 4-year degree in professional education. Beyond these degrees, two of the teachers at the CHILD Center have earned their Director Credential recognized by the Florida Office of Early Learning and the Florida Department of Children and Families. While years of experience and degree attainment has been generally regarded as a reasonable predictor of quality teacher and child interactions in classrooms, a more direct measure of the quality of teaching and learning opportunities comes from direct observation of teacher and child interactions in the classroom.

Observation tools used by the CHILD Center to measure the quality of services provided to children include:

- » Classroom Assessment Scoring System (CLASS; Hamre, La Paro, Pianta, LoCasale-Crouch, 2014; La Paro, Hamre, & Pianta, 2012; Pianta, La Paro, & Hamre, 2008),
- » Teaching Practices Observation Tool (TPOT; Hemmeter, Fox, & Snyder, 2014), and
- » O2B Kids Essential Teaching Practices Checklist (a tool developed specifically to support the TPD initiative, see Appendix A).

In-depth descriptions of teacher performance related to the TPOT and O2B Kids Essential Teaching Practices Checklist are provided in Part 3 of this report as these tools were used to measure the effect of the AZ-PBC on teacher performance (i.e., are teachers' better off in their practice from the TPD?).

With respect to the CLASS tool and the quality of services, the Early Learning Coalition of Alachua County and faculty from the UF Anita Zucker Center for Excellence in Early Childhood Studies conducted observations using the CLASS tools for Infants, Toddlers and Pre-K classrooms. The results of these observations were then calculated to construct a composite score using the formula employed by the Florida Office of Early Learning as a program-wide assessment of quality that has a range from 1 to 7. The CHILD Center composite score on this assessment (4.71) is as high or higher than 75% of all programs providing Florida School Readiness services who were assessed using these tools throughout Florida during the 2018-2019 Fiscal Year. The CLASS score of 4.71 shows that, on average, the quality of services at the CHILD Center is good. While this performance indicates opportunity for continuous improvement, it is a noteworthy accomplishment to have achieved this performance level within the first year of operation.

PARENT PERSPECTIVES ON THE QUALITY OF SERVICES

The CHILD Center executive committee developed a family survey to solicit feedback from families about different aspects of services provided through the CHILD Center. Surveys were distributed to the 37 families who had children enrolled in the Head Start classrooms at the CHILD Center in May 2018. Among the 27 (73%) families that completed the surveys, all responses except for one response on one question indicated that the family agreed or strongly agreed that they were satisfied with the services provided and that the services supported their children. Figure 3 shows the number of parents who responded to items on the family survey related to parent satisfaction and assessment of CHILD Center services by response category. For example, 22 parents strongly agreed and 4 parents agreed that they feel like they have been supported by the staff at the CHILD Center. As shown in the figure, almost all parents either strongly agreed or agreed with these family survey items.

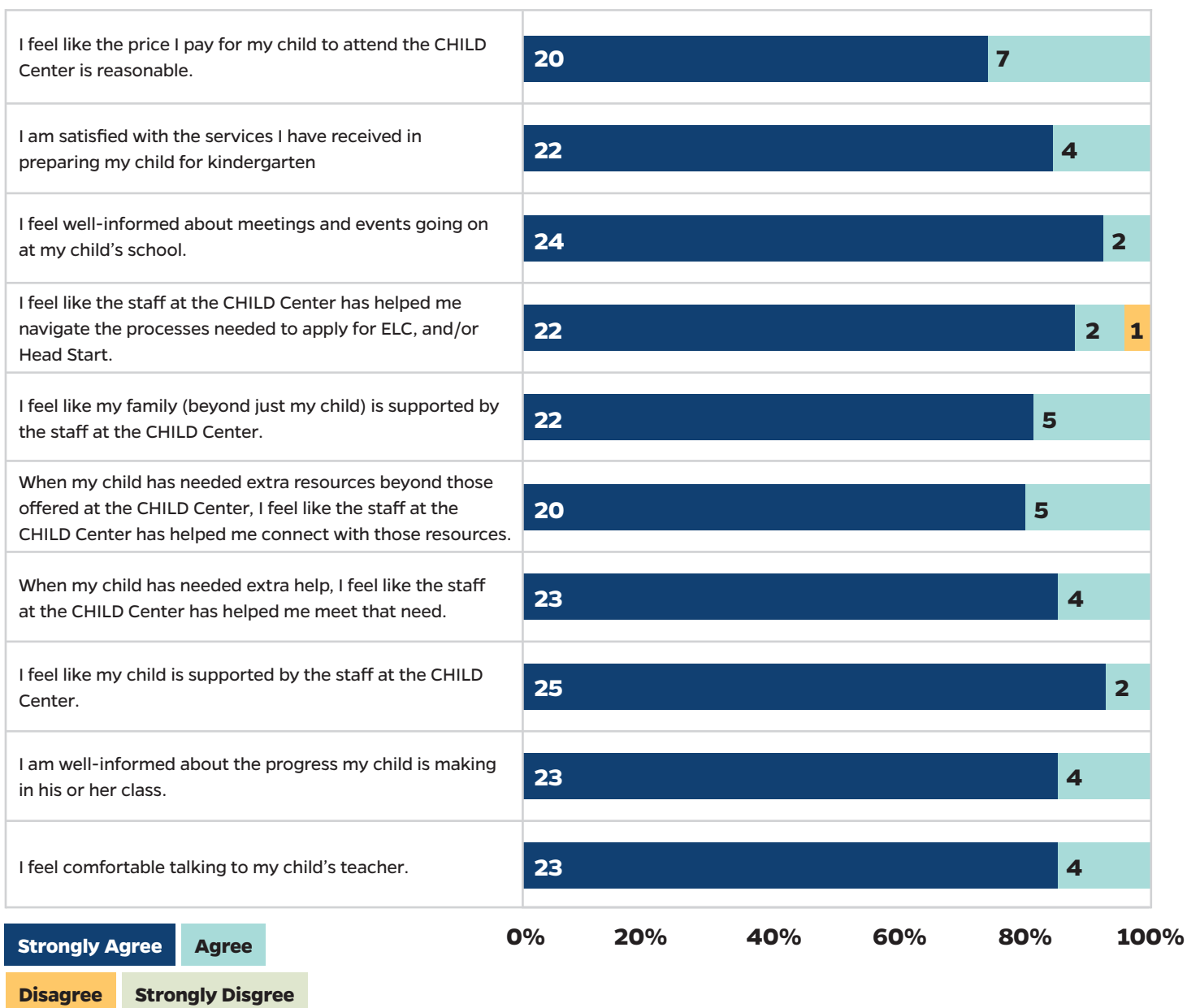


Figure 3. Family assessment of CHILD Center services

Section 4: Effects of Services: Is Anyone Better Off?

EFFECTS ON CHILDREN

The effects that services provided by the CHILD Center have on children has been measured through an assessment of children’s development: The Florida Voluntary Prekindergarten Assessment (FL VPK; Lonigan, 2011). The FL VPK assessment was commissioned by the Florida Office of Early Learning to provide periodic checks on the developmental progression of children enrolled in the FL VPK program. The FL VPK assessment addresses the following domains of learning: 1) print knowledge; 2) phonological awareness; 3) oral language/vocabulary; and 4) mathematics. At the CHILD Center, the FL VPK assessment was administered three times by the teachers in the classroom providing VPK services. Data from these assessments are reported in the aggregate to show change from initial assessment to the end of the year assessment points. The results indicate that across all domains measured, children’s competence increased steadily from the beginning of the year.

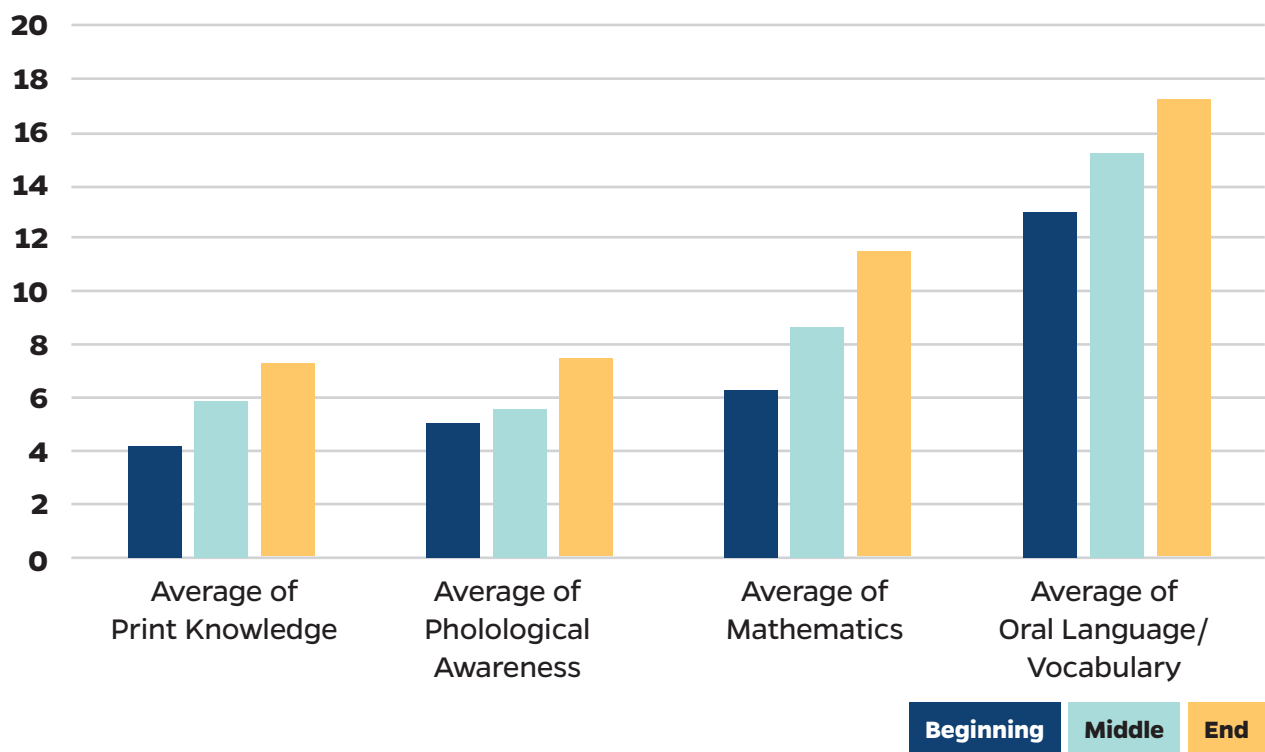


Figure 4. FL VPK Assessment results at beginning, middle, and end of year assessment

In addition to the FL VPK assessment implemented, 4-year-old children also received a developmental screening using the Ages & Stages Questionnaire, Third Edition (ASQ-3; Squires & Bricker, 2009) by their parents or caregivers within 45 days of enrollment. The ASQ-3 is a developmental screening tool designed to be completed by parents and caregivers to identify young children who might have a developmental delay and should be evaluated further to determine need and eligibility for early intervention services. The ASQ-3 assesses development in five developmental domains: communication, gross motor, fine motor, problem-solving, and personal social. Based on parent or caregiver report of child skill, children’s development is categorized as either above the cut-off (developmentally on-track) near the cut-off (in need close monitoring), or below the cut-off (at-risk for developmental delay). The results of the ASQ-3 were used to determine the number of children at-risk for developmental delay so that their referral for diagnostic testing and subsequent connection to additional early intervention services is documented.

During the 2018-2019 academic year 40 children enrolled at the CHILD Center were screened using the ASQ-3. One child was indicated as being at risk for developmental delay and was referred for further evaluation.

EFFECTS ON FAMILIES

The effects that CHILD Center services has had on families was measured through the end of the year surveys that asked the families to indicate their satisfaction with services that they received and to describe if and how CHILD Center services helped them. The questions from the family survey that most directly relate to the effect that CHILD Center services had on families are shown below in Figures 5, 6, 7, and 8. These questions prompted parents to reflect on the extent to which the CHILD Center supported them in accessing additional resources, navigating early care and education support systems, and engaging in events and meetings organized by the CHILD Center.

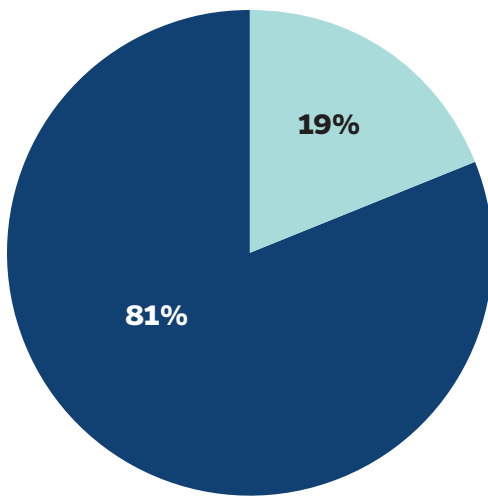


Figure 5. I feel like my family (beyond just my child) is supported by the staff at the CHILD Center.

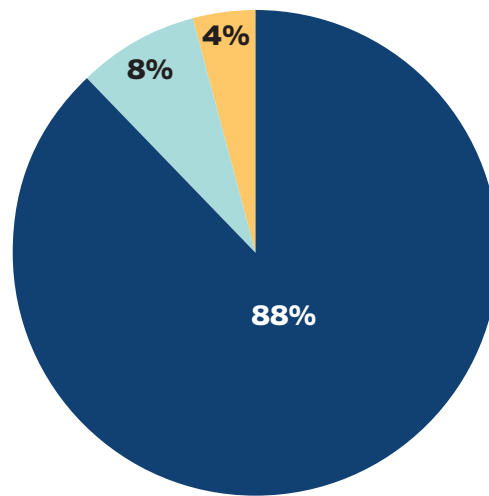


Figure 6. I feel like the staff at the CHILD Center has helped me navigate the processes needed to apply for ELC and/or Head Start.

Key for Figures 5 - 7:

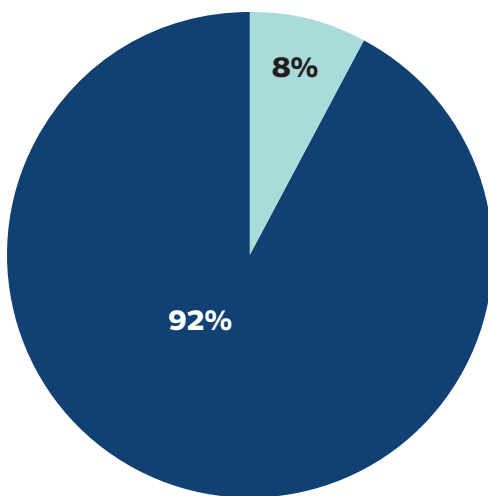


Figure 7. I feel well-informed about meetings and events going on at my child's school.

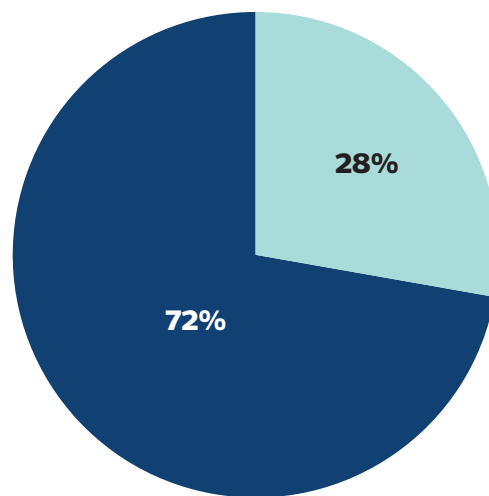
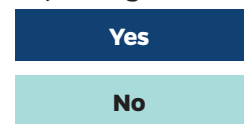


Figure 8. The CHILD Center has helped me connect to other services or supports that my family needed.

Key for Figure 8:



EFFECTS ON POLICY

Following the review of internal and external operation systems that relate to the provision of services at the CHILD Center, the CHILD Center executive committee identified potential solutions to the interpretation and implementation of local and state policies. During the operational year, the local/state policies that had the most significant impact related to the Florida School Readiness Program managed by the ELC. Unlike most early care and education programs, the CHILD Center was in a unique position to learn about the processes that families must navigate to apply for childcare subsidy through the Florida School Readiness Program. What made the CHILD Center different was that many children who enrolled in the CHILD Center through the Head Start program were eligible for the Florida School Readiness Program but had not applied for the services before the start of the academic year. This situation does not commonly occur, given that most families initiate interaction with a prospective childcare program after they have been determined eligible and awarded a Florida School Readiness Program voucher. Given this vantage point, the personnel at the CHILD Center experienced the launch of a re-designed parent application portal for the Florida School Readiness Program from the perspective of families attempting to navigate the system. Through established connections with ELC and the Florida Office of Early Learning, the CHILD Center identified issues with the new online application process, shared those issues with the FL Office of Early Learning, and helped facilitate the resolution process. In addition to helping refine the Florida School Readiness Program parent portal, the CHILD Center also developed a protocol to help parents gather the required documentation in an electronic format and submit their applications to further expedite the voucher process. This advocacy at the state level and the development of a support protocol for families facilitated a more efficient and effective application process that ultimately helped parents connect to needed resources.



Part 2: Developing Leadership Teams and Coaches

During the first year of the TPD initiative, an early critical series of activities consisted of the development leadership teams, consisting of key stakeholders from partnering organizations, and the selection and initial training of Lead Implementation Coaches. The development and initial professional development of leadership teams and Lead Implementation Coaches is described in this section.

Section 1: Coach Characteristics

This section provides descriptive information about the program leadership and coaches who participated in Year One (2018-19) of the TPD project.

COACH BACKGROUND AND EXPERIENCE

The TPD initiative grant from Alachua County funded two lead implementation coaches (LICs). One LIC was employed by the ELC and was assigned to support teachers at five early care and education centers in Alachua County. One LIC was employed by O2B Kids and was assigned to support teachers at the CHILD Center. The ELC coach was a former teacher at a local early care and education program where she had been a recipient of AZC-PBC professional development. She also had administrative roles within her former program. The CHILD Center coach was a former 5th grade teacher at a local elementary school. She did not have prior experience coaching or being coached at the time of hire.

LEADERSHIP TEAMS

The ELC and the CHILD Center each formed a leadership team to make decisions about the implementation of AZC-PBC and other TPD activities at their site. Leadership teams were required to include the LIC and a leadership level administrator who could make staffing and fiscal decisions for the program. The leadership team at the ELC was composed of the LIC, the ELC Director of Programs, the director of a local childcare program to represent the perspective of a potential recipient of the services associated with the TPD, and three faculty from the Anita Zucker Center. The leadership team at the CHILD Center was composed of the LIC, the O2B Kids Director of Operations, the O2B Kids Recruiting and Onboarding Manager, the CHILD Center Director, and three faculty from the Anita Zucker Center.

Section 2: Description of Services: How Much Was Done?

COACH AND ADMINISTRATOR PROFESSIONAL DEVELOPMENT

Consistent with the Year One major activities reflected in the 2018-2019 scope of work, this section describes the how much initial and ongoing support was provided to coaches and administrators during the 2018-19 school year including: (a) a 3-day coach training; (b) establishing LIC field test implementation sites; (c) monthly leadership team meetings; (d) monthly administrator and coaching calls; and (e) coach fidelity feedback regarding their implementation of AZC-PBC.

PRACTICE-BASED COACHING COACH TRAINING

The initial AZC-PBC coach training was a 2-day training (approximately 14 hours). During the coach training, coaches were introduced to the theory of change underlying TPD and the AZC-PBC framework developed by Snyder and colleagues shown in Figure 9. AZC-PBC is an evidence-based coaching framework implemented with teachers in their classrooms. The framework is composed of (a) shared goals and action planning, including strengths and needs assessment to help identify interactional and teaching practice goals and plan actions; (b) focused observation of the coach of the teachers' practice implementation; and (c) performance-based reflection and feedback by the teacher and coach about practice implementation. Each component occurs within the context of a collaborative coaching partnership. During the coach training, coaches learned how to implement each component of PBC with a teacher. Each component of AZC-PBC was described and illustrated using research-based professional development methods (National Academies of Science, Engineering, and Medicine, 2018). These methods included case stories, PowerPoint™ slides, video exemplars, modeling, role plays with feedback from the facilitators, application activities, and handouts. During the training, coaches received feedback on their implementation of AZC-PBC components, were provided opportunities for self-reflection, and were encouraged to ask questions and seek clarification about coaching processes.

As part of training, coaches received a Coach Training Workbook and Practice Guide and guidelines for implementing coaching adapted from the Anita Zucker Center Practice-based Coaching Coach Manual. These materials included forms for implementing AZC-PBC, such as: coaching logs; observation notes; email reflection and feedback templates; and templates for teacher and coach strengths and needs assessments, action plans, and practice checklists. Throughout the coach training, participants had opportunities to use their Coach Manual materials and implementation forms to discuss how they would implement AZC-PBC at their sites. In addition, the training culminated with a role-play where participants had the opportunity to integrate the AZC-PBC coaching framework components to simulate a coaching session with a "teacher."

LEADERSHIP TEAM MEETINGS

Leadership teams met on a monthly basis for approximately 90-120 minutes. Leadership teams were focused on establishing leadership and organization structures that would support the implementation of AZC-PBC. Each team participated in a process of identifying a list of targeted teaching practices that would be the focus of coaching. Practices were identified by using commonly used practice observation tools such as the Classroom Assessment Scoring System© Preschool (CLASS Pre-K; Pianta, LaParo, & Hamre, 2008) and the Teaching Pyramid Observation Tool (TPOT; Hemmeter, Fox, & Snyder, 2014). Leadership teams also worked in collaboration with Anita Zucker Center faculty to adapt the Anita Zucker Center Practice-Based Coaching Coach Manual and coaching implementation forms for their program. This included conversations about coaching caseloads and decisions about the dosage (i.e., number of sessions and duration) of coaching based on the LICs' field test experiences.

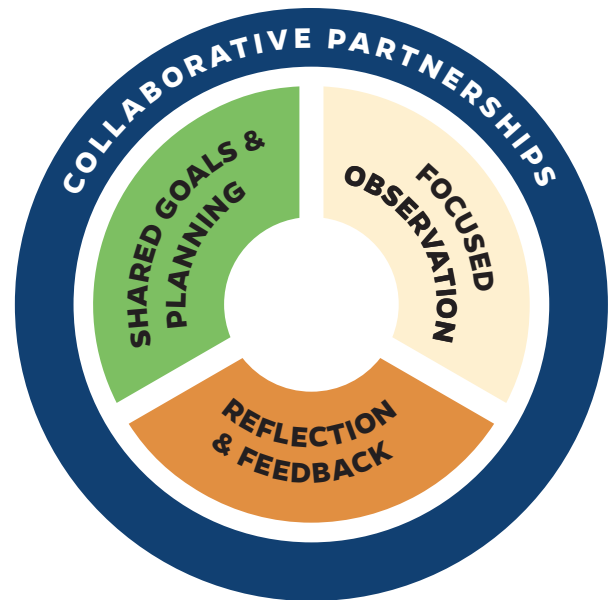


Figure 9. Practice-based coaching framework (Snyder, Hemmeter, and Fox 2015)

COACH CONFERENCE CALLS

Anita Zucker Center faculty continued to provide ongoing support to administrators and coaches in Year One of the TPD via virtual conference calls using ZOOM™ video conferencing. One to two coach calls were held each month for 11 months. The coach calls were facilitated by AZC faculty. The average duration of calls was 60 minutes and the number of participants ranged from 2 to 8 coaches per call. Calls focused on topics related to: data collection; components of the AZC-PBC framework; writing high-quality action plan goals; essential and enhancement AZC-PBC coaching strategies; locating developmentally appropriate materials to support teachers' practice implementation; and identifying resources to share with teachers. In addition to monthly coach calls, individual coach calls were scheduled with AZC faculty as needed. The individual calls were focused on TPD workshop content presentation, coaching fidelity feedback, action plan support, modified coaching schedules, and data processing.

FIELD TEST IMPLEMENTATION SITES

Following the October AZC-PBC training, the LIC from the ELC and CHILD Center participated in a field test where coaching implementation forms were used to implement AZC-PBC with one preschool teacher and one toddler teacher in a local early care and education center in Alachua County. Qualitative and quantitative data from the field test were brought to the monthly program-based leadership team meetings during a development period of 2 months to refine implementation forms and the coaching protocol, identify a feasible coaching caseload, and ensure AZC-PBC was feasible, useful, and acceptable for the program to implement (i.e., social validity). At the conclusion of the field test, the ELC and the CHILD Center LIC each produced a fully developed and field-tested version of the Anita Zucker Center Practice-based Coaching Manual adapted to meet the unique needs of their program contexts.

Section 3: Further Information about Coach Training: How Much Was Done?

COACH TRAINING PARTICIPANTS

AZC-PBC Coach Training was offered three times during Year One of the TPD. The first training was held on October 10 - 11, 2018 at the University of Florida. A total of 8 people participated in the training, including staff from O2B Kids and the CHILD Center (n = 4), the ELC (n = 2), and the Unified Early Childhood preservice teacher preparation program at the University of Florida (n = 2). The second training was held on March 13 -14, 2019 at the University of Florida. A total of 7 people participated in the training, including staff from the University of Florida Baby Gator Research and Development Center (n = 2), the ELC (n = 3), and Meridian Behavioral Health/Social Emotional Development (SED) program (n = 2). The third coach training was held July 22 - 25, 2019 at the ELC and included five staff from the ELC.

PREPARING COACHES FOR CO-FACILITATION

Consistent with major activities specified in the Year One scope of work, the AZC-PBC Coach Training offered in March 2019 was co-facilitated by the LIC from the CHILD Center, the LIC from the ELC, and AZC faculty, and the July 2019 training was co-facilitated by the LIC from the ELC and AZC faculty. Before the training, the LICs received individual planning meetings with a member of the AZC faculty. When faculty from AZC were facilitating, LICs had the opportunity to collect data about whether the coach training was implemented as it should be using a research-based fidelity checklist developed by the Anita Zucker Center (AZC). When the LICs facilitated coach training, AZC staff collected data on their fidelity of implementation using the fidelity checklist. The fidelity data were used to provide each LIC who facilitated with individual feedback on whether they did or did not adhere to the fidelity checklist and their use of effective facilitation strategies.



Section 4: Quality of Services: How Well Did We Do It?

IMPLEMENTATION FIDELITY OF COACH TRAINING.

Implementation fidelity data were collected live during the coach training using a research-based fidelity checklist aligned with the content and activities described in the AZC-PBC Coach Training materials. The fidelity indicators are aligned with the learning objectives for the coach training. Each indicator is marked “yes” (implemented) or “no” (not implemented). In addition to the core learning objectives and associated fidelity indicators, there are indicators aligned with additional enhancement content that was presented when appropriate in response to the participants’ needs. These latter items have an “NA” (not applicable) option. Overall coach training fidelity is calculated by summing the number of indicators marked “yes”, dividing this number by the number of indicators on the checklist, and multiplying by 100%. Thus, fidelity is reported as the percentage of indicators implemented. The mean percentage of indicators implemented with fidelity across trainings ranged from 99% - 100%. This means the coach training was implemented with very high fidelity.

PARTICIPANT EVALUATION OF COACH TRAINING

Following the coach training, participants completed a 13-item evaluation rating scale, which included items related to the quality of the training and the relevance of the content, plus an item rating the effectiveness of the facilitator. Participants were asked to indicate their level of agreement with each item using a 4-point Likert-type scale ranging from 1 (strongly disagree) to 4 (strongly agree). To rate the facilitator, the coaches used a 5-point Likert-type scale ranging from 1 (poor) to 5 (superior). The survey was distributed via Survey Monkey™.

Table 4 shows the mean participant rating for each of the 12 items, the overall evaluation score, and the rating of the facilitators for coach training across all sessions. The mean ratings for the items ranged from 3.8 to 4, suggesting strong agreement with the quality and effectiveness of the training and the relevance of the content for coaches. To obtain an overall evaluation rating for coach training, the responses to the 12 items were averaged. The mean overall evaluation score was 3.9 (SD = 0.3) on a 4-point scale. The mean overall rating for the facilitators was 5.0 on a 5-point scale, suggesting that participants rated all facilitators “superior.”

Item	M (SD) ^a
The training was well-organized.	4
The learning objectives for this training were clearly stated.	4
The learning objectives for this training were accomplished.	3.9 (0.3)
The trainer(s) who presented the training was prepared.	4
The trainer(s) was effective.	4
The methods used to present the material in the training were effective.	3.9(0.4)
The information presented in this training will be useful for me as a coach.	4
The content of the training has direct application to my daily work with teachers of young children.	3.8 (0.5)
The content of the training was appropriately targeted to my abilities and skills.	3.8 (0.4)
The content of the training is important for coaches.	4
It is feasible to use practice-based coaching in preschool classrooms.	3.9 (0.4)
I would recommend this training content to other coaches.	4
Overall Evaluation Score	3.9 (0.3)
How would you rate the facilitator ? ^b	5

Note: Item rating scale = 1 (strongly disagree), 2 (disagree), 3 (agree), 4 (strongly agree).

^a Coach Training Evaluation Forms (N = 15).

^b Facilitator rating scale = 1 (poor), 2 (fair), 3 (average), 4 (good), 5 (superior).

Table 4. Participant evaluation of coach trainings

Participants were also provided the opportunity to respond to open-ended questions about what was most helpful and least helpful about the content of the coaching training. All participants provided feedback about what was most helpful about the coaching training. Examples of participants' responses are below.

I really appreciated the opportunity to practice skills/coaching strategies presented.

I loved the training materials and resources!

Role-play allowed me to practice using some of the strategies. I also thought application activities (e.g., writing action plan goals) was helpful.

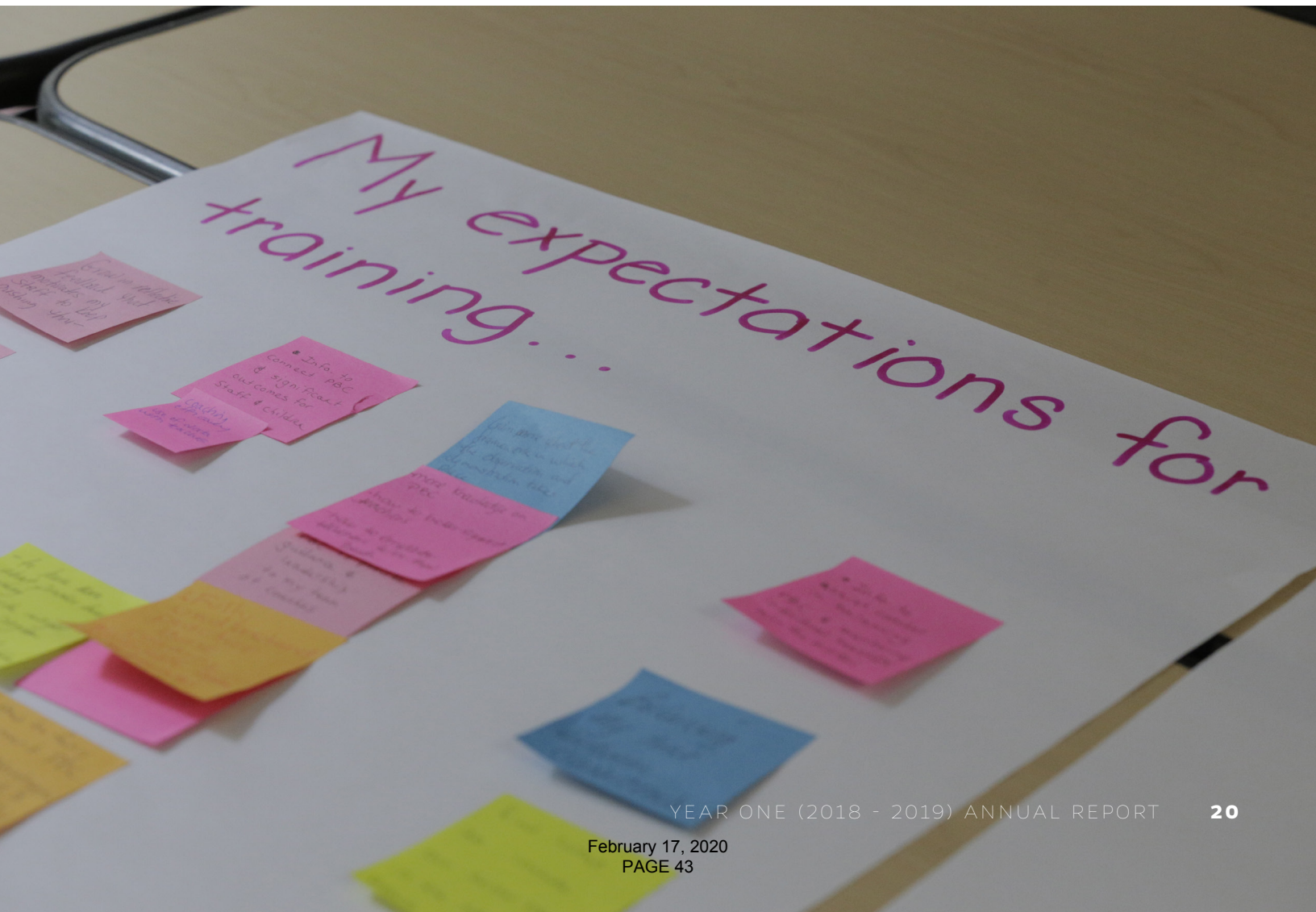
When asked what was least helpful about the Coach Training, participants identified that they would have liked additional time or responded with additional positive comments about their experience.

Although this is a structured practice, the fact that there is still flexibility poses some challenges we'll need to think about. Having more time would have been lovely.

N/A → I would sit in again for this training ... please call me ☺

All of the information was helpful for either learning new information or clarification.

Overall, participants reported they found the interactive learning strategies and materials provided to be beneficial in supporting them to learn about and practice the use of the AZC-PBC framework in the context of the TPD project.



Section 5: Effects of Services: Is Anyone Better Off?

COACH FIDELITY OF IMPLEMENTATION OF THE COACHING PROTOCOL

In Year One (2018-19) of the TPD project, coaching implementation fidelity video checks were scheduled to be conducted by AZC faculty on two or more occasions per LIC during the field test and initial coaching sessions. Fidelity feedback included information about (a) the coach’s implementation of the coaching with a teacher; (b) accuracy of self-report coaching implementation fidelity data recorded on the coaching log; (c) alignment of the follow-up coaching email content with the eight email protocol indicators; and (d) alignment of the teacher’s action plan content with the action plan quality indicators. All coaches received written feedback by AZC faculty via email. When requested, the email feedback was paired with an individual Zoom® call or phone call with AZC faculty. Common issues related to coaching implementation fidelity were also noted and addressed on the coach calls.

Table 5 provides the average coaching fidelity adherence scores as measured by video observations conducted by AZC faculty. These data show that quality and adherence to the AZC-PBC protocol as well as the accuracy of coaches self-reported coaching protocol implementation are good to excellent for coaches. On average, coaches demonstrated high fidelity across occasions in their implementation of the protocol indicators and in their accuracy of self-reported implementation. Taken together, these data suggest coaches benefit from ongoing fidelity feedback and support to implement the essential components of AZC-PBC with fidelity.

Number of sessions	UF coded fidelity for coaching indicators M (range)	Coach self-reported fidelity for coaching indicators M (range)	Fidelity for email feedback to teachers as evaluated by UF M (range)
N = 9	90.7 (77.3 - 100)	84.8 (66.7 - 100)	81.4 (71.4 - 93.8)

Table 5. Mean percentage of coaching fidelity, and email fidelity implemented for the ELC and CHILD Center LICs



Part 3: CHILD Center Coaching Activities

This section of the report provides information about TPD effort and effect activities that occurred through the CHILD Center during the first year of the project. Effort is reported in terms of how much was done and how well it was done. Effect is reported in terms of whether efforts made a difference for the CHILD Center and for teachers.

Section 1: Anita Zucker Center Practice-Based Coaching Activities

The LIC from the CHILD Center implemented the Anita Zucker Center Practice-Based Coaching (AZC-PBC) in two early education and care centers from February, 2018 to September, 2019. One center participated in AZC-PBC activities as part of an initial field test for the LIC to practice and receive feedback on her implementation of AZC-PBC. The field test also provided an initial trial of the AZC-PBC materials (i.e., interactional and teaching practices and domains, coaching manual, coaching protocols, coaching logs, teacher and coach strengths and needs assessments) developed by the CHILD Center Leadership Team. The field test began in February, 2019 and continued through May, 2019. AZC-PBC materials were field tested with one preschool teacher and one infant/toddler teacher during this time period. Following the field test, AZC-PBC was implemented with six teachers at the CHILD Center from all four classrooms.

NUMBER OF CHILDREN WHOSE TEACHERS RECEIVED TPD, INCLUDING AZC-PBC

The number of children reported to be enrolled in the CHILD Center classrooms as of May 9, 2019 was Freshman, n = 5; Sophomores n = 12; Juniors, n = 16; Seniors, n = 19, for a total of 52 children. All classrooms had two or more adults working in the classroom. Three classrooms had a child with an identified disability enrolled in the classroom and 2 classrooms had dual language learners enrolled. Across the classrooms receiving AZC-PBC, 40 children were reported by directors to be receiving School Readiness Vouchers.

Section 2: CHILD Center Transformative Professional Development Activities

PLANNED COACHING ACTIVITIES

Following the LIC training described previously, the CHILD Center leadership team developed an adapted Anita Zucker Center Practice-Based Coaching Manual and coaching logs as a guide for conducting and documenting what occurs in CHILD Center coaching meetings and sessions (Anita Zucker Center for Excellence in Early Childhood Studies & Early Learning Coalition of Alachua County, 2019). Coaching logs are used to record information about coaching interactions, including the duration of the coaching session, the number of teachers and children present during the observation portion of the coaching session, the teacher's current practice implementation goal, coaching protocol indicators implemented, and coaching strategies used by the coach. The coaching log is completed by the coach during and immediately following the coaching session. In addition to the self-reported coaching logs, which are collected for all coaching activities, the coach submitted a video recording of the coaching on a minimum of two occasions over the course of the year for AZC faculty to provide feedback regarding their fidelity of implementation of coaching. Fidelity data, which indicate how well coaches were coaching, were provided in Part 2 of this report.

The planned coaching activities and a sample coaching timeline for teachers receiving coaching from the CHILD Center are shown in Table 6. In addition to coaching teachers, the LIC also held meetings with the CHILD Center director to build her capacity to support TPD activities, including AZC-PBC activities, at the CHILD Center. These meetings included a director orientation, regular director check-in meetings, and a director closing meeting. During the orientation meeting, the LIC reviewed the key components of AZC-PBC and the interactional teaching practice domains that might be the focus of AZC-PBC (i.e., Schedules, Routines, and Transitions; Teaching Behavior Expectations; Supporting Children’s Engagement; Supportive Conversations). The director and coach collaborated to select one practice domain on which to focus AZC-PBC. The coach and director also signed a coaching agreement explaining the roles and responsibilities of the director, coach, and teachers within the collaborative coaching partnerships. An essential agreement is that data collected during coaching observations will be kept confidential and will not be used for purposes of teacher job performance evaluations.

A coaching session involved an approximately 1-hour classroom observation by the coach followed by a 20 to 30 minute debrief meeting between the teacher(s) and coach. During each debrief meeting, four essential coaching strategies should be implemented: reflective conversation, supportive feedback, constructive feedback, and providing resources/materials. In addition to face-to-face contact with teachers during coaching sessions, a follow-up e-mail is sent to the teacher within 48 hours of each coaching meeting or session summarizing the coaching observation and debrief.



Week of Coaching	Sample Coaching Timeline for a Teacher
Week 1	Director Orientation Meeting Welcome Meeting for teacher
Week 2	Session 1 Formal observation 1—all practices Create Action Plan 1
Week 3	Session 2 Focused observation 1—Target area practices Action Plan 1
Week 4	Session 3 Focused observation 2—Target area practices Action Plan 1
Week 5	Director Check-in Meeting Session 4 Focused observation 3—Target area practices Action Plan
Week 6	Session 5 Focused observation 4—Target area practices OR Formal Observation 2—All practices Write new action plan this week or in week 7 Action Plan 2
Week 7	Session 6 Focused observation 5—Target area practices OR Formal Observation 2—All practices Write new action plan, if not developed in previous week Action Plan 2
Week 8	Session 7 Focused observation 1—Target area practices Action Plan 2
Week 9	Director Check-in Meeting Session 8 Focused observation 2—Target area practices Action Plan 2
Week 10	Session 9 Focused observation 3—Target area practices Action Plan 2
Week 11	Session 10 Focused observation 3—Target area practices Action Plan 2
Week 12	Director Check-in Meeting Closing Meeting Formal Observation 3—All practices Decide to continue coaching for a new 12 week block or plan for sustainability
To Be Determined	Monthly Sustainability Check-in Meetings

Table 6. CHILD Center Coaching Activities and Sample Coaching Timeline

Section 3: Amount of Coaching Implemented

COACHING SESSION IMPLEMENTATION

The coaching sessions shown in Table 7 differed slightly for each type of coaching contact (welcome meeting, sessions 1-10, closing meeting). For example, in the welcome meeting, the coaching log included indicators for reviewing the key components of AZC-PBC. In contrast, coaching sessions 1 – 10 focused on the coach’s implementation of essential coaching strategies to support the teachers’ implementation of interactional or teaching practices.

The average session length for each type of coaching contact for coaching sessions provided in the CHILD Center, in addition to time spent preparing for and in follow-up to coaching sessions is shown in Table 7.

Type of Contact	Preparation M (Range)	Observation M (Range)	Debrief/ Meeting M (Range)	Follow-Up M (Range)
Teacher Welcome Meeting (N = 6)	32.5 (30.0 - 45.0)	N/A	30.5 (30.0 - 33.0)	40.0 (30.0 - 60.0)
Coaching Sessions (N = 60)	33.25 (30.0 - 60.0)	62.0 (30.0 - 90.0)	30.5 (30.0 - 36.0)	N/A
Closing Meeting (N = 6)	34.2 (30.0 - 45.0)	N/A	30.0	30.0
Director Orientation	40.0	N/A	26.0	30.0
Director Update	50.0 (40.0-60.0)	N/A	46.7 (40.0 - 60.0)	30.0

Note. N = number of sessions or meetings.

Table 7. Average coach-reported time (in minutes) spent in Coaching Activities

Section 4: Quality of Coaching

The LIC’s self-reported percent of coaching log indicators implemented per coaching session was high as shown in Table 8. Each of the coaching practices was implemented well above the 80% threshold necessary to be considered implementing with fidelity.

Type of Contact	Observation Fidelity % (Range)	Debrief/Meeting Fidelity % (range)	% of sessions with email follow-up	# of Coaching Strategies M (range)
Teacher Welcome Meeting (N = 6)	N/A	100.0	100.0	3.0
Coaching Sessions (N = 60)	100.0	99.9 (92.3 - 100.0)	100.0	6.0 (4.0 - 8.0)
Closing Meeting (N = 6)	N/A	100.0	100.0	5.0 (5.0 - 6.0)
Director Orientation	N/A	100.0	N/A	N/A
Director Update	N/A	100.0	100.0	N/A

Note. N = number of sessions or meetings

Table 8. Average Coach-Reported Field Test Implementation Coaching Activity

On average, across 60 coaching sessions, the LIC reported using 5.7 (range = 4 – 8) coaching strategies. These sessions include essential strategies to be used in every session (i.e., supportive verbal feedback, constructive verbal feedback, reflective conversation, provision of resources/materials). As shown in Figure 10, reflective conversation (100%), and the provision of resources/materials (100%) were reported in 100% of sessions. Supportive verbal feedback (98.3%) and constructive verbal feedback (88.3%) were not reported in 100% of sessions as planned, but were above the recommended 80% implementation fidelity criterion. Additional coaching strategies used are shown in Figure 10.

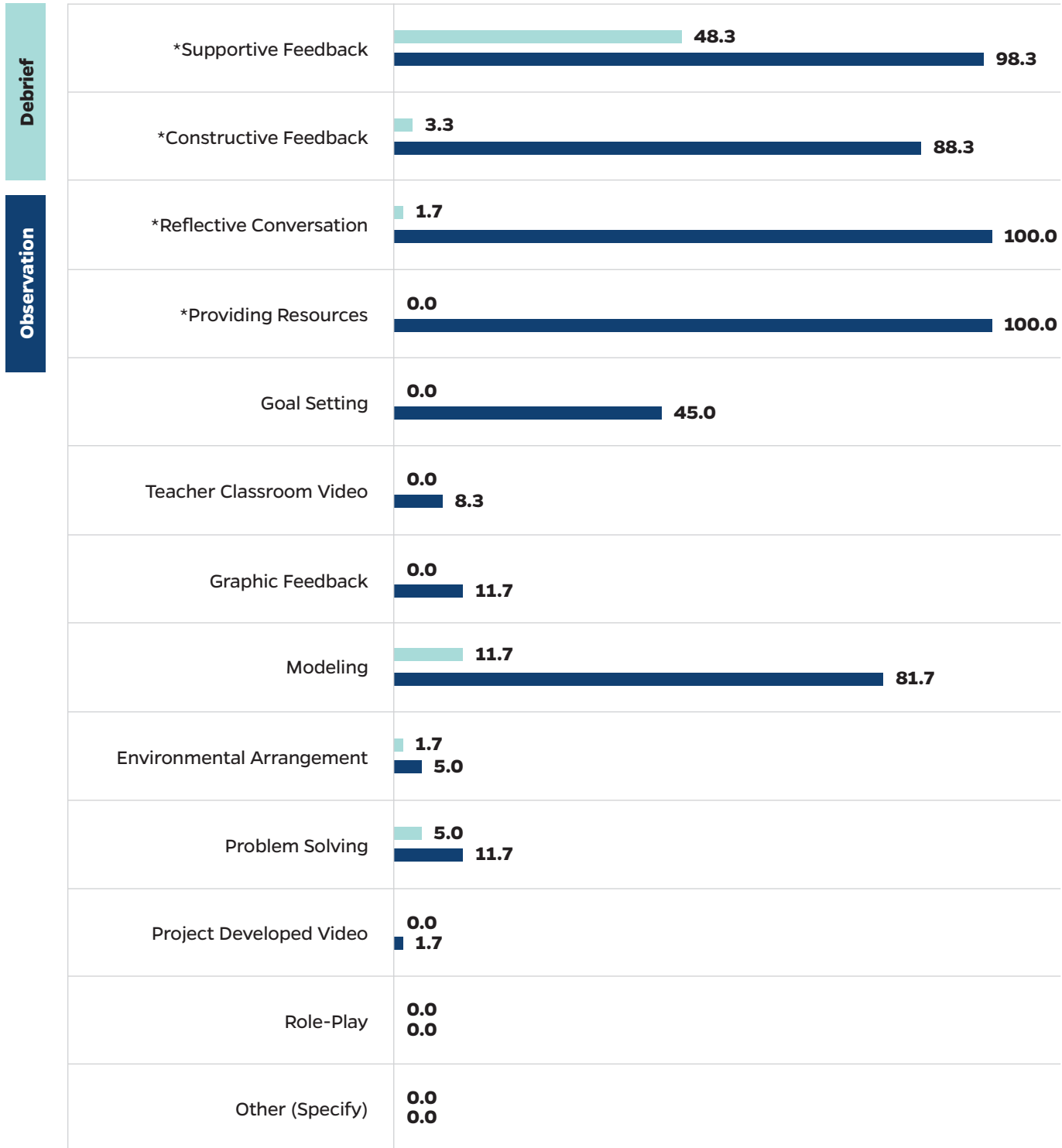


Figure 10. Percentage of 60 CHLD Center coaching sessions in which the LIC reported using each AZC-PBC coaching strategy during the coaching session.

The percentage of coaching sessions focused on each interactional or teaching practice domain is shown in Figure 11. The largest percentage (25%) of coaching sessions focused on the Teaching Behavior Expectations practice domain, which includes practices related to posting, teaching, and reminding children about the classroom rules and expectations. Twenty-three percent of the sessions focused on practices to support children’s engagement in everyday activities and routines. Twenty percent of coaching sessions focused on more than one practice domain.

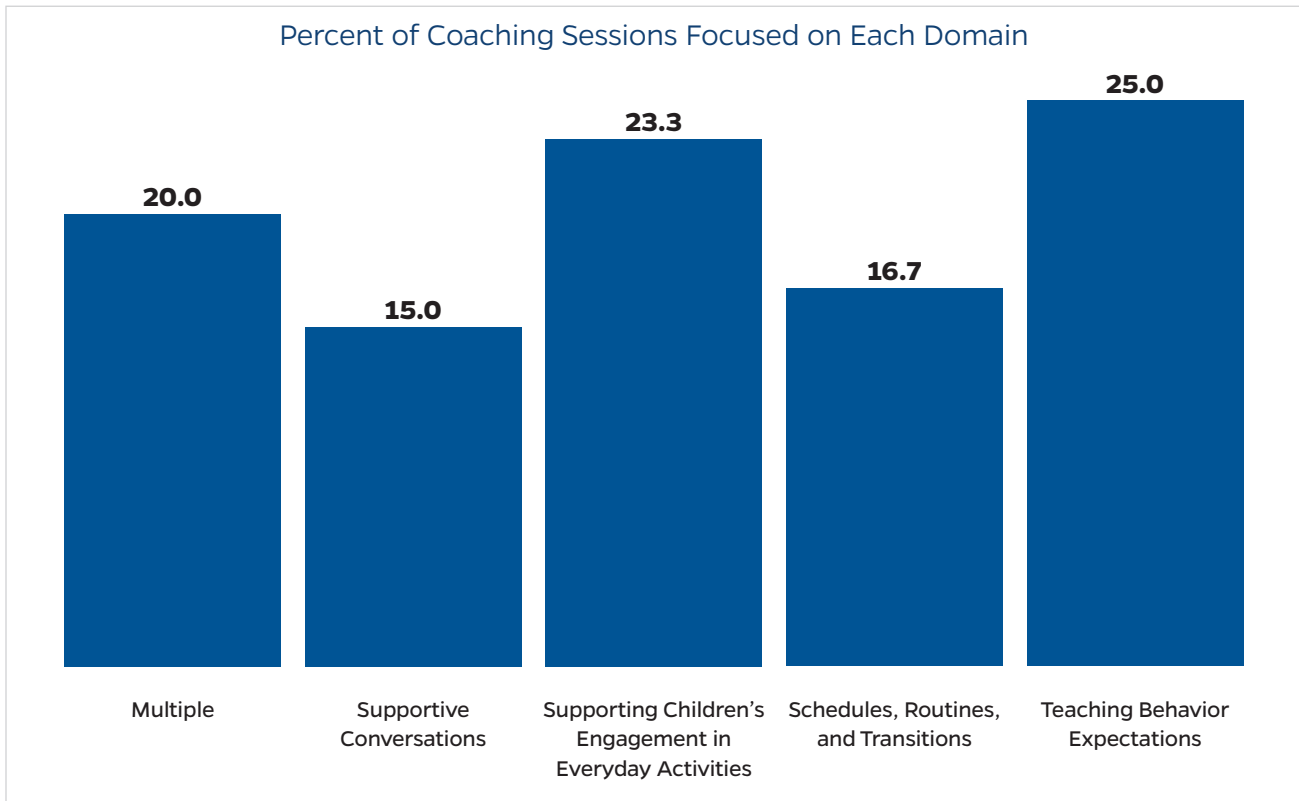


Figure 11. Percentage of CHILD Center coaching sessions focused on each practice domain.

TEACHER PERSPECTIVES ABOUT TPD AND PRACTICE-BASED COACHING

At the completion of TPD and AZC-PBC activities, the teachers and director at the CHILD Center were invited to complete an online coaching questionnaire to provide their perspectives about participating in AZC-PBC. Unfortunately, at the time of the report only 2 respondents had completed the surveys. Due to the low response rate, it is inappropriate to present the results of the survey by question response. The LIC at the CHILD Center will continue to seek better response rates for teacher and director completed survey in the future. While the response rate was low, it is important to note that both respondents provided favorable ratings with respect to their experiences with AZC-PBC. Almost all items on the survey were rated above a 5 on a 6-point-scale. The single item that was rated below a 5 was: “I need more coaching to implement the teaching practice that was the focus of my action plan”. The response of 4 on that item indicates that the teachers felt that they received the right amount of coaching to achieve their goals.

Section 5: Effects of TBD and AZC-PBC: Classroom Observation Measures

Teachers' use of teaching practices was measured using two different classroom observation measures. The most proximal measure was completed by the LIC. The LIC conducted a 1-hour observation of the classroom and indicated whether each of the O2B Kids Teaching Practices in the four practice domains was observed. This observation was completed on three occasions: (1) prior to coaching, (2) mid-way through coaching, and (3) at the end of coaching. In the Head Start CHILD Center classrooms serving children ages 3-5, the LIC also administered the Teaching Pyramid Observation Tool (TPOT; Hemmeter, Fox, & Snyder, 2014) before and after coaching to measure the teachers' use of practices that promote children's social-emotional development and prevent or address challenging behavior.

COACH OBSERVATIONS

The percentages of O2B Kids Teaching Practices observed by the coach at each observation time point for the preschool and the infant/toddler classrooms are shown in Figures 12 and 13, respectively. Practice implementation increased or maintained within and across all four practice domains for preschool teachers and for infant/toddler classrooms.

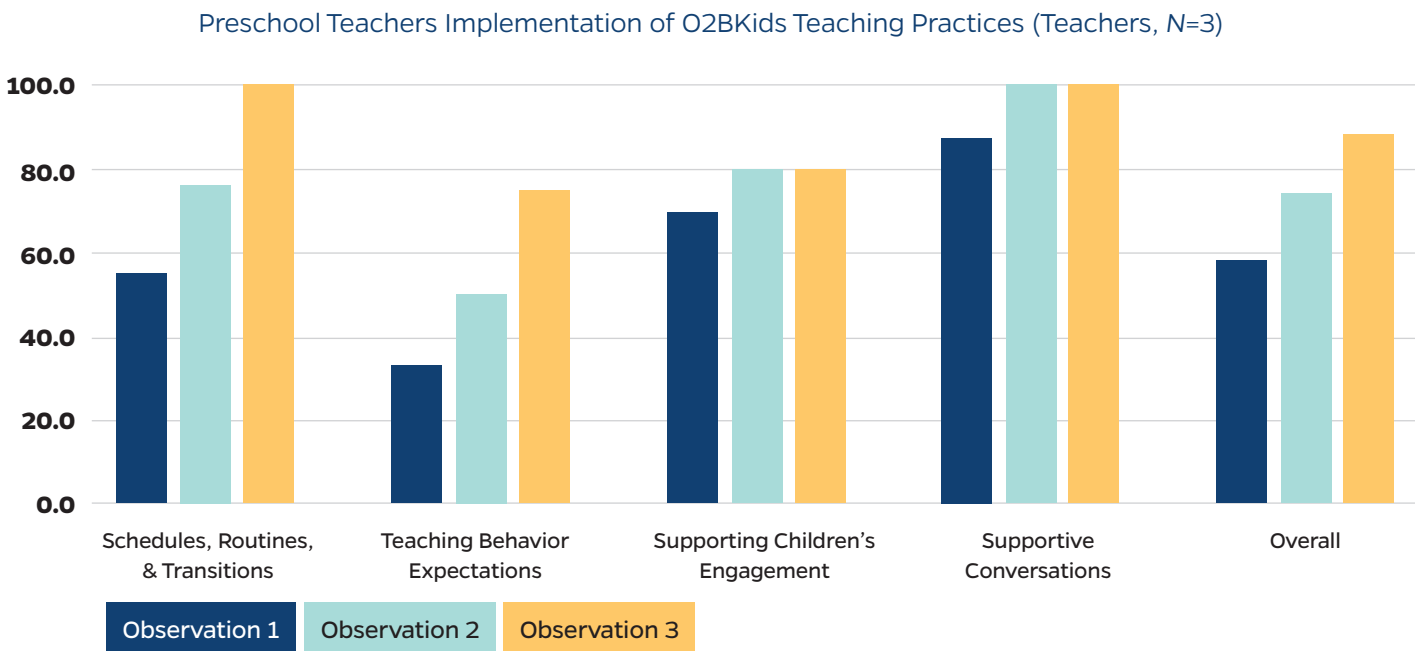


Figure 12. Percentage of teaching practices implemented by preschool teachers within and across practice domains.

Infant/Toddler Teachers Implementation of O2BKids Teaching Practices (Teachers, N=3)

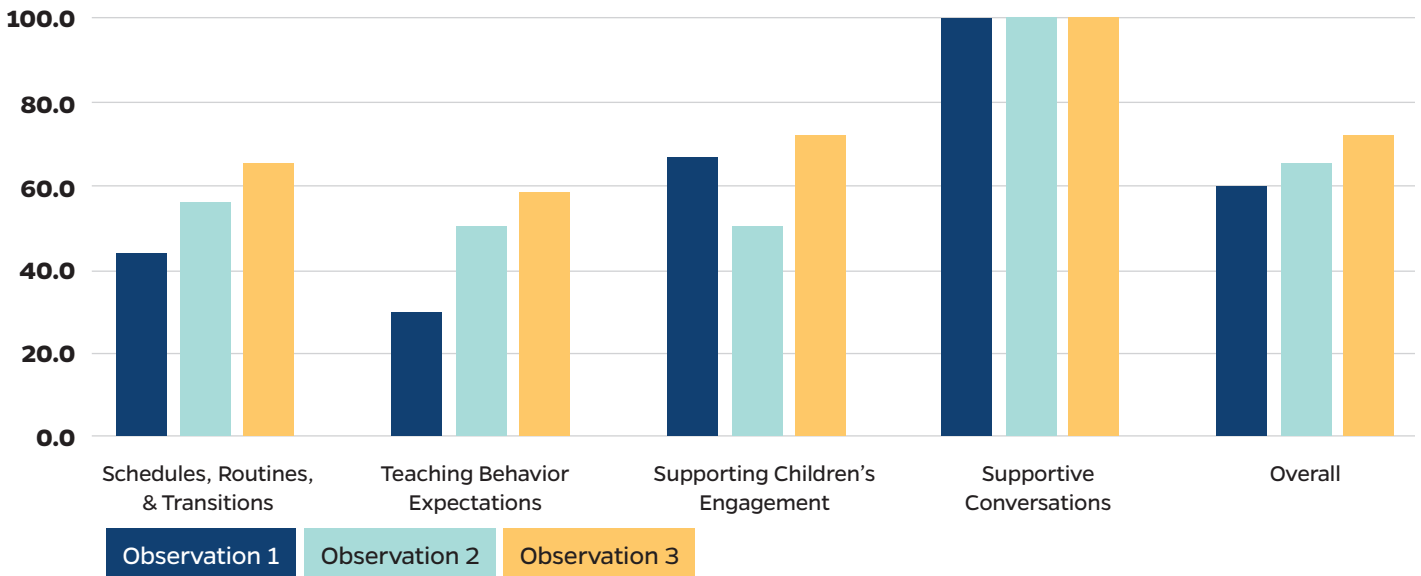


Figure 13. Percentage of teaching practices implemented by infant/toddler teachers within and across practice domains.

The percentages of TPOT Teaching Practices observed by the coach at each observation for the Junior and Senior classrooms are shown in Figures 14 and 15, respectively. Although practices increased for important foundational practices aligned with the O2B Kids Teaching Practices (i.e., Schedules, Routines, and Transitions and Teaching Behavior Expectations), there were some items where there was a decrease. Of importance to note: the children had “transitioned” to an older age classroom at the time of the second administration. These data suggest teachers need additional supports around maintaining consistency in their implementation of practices when they are starting with a new class of children. Job-aids, such as visual schedules and posted behavior expectations, appear to have been effective in supporting teachers sustained use of some key foundational practices.

Note:

SR = predictable schedules, routines, and activities; TR = smooth transitions; SC = supportive conversations; ENG = supporting children’s engagement; PD = providing directions; CT = collaborative teaming; TBE = teaching behavior expectations; TSC = teaching social and emotional skills; FR = teaching friendship skills; TEE = teaching children to express emotions; TPS = teaching problem-solving; PCB = strategies for addressing challenging behavior; COM = communication with families; INF = providing information to families about social-emotional development and learning

Juniors (Age 3) Teachers Implementation of TPOT Teaching Practices

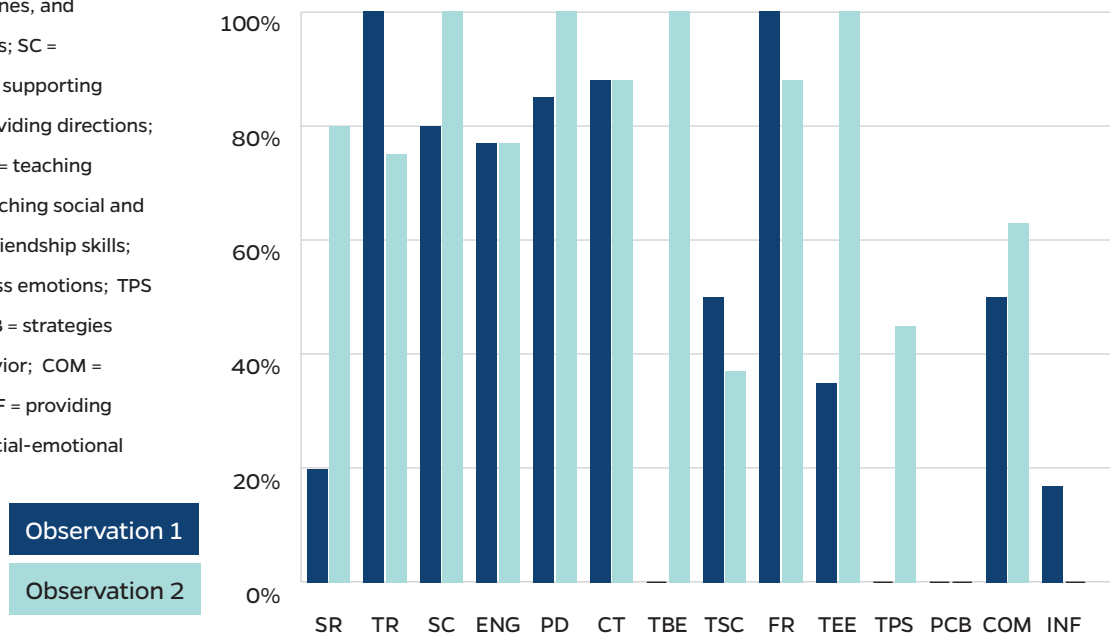


Figure 14. Percentage of Teaching Pyramid Observation Tool (TPOT) teaching practices implemented by Juniors teachers within and across practice domains.

Note:

SR = predictable schedules, routines, and activities; TR = smooth transitions; SC = supportive conversations; ENG = supporting children's engagement; PD = providing directions; CT = collaborative teaming; TBE = teaching behavior expectations; TSC = teaching social and emotional skills; FR = teaching friendship skills; TEE = teaching children to express emotions; TPS = teaching problem-solving; PCB = strategies for addressing challenging behavior; COM = communication with families; INF = providing information to families about social-emotional development and learning

Observation 1
Observation 2

Seniors (Age 4) Teachers Implementation of TPOT Teaching Practices

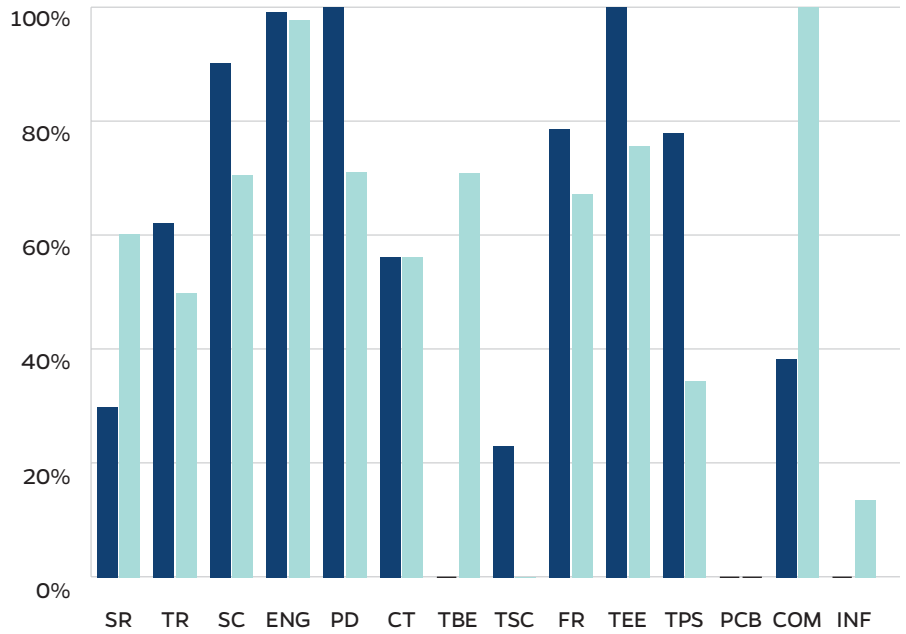


Figure 15. Percentage of Teaching Pyramid Observation Tool (TPOT) teaching practices implemented by Seniors teachers within and across practice domains.



Part 4: Early Learning Coalition Coaching Activities

This section of the report provides information about Transformative Professional Development (TPD) effort and effect activities that occurred through the ELC during the first year of the project. Effort is reported in terms of how much was done and how well it was done. Effect is reported in terms of whether efforts made a difference for the programs and for teachers.

Section 1: ELC TPD and AZ-PBC Activities

The LIC at the ELC implemented AZC-PBC in six early education and care centers contracted with the ELC from October, 2018 to September, 2019. One center participated in AZC-PBC activities as part of an initial field test for the LIC to practice and receive feedback on her implementation of AZC-PBC. The field test was also an initial trial of the AZC-PBC materials (i.e., interactional and teaching practices and domains, coaching manual, coaching protocols, coaching logs, teacher and coach strengths and needs assessments) developed by the ELC Leadership Team. The field test began in January, 2019 and continued through March, 2019. AZC-PBC materials were field tested with one preschool teacher and one infant/toddler teacher during this time period. Following the field test, AZC-PBC was piloted in five Alachua County early learning centers with 10 teachers from eight different classrooms. For six of the classrooms, one teacher from the classroom received AZC-PBC. In one classroom, two teachers from the classroom each received AZC-PBC independently (i.e., participated in coaching separately and each had a personal action plan). In another classroom, two teachers from the same classroom received AZC-PBC together (i.e., participated in coaching sessions together and worked together on one action plan). Demographic data were collected from five center directors and 12 teachers (10 from the five programs who participated in the pilot; two from the program that participated in the field test) at the completion of AZC-PBC as part of an anonymous survey to gather information about teachers' and directors' perspectives about TPD, including AZC-PBC. One director has not completed the survey because AZC-PBC is still being implemented at the center. Effort data are reported below, aggregated across the field test and pilot sites.

TPD PILOT PROGRAM RECRUITMENT AND SELECTION

The TPD Leadership Team at the ELC developed the TPD Pilot application process to select five early care and education centers in Alachua County in which to test the feasibility and social validity (i.e., the feasibility of implementing, the usefulness of implementing, the acceptability of implementing) TPD. The application was developed and distributed through Survey Monkey™ to all centers contracted with the ELC to provide Florida School Readiness Program services. This recruitment strategy yielded 15 applicants that demonstrated interest and commitment to transformative professional development (TPD). The TPD Leadership team reviewed all applications and made selections based on the following criteria:

- » Location: Programs within Alachua County zip codes with inadequate supply of quality providers (32605, 32609, 32618) and representing diverse population densities (urban, suburban, rural) were given preference in the selection process.
- » Program Quality: CLASS Scores above 3.50 on a 7-point scale
- » Licensing Compliance History: No Department of Child and Families (licensing) Class I violations or repeated Class II or III violations
- » Durable Leadership: Consistent program administrator more than 1 year
- » Durable Personnel: Over 50% of the staff have been employed longer than a year

Following the review of applications, five programs were selected that represented diversity in terms of program size, location, and proportion of children using child care subsidy. Descriptive characteristics illustrating this diversity are shown in Table 9. Selected programs were located in both rural and urban locations within the county.

TPD Pilot Sites (N = 6 total)

Site	Teachers Coached	Total # of Teachers in Classroom	# of Children in Classroom	Total # of Children receiving TPD & AZC-PBC	Total # of Classrooms Coached	Total # of Classrooms in Program	Total # of Children Enrolled in Center	Total # of Children Receiving Childcare Subsidies in Center
Field Test	Toddler Teacher	1	4	19	2	4	45	18
	VPK Teacher	2	15					
Pilot 1	Infant Teacher	2	5	13	2	4	36	27
Toddler Teacher	2	8						
Pilot 2	Director/ VPK Teacher	2	12	12	1	3	23	6
	Preschool Teacher							
Pilot 3	VPK Teacher	1	12	27	2	4	33	29
	Preschool Teacher	1	15					
Pilot 4	Toddler Teacher	4	12	12	1	5	35	18
	Toddler Teacher							
Pilot 5	Infant Teacher	2	5	31	3	7	101	45
	Toddler Teacher	4	15					
	Toddler Teacher	4	11					
Total		31	106	114	11	27	273	143

Table 9. TPD Pilot Program Characteristics

TEACHER INFORMATION

Teachers at the TPD sites reported varying levels of education and years of experience working in early education and care settings. Two teachers reported their highest level of education as the minimum qualifications required by the state to work in early education and care settings (which is high school or GED plus a 45-hour course on early care and education); four teachers reported having a Child Development Associate Certificate; and three teachers reported having a Florida Child Care Professional Credential (FFPC) or a Bachelor's Degree. The average years of experience reported working in early education and care settings was 11.2 (range = 2 – 21). At the time the survey was completed, two teachers reported working with infants (less than 12 months old), six teachers reported working with toddlers (ages 1 year to 3 years), and four teachers reported working with preschool-aged children (ages 3 years through 5 years).

CLASSROOM DEMOGRAPHICS

The average number of children reported to be enrolled in the classrooms receiving TPD, including AZC-PBC, was 11 (range = 3 – 21). The majority of classrooms (n = 7) were reported to have two adults working in the classroom. Three teachers reported having one child with an identified disability enrolled in the classroom. No teachers reported having dual language learners enrolled in the classroom. Across the classrooms receiving TPD, including AZC-PBC, the average number of children reported by directors to be receiving School Readiness Vouchers was 12 (range = 3 – 30). These data reflect the number of children aggregated across classrooms within a center. Data for one center are not reported because they have not been collected to date.



Section 2: ELC Teacher Professional Development

PLANNED COACHING ACTIVITIES

Following training for those who would be delivering AZC-PBC by Anita Zucker Center faculty, the ELC Leadership Team developed an adapted Anita Zucker Center Practice-Based Coaching Coach Manual and coaching logs as a guide for conducting and documenting what occurs in ELC coaching sessions (Anita Zucker Center for Excellence in Early Childhood Studies & Early Learning Coalition of Alachua County, 2019). Coaching logs were used to record information about coaching interactions, including the duration of observation and debrief, the number of teachers and children present during the observation, the teacher's current practice implementation goal, coaching indicators implemented, and coaching strategies used. The coaching log was completed by the coach during and immediately following the coaching session. In addition to the self-reported coaching logs, which are collected for all coaching activities, the coach submitted a video recording of the coaching session on a minimum of two occasions over the course of the year for Anita Zucker Center personnel to provide feedback about their fidelity of coaching implementation. Fidelity data are shown in Part 2 of this report.

The planned coaching activities and a sample coaching timeline for teachers receiving coaching from the ELC are shown in Table 10. In addition to coaching teachers, coaches also held meetings with center directors to build their capacity to support TPD activities, including AZC-PBC activities, at their centers. These meetings included a director orientation, regular director check-in meetings, and a director closing meeting. During the orientation meeting, the coach reviewed the key components of AZC-PBC and the interactional or teaching practice domains that might be the focus of TPD and AZC-PBC (i.e., Building Positive Relationships, Designing Safe and Supportive Environments, Teaching Social and Emotional Skills, and Supporting Cognitive and Language Development). The director and coach collaborated to select one practice domain on which to focus. The coach and director also signed a coaching agreement explaining the roles and responsibilities of the director, coach, and teacher within the collaborative coaching partnership. An essential agreement was that data collected during coaching observations will be kept confidential and will not be used for purposes of teacher job performance evaluations.

A coaching session involved an approximately 1-hour classroom observation by the coach followed by a 20 to 30 minute debrief meeting between the teacher(s) and coach. During each debrief meeting, four essential coaching strategies should be implemented: reflective conversation, supportive feedback, constructive feedback, and providing resources/materials. In addition to face-to-face contact with teachers during coaching sessions, a follow-up e-mail is sent to the teacher within 48 hours of each coaching meeting or session summarizing the observation and debrief. In weeks between face-to-face coaching sessions, the coach has a face-to-face check-in meeting or sends a check-in email to remind the teacher of current practices on which she or he is working and to see if any supports are needed from the coach. Whether the check-in meetings occur face-to-face or through email is determined by the teacher and the coach.

Week of Coaching	Sample Coaching Timeline for a Teacher
Prior to coaching	Director Orientation Meeting
Week 1	Welcome Meeting for teacher
Week 2	Session 1 Formal observation 1—all practices Create Action Plan 1
Week 3	Session 2 Focused observation 1—Target area practices Action Plan 1
Week 4	Session 3 Focused observation 2—Target area practices Action Plan 1
Week 5	Director Check-in Meeting Teacher Check-In Meeting Action Plan 1
Week 6	Session 4 Focused observation 3—Target area practices OR Formal Observation 2—All Practices Action Plan 1
Week 7	Session 5 Focused observation 4—Target area practices OR Formal Observation 2—All practices Write new action plan Action Plan 2
Week 8	Session 6 Focused observation 1—Target area practices Action Plan 2
Week 9	Teacher Check-in Meeting Action Plan 2
Week 10	Session 7 Focused observation 2—Target area practices Action Plan 2
Week 11	Director Check-in Meeting Teacher Check-In Meeting Action Plan 2
Week 12	Session 8 Focused observation 3—Target area practices Action Plan 2
Week 13	Formal Observation 3 Distribute Teacher Strengths and Needs Assessment No Debrief Meeting
Week 14	Closing Meeting Decide to continue coaching or plan for sustainability
After coaching	Director Closing Meeting
To Be Determined	Monthly Sustainability Check-in Meetings

Table 10. Planned ELC Coaching Activities and Sample Coaching Timeline

Section 3: Amount of TPD and AZ-PBC Provided

COACHING SESSION IMPLEMENTATION

The coaching session differed slightly for each type of coaching contact (welcome session, sessions 1-8, check-in session, closing session). For example, in the welcome session, the coaching included indicators for reviewing the key components of AZC-PBC. In contrast, the coaching 1-8 sessions focused on the coach's implementation of essential coaching strategies to support the teachers' implementation of interactional or teaching practices.

ELC Field Test. The average session length for each type of coaching contact in the field test, in addition to time spent preparing for and in follow-up to coaching sessions, is shown in Table 11.

Type of Contact	Preparation M (Range)	Observation M (Range)	Debrief/Meeting M (Range)	Follow-Up M (Range)
Welcome Meeting (N = 2)	30.0	N/A	32.5 (25.0 - 40.0)	12.5 (5.0 - 20.0)
Coaching Sessions (N = 15)	63.5 (30.0 - 120.0)	62.3 (50.0 - 83.0)	32.3 (9.0 - 40.0)	29.4 (10.0 - 90.0)
Closing Meeting (N = 2)	75.0 (60.0 - 90.0)	59.0 (55.0 - 63.0)	35.0 (20.0 - 50.0)	22.5 (15.0 - 30.0)
Teacher Check-In	39.17 (10.0 - 60.0)	N/A	12.33 (5.0 - 25.0)	56.67 (20.0 - 120.0)
Director Orientation (N = 1)	30.0	N/A	30.0	20.0
Director Check-In (N = 1)	15.0	N/A	15.0	0.0

Note. N = number of coaching contacts

Table 11. Average Coach-reported Time (in minutes) Spent in Field Test Coaching Activities at the Field-Test Center

ELC Pilot. The average session length for each type of coaching contact in the pilot, in addition to time spent preparing for and in follow-up to coaching sessions, is shown in Table 12.

Type of Contact	Preparation M (Range)	Observation M (Range)	Debrief/Meeting M (Range)	Follow-Up M (Range)
Welcome Meeting (N = 9)	22.2 (10.0 - 30.0)	N/A	28.3 (25.0 - 30.0)	11.3 (5.0 - 15.0)
Coaching Sessions (N = 72)	19.2 (0.0 - 120.0)	58.0 (35.0 - 80.0)	25.3 (10.0 - 90.0)	39.8 (0.0 - 120.0)
Closing Meeting (N = 9)	60.0 (30.0 - 9--)	50.8 (30.0 - 60.0)	25.6 (15.0 - 40.0)	16.9 (15.0 - 30.0)
Teacher Check-In (N = 22)	10.9 (5.0 - 30.0)	N/A	10.5 (3.0 - 23.0)	N/A
Director Orientation (N = 5)	16.0 (5.0 - 30.0)	N/A	39.4 (26.0 - 70.0)	16.3 (15.0 - 20.0)
Director Check-In (N = 10)	8.0 (0.0 - 20.0)	N/A	19.8 (6.0 - 58.0)	6.0 (0.0 - 15.0)

Table 12. Average Coach-Reported Time (in minutes) Spent in Pilot Coaching Activities at the Five Centers

Section 4: Quality of Efforts

COACHING IMPLEMENTATION FIDELITY

The LIC's self-reported percent of coaching log indicators implemented per coaching session was high, as shown in Table 13. The coaching sessions in the preschool field test classroom focused on the Teaching Social Emotional Skills practice domain. The coaching sessions in the infant/toddler field test classroom focused on the Designing Supportive and Safe Environments practice domain, which includes practices related to promoting children's engagement, implementing predictable classroom routines and activities, and teaching behavior expectations. On average, across 15 coaching sessions following the session 1-8 coaching protocol, the LIC reported using 6 (range = 3 - 7) coaching strategies. These sessions include essential strategies to be used in every session (i.e., supportive verbal feedback, constructive verbal feedback, reflective conversation, provision of resources/materials). As shown in Figure 16, supportive verbal feedback, constructive verbal feedback, and reflective conversation were reported by the coach in 100% of the field test sessions. The provision of resources/materials (93.3%) was not implemented in 100% of sessions as planned, but was above the recommended 80% implementation fidelity criterion. Additional coaching strategies used in field test coaching sessions are shown in Figure 16.

Type of Contact	Observation Fidelity M (Range)	Debrief/ Meeting Fidelity % (Range)	% of Sessions with Email Follow-Up	# of Coaching Strategies M (Range)
Welcome Meeting (N = 2)	N/A	93.8 (87.5 - 100.0)	100.0	N/A
Coaching Sessions (N = 15)	100.0	99.6 (93.3 - 100.0)	100.0	6.0 (3.0 - 7.0)
Closing Meeting (N = 2)	100.0	100.0	100.0	5.0
Teacher Check-In	39.17 (10.0 - 60.0)	N/A	12.33 (5.0 - 25.0)	56.67 (20.0 - 120.0)
Director Orientation (N = 1)	N/A	100.0	N/A	N/A
Director Check-In (N = 1)	N/A	100.0	N/A	N/A

Table 13. Average Coach-reported Field Test Implementation Fidelity by Coaching Activity



Coaching Strategies Used During ELC Field Test Coaching Sessions

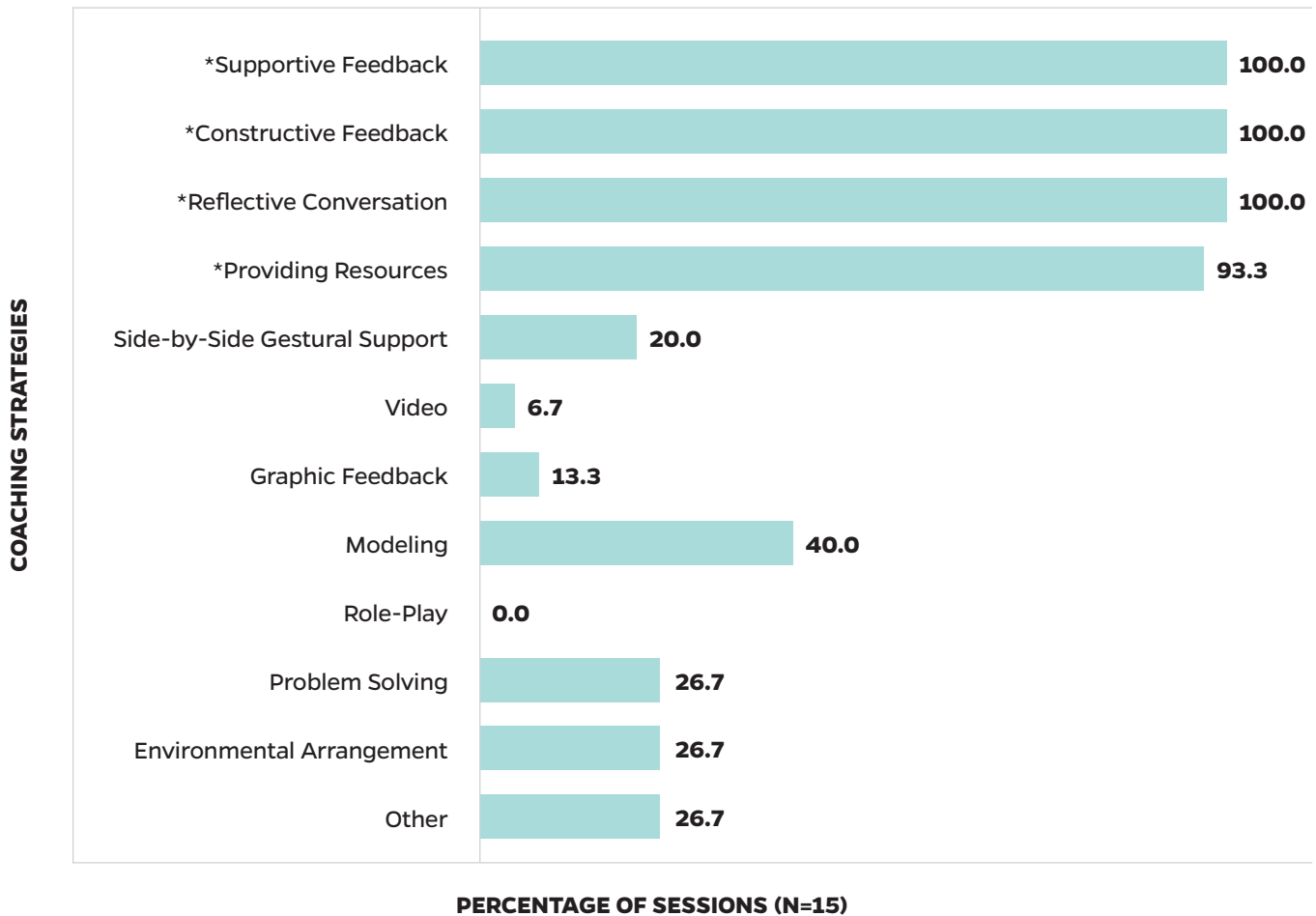


Figure 16. Percentage of ELC field test sessions in which the coach reported using each coaching strategy. Coaching strategies marked with an * are essential coaching strategies that are required in every session.

The LIC’s self-reported percent of coaching log indicators implemented per coaching session was high, as shown in Table 14. The percentage of coaching sessions focused on each practice domain is shown in Figure 17. The largest percentage of coaching sessions in the pilot focused on the Designing Supportive and Safe Environments practice domain, which includes practices related to promoting children’s engagement, implementing predictable classroom routines and activities, and teaching behavior expectations.

On average, across 72 coaching sessions, the LIC reported using 5.0 (range = 1 – 7) coaching strategies. These sessions include essential strategies to be used in every session (i.e., supportive verbal feedback, constructive verbal feedback, reflective conversation, provision of resources/materials). As show in Figure 18, supportive verbal feedback was reported in 100% of coaching sessions. Constructive verbal feedback (88.9%), reflective conversation (97.2%), and the provision of resources/materials (97.2%) were not reported in 100% of sessions as planned, but were above the recommended 80% implementation fidelity criterion. Additional coaching strategies used in field test coaching sessions are shown in Figure 18.

Type of Contact	Observation Fidelity M (Range)	Debrief/ Meeting Fidelity % (Range)	% of Sessions with Email Follow-Up	# of Coaching Strategies M (Range)
Welcome Meeting (N = 9)	N/A	100.0	100.0	N/A
Coaching Sessions (N = 72)	99.7 (80.0 - 100.0)	98.5 (60.0 - 100.0)	100.0	5.0 (1.0 - 7.0)
Closing Meeting (N = 9)	100.0	100.0	100.0	5.0 (3.0 - 7.0)
Teacher Check-In (N = 22)	N/A	100.0	N/A	N/A
Director Orientation (N = 5)	N/A	97.6 (3.6)	100.0	N/A
Director Check-In (N = 10)	N/A	98.8 (87.5 - 100.0)	N/A	N/A

Table 14. Average Coach Reported Field Test Implementation Fidelity by Coaching Activity

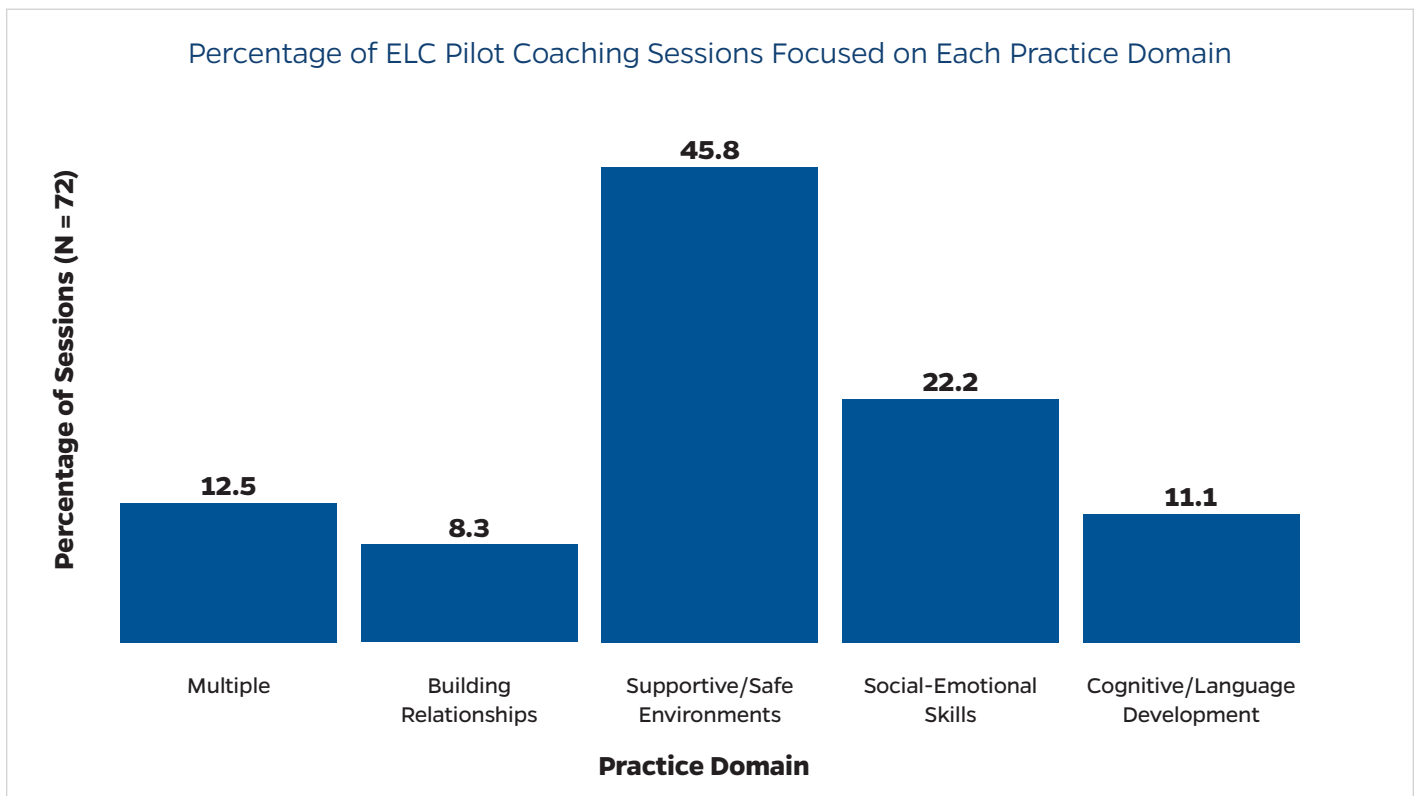


Figure 17. Percentage of ELC pilot coaching sessions focused on each practice domain. Sessions with multiple domains included combinations of Designing Supportive and Safe Environments with Building Positive Relationships and Positive Relationships with Designing Supportive and Safe Environments.

Coaching Strategies Used During ELC Pilot Coaching Sessions

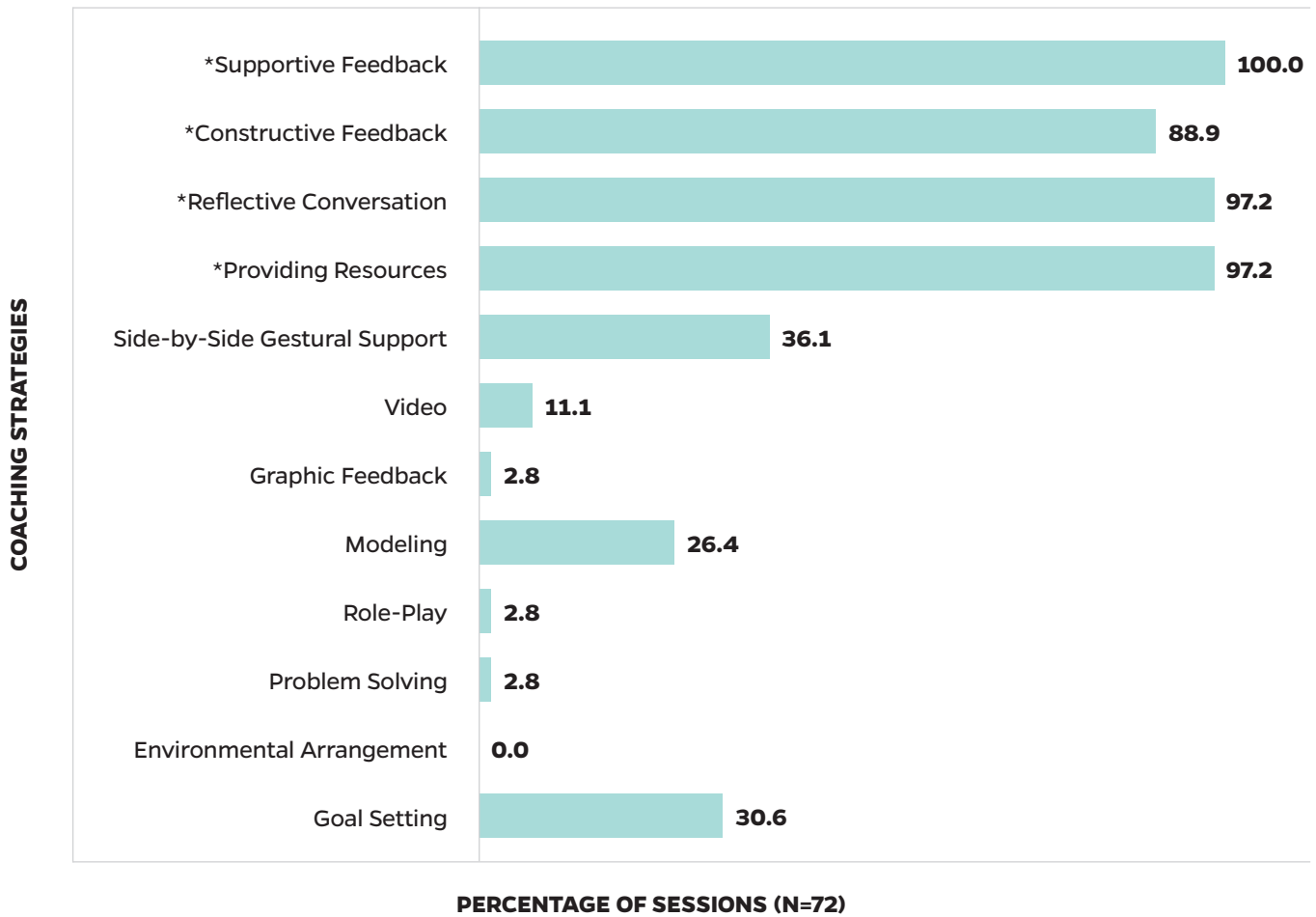


Figure 18. Percentage of ELC Pilot coaching sessions in which the coach reported using each coaching strategy. Coaching strategies marked with an * are essential coaching strategies that are required in every session.

TEACHER AND DIRECTOR SOCIAL VALIDITY PERSPECTIVES

At the completion of AZC-PBC, teachers and directors completed an online *Coaching Questionnaire* to provide their perspectives about participating in TPD, including AZC-PBC. Both teachers and directors rated the extent to which they agreed with statements related to TPD and AZC-PBC on a scale from 1 (*strongly disagree*) to 6 (*strongly agree*). A summary of teacher responses is shown in Table 15. A summary of director responses is provided in Table 16. Across the field test and pilot sites, teachers and directors provided very favorable ratings with respect to their experiences with TPD and AZC-PBC.

Item No.	Item Content	Mean	SD
1	Having a coach available to model Early Learning Teaching Practices was helpful.	5.9	0.3
2	My coach identified things I was doing well and things I needed to work on each time we met.	6.0	0
3	Coaching sessions were frequent enough to support my implementation of the Early Learning Teaching Practices that were the focus of my action plan.	5.6	0.9
4	The e-mail feedback I reviewed from my coach supported my implementation of Early Learning Teaching Practices.	6.0	0
5	I will continue implementing the Early Learning Teaching Practices I learned now that coaching has ended.	6.0	0
6	My coach understood program-wide or issues that impacted my classroom.	5.9	0.3
7	I read each follow-up email my coach sent me.	5.9	0.3
8	Receiving verbal feedback about my implementation of Early Learning Teaching Practices was helpful.	6.0	0
9	The process of working with my coach to develop an action plan supported my implementation of Early Learning Teaching Practices.	5.9	0.3
10	My coach valued my perspectives about implementation of Early Learning Teaching Practices.	5.9	0.3
11	Having a written action plan supported my implementation of Early Learning Teaching Practices.	6.0	0
12	I developed a good working relationship with my coach.	6.0	0
13	I was comfortable talking with my coach about concerns or issues I encountered with respect to implementation of Early Learning Teaching Practices.	6.0	0
14	The resources my coach shared with me supported my implementation of Early Learning Teaching Practices.	5.9	0.3
15	Having a coach available to observe my implementation of Early Learning Teaching Practices was helpful.	5.9	0.3
16	My coach spent sufficient time getting to know me.	5.9	0.3
17	The time between each coaching session was adequate for me to implement the steps specified on my action plan.	5.9	0.3
18	The suggestions I received from my coach via e-mail were helpful.	6.0	0
19	I need more coaching to implement fully the Early Learning Teaching Practices that were the focus of my action plans.	3.9	1.9
20	Receiving graphed feedback about my implementation of Early Learning Teaching Practices was helpful.	5.5	0.8
21	Sometimes it was stressful to have a coach observe in my classroom.	3.7	2.1
22	The number of weeks devoted to coaching was adequate to support my implementation of Early Learning Teaching Practices.	5.6	0.7
23	I liked having the opportunity to meet after the coach completed her observation.	5.7	0.5
24	I will continue developing action plans now that coaching has ended.	5.7	0.5
25	My coach helped me identify things I was doing well and things I needed to work on with respect to implementation of Early Learning Teaching Practices.	6.0	0

Note. 1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Somewhat Agree, 5 = Agree, 6 = Strongly Agree.

Table 15. ELC Coaching Questionnaire Teacher Responses

Item No.	Item Content	Mean	SD
1	I received enough information about the components of practice-based coaching to know what was expected of the teacher.	5.8	0.4
2	I developed a collaborative partnership with the ELC team as part of the Transformative Professional Development grant.	5.8	0.4
3	I have seen teachers in my program using the practices that were the focus of coaching.	5.6	0.5
4	The information I received about the commitments for the Transformative Professional Development grant, including practice-based coaching, was accurate.	5.8	0.4
5	The ELC coach responded to site issues or concerns that impacted our staff.	5.8	0.4
6	The time committed by teachers to participate in practice-based coaching was a positive investment for our program.	5.6	0.5
7	It was beneficial to have professional development opportunities that were job-embedded and occurred directly in the teachers' classrooms.	5.8	0.4
8	The information about the teacher's action plan goals shared by the coach were helpful.	5.8	0.4
9	I am committed to supporting teachers to continue to use the teaching practices they learned as part of the Transformative Professional Development grant.	5.6	0.5
10	The director's meetings I participated in with the coach were helpful.	5.6	0.5
11	The ELC coach established a collaborative partnership with the teachers and staff in our program.	5.6	0.5
12	Our site has a system for celebrating and acknowledging teachers who are continuing to use the practices that were the focus of coaching.	4.6	1.5
13	It was feasible for me to regularly communicate with the ELC coach about teachers' progress.	5.8	0.4
14	The ELC coach maintained confidentiality in their work with teachers.	5.8	0.4
15	The time required for me to participate in project-related activities was realistic.	5.8	0.4
16	Participating in Transformative Professional Development grant informed my thinking about the design and delivery of effective professional development.	5.2	0.4
17	I am committed to supporting coaches and teachers to continue to use the knowledge and skills they have gained as part of the Transformative Professional Development grant.	5.4	0.5
18	Our site has a system for acknowledging and celebrating teachers who are engaging in the Transformative Professional Development grant and practice-based coaching.	4.6	1.5
19	I would encourage other administrators to participate in the Transformative Professional Development grant.	5.6	0.5
20	Practice-based coaching helped extend or expand what teachers have learned in other professional development activities.	5.6	0.5

Note. 1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Somewhat Agree, 5 = Agree, 6 = Strongly Agree.

Table 16. ELC Coaching Questionnaire Director Responses

Section 5: Effects of TPD and AZ-PBC

Teachers' use of teaching practices was measured using two different classroom observation measures. The most proximal measure was completed by the LIC. The LIC conducted a 1-hour observation of the classroom and indicated whether each of the Early Learning Teaching Practices in the four practice domains was observed. During the field test with one early care and education center, this observation was completed on two occasions: prior to the start of coaching and at the end of coaching. During the pilot with five early care and education centers, this observation was completed on three occasions: (1) prior to coaching, (2) mid-way through coaching, and (3) at the end of coaching.

Field Test

Coach observations. The percentages of Early Learning Teaching Practices observed by the coach at each observation time point for the preschool and the infant/toddler field test classrooms are shown in Figures 19 and 20, respectively. In both field test classrooms, the use of three of the four practice domains was either maintained at a high level or increased. Practice implementation in both classrooms increased across all four practice domains.

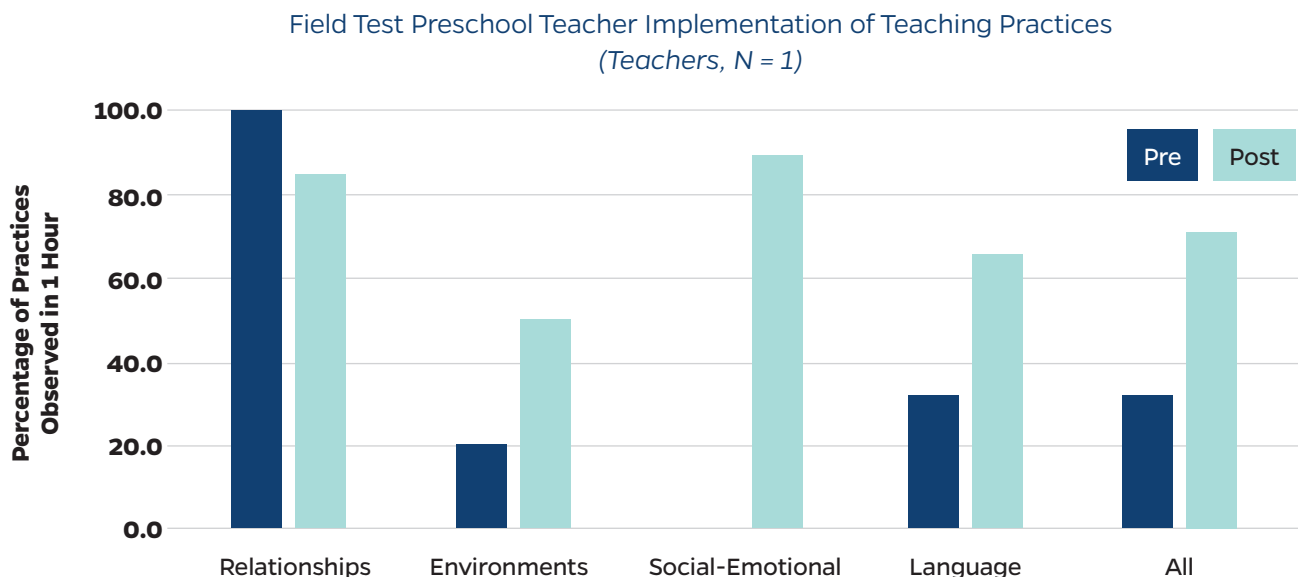


Figure 19. Percentage of Early Learning Teaching Practices observed in the preschool ELC field test classroom before and after coaching. The practice domain targeted was Teaching Social Emotional Skills.

Field Test Infant/Toddler Teacher Implementation of Teaching Practices
(Teachers, N = 1)

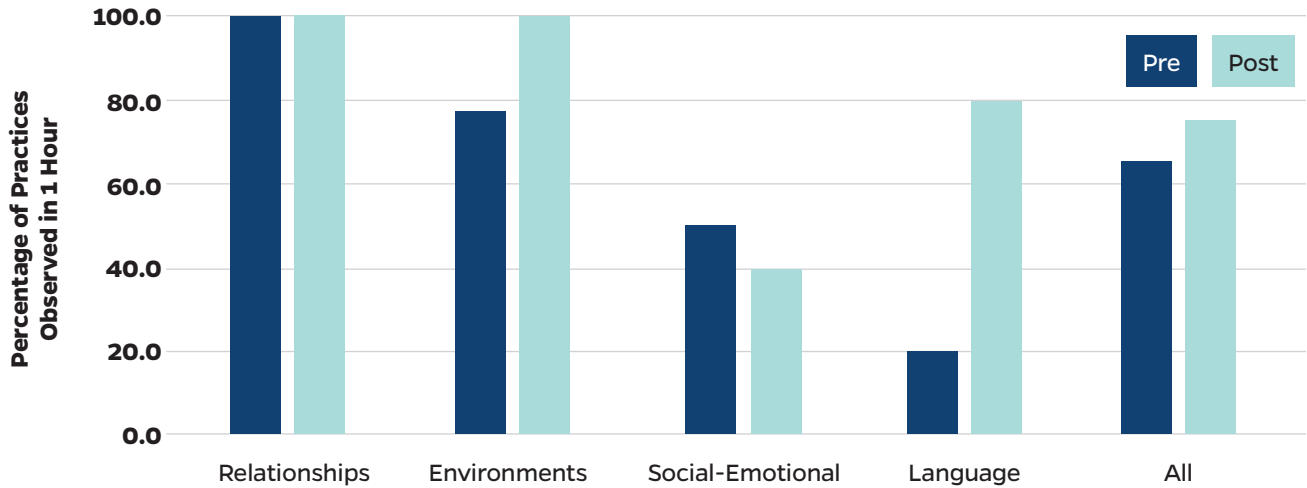


Figure 20. Percentage of Early Learning Teaching Practices observed in the infant/toddler ELC field test classroom before and after coaching. The practice domain targeted was Designing Safe and Supportive Environments.

Five Pilot Early Care and Education Centers

Coach observations. The percentages of Early Learning Teaching Practices observed by the coach at each observation time point for the preschool and the infant/toddler pilot classrooms are shown in Figures 21 and 22, respectively. Practice implementation increased within and across all four practice domains for preschool teachers and for infant/toddler classrooms.

Preschool Teachers Implementation of Evidence-Based Teaching Practices (Teachers, N=4)

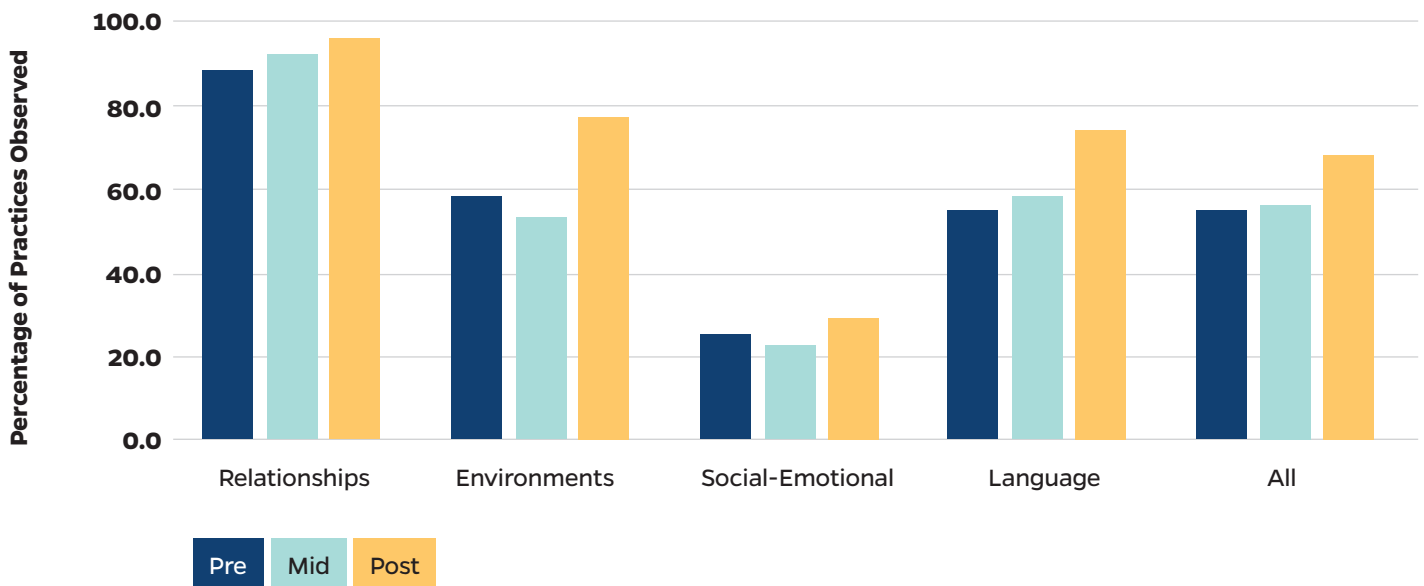


Figure 21. Percentage of teaching practices implemented by preschool teachers within and across practice domains.

Infant/Toddler Teachers Implementation of Evidence-Based Teaching Practices (Teachers, N=4)

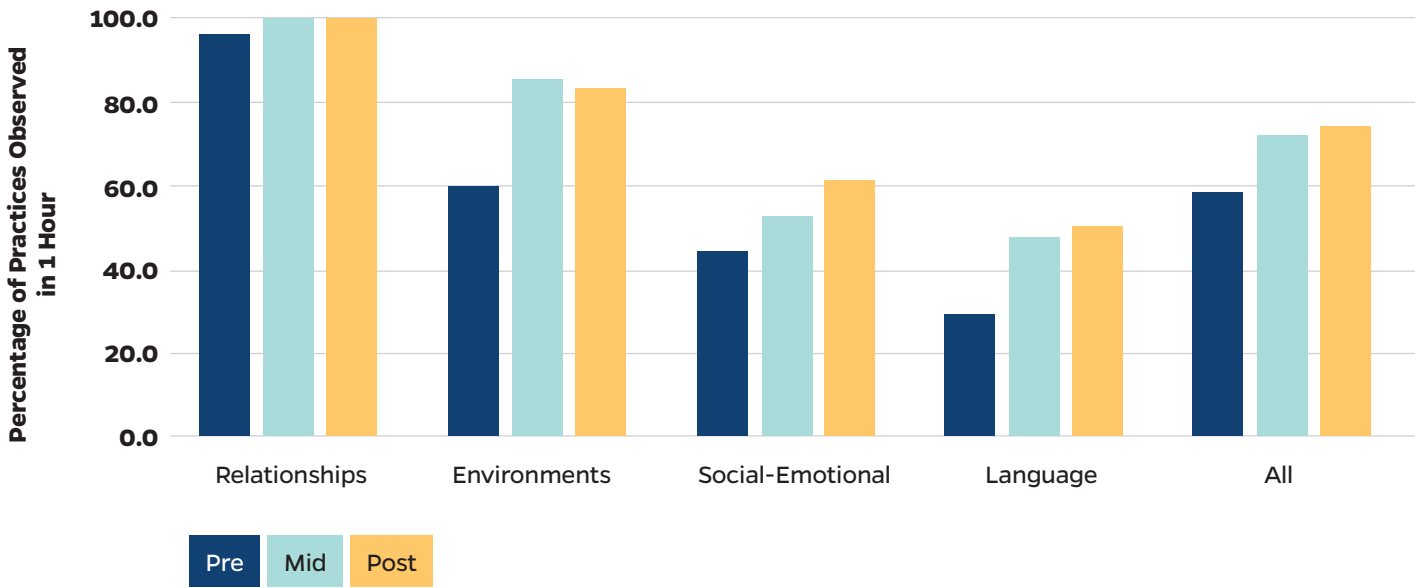


Figure 22. Percentage of teaching practices implemented by infant/toddler teachers within and across practice domains.



Summary

The inaugural year of the TPD project has been successful. The CHILD Center, in collaboration with the ELC of Alachua County, the UF Anita Zucker Center for Excellence in Early Childhood Studies, O2B Kids, and the Alachua County Public Schools Head Start Program has established a model demonstration program that has provided quality early care and education services to children, provided opportunities to support engagement among families and has hosted community organizations from Alachua County to support awareness of the importance and characteristics of quality early learning.

The pilot of the AZC-PBC was also successful. Lead implementation coaches at the CHILD Center and the ELC were trained to implement AZC-PBC with fidelity, and both LICs effectively supported teachers to increase the quality of their interactions with children through the use of evidence-based teaching practices.




This work would not have been possible without the support of community partners, teachers, families, and children with whom we have worked. The funding provided by the Alachua County Board of County Commissioners through the Children's Services Advisory Board to support this initiative has made an important impact on the citizens of Alachua County.



References

- Britto, P.R., Lye, S.J., Proulx, K., Yousafzai, A. K., Matthews, S.G., Vaivada, T., et al. (2017). Nurturing care: promoting early childhood development. *The Lancet*, 389, 91-102.
- Division for Early Childhood. (2014). *DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014*. DEC Recommended Practices. Retrieved January 1, 2016, from <http://www.dec-sped.org/recommendedpractices>
- Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41(3), 327-350.
- Friedman, M. (2015) *Trying Hard Is Not Good Enough 10th Anniversary Edition: How to Produce Measurable Improvements for Customers and Communities (3rd Ed.)*, FPSI Publishing.
- Hamre, B. K., La Paro, K. M., Pianta, R. C., LoCasale-Crouch, J. (2014) *Classroom assessment scoring system (CLASS) manual, Infant*. Paul H. Brookes Pub. Co..
- Hemmeter, M. L., Fox, L. K., & Snyder, P. (2014) *Teaching Pyramid Observation Tool, Research Edition*. Paul H. Brookes Pub. Co.
- La Paro, K. M., Hamre, B. K., & Pianta, R. C. (2012) *Classroom assessment scoring system (CLASS) manual, Toddler*. Paul H. Brookes Pub. Co..
- Metz, A., & Bartley, L. (2012). Active implementation frameworks for program success. *Zero to Three* 32,(4), 11-18.
- Pianta, R. C., La Paro, K. M., & Hamre, B. K. (2008). *Classroom assessment scoring system (CLASS) manual, pre-K*. Paul H. Brookes Pub. Co..
- Snyder, P. A., Hemmeter, M. L., & Fox, L. K. (2015). Supporting Implementation of Evidence-based Practices Through Practice-based Coaching. *Topics in Early Childhood Special Education* 35, 133-143.
- Snyder, P., Hemmeter, M. L., McLean, M., Sandall, S., McLaughlin, T., & Algina, J. (2018). Effects of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices. *Exceptional Children* 84, 213-232.
- Squires, J., & Bricker, D. (2009). *Ages & Stages Questionnaires®, Third Edition (ASQ®-3): A Parent-Completed Child Monitoring System*. Paul H. Brookes Publishing Co..

Appendix A: O2B Kids Essential Teaching Practices Checklist Coach Observation Practice Checklist

Unique ID completed by the coach _____ - Block _____ - PC _____
 Program ID-Teacher ID- Block#-PC- Coach ID-mm.dd.yyyy _____

Coach Observation Practice Checklist (Infant/Toddler)

Teacher ID: _____ **Coach ID:** _____ **Date of Initial Observation:** _____

Instructions: The following document will be completed, by the coach, in conjunction with the *Teacher Strengths and Needs Assessment*, during the initial observation, and an additional two occasions during the coaching cycle. Data collected will be shared by the coach with the teacher during a coaching meeting, using the last summary page.

Practice	Time 1			Time 2			Time 3		
	Obs.	Not Obs.	Reported Top 3	Obs.	Not Obs.	Reported Top 3	Obs.	Not Obs.	Reported Top 3
Schedules, Routines, and Transitions									
SR-IT1. I have a posted visual schedule and refer to it throughout the day.									
SR-IT2. All activities and routines have a clear beginning, middle, and end, and activity materials are prepared.									
SR-IT3. I use strategies to respond to children's individual needs related to daily routines.									
SR-IT4. I provide teacher-directed, large and small group activities that are less than 10 minutes in length for toddlers.									
SR-IT5. I implement a balance of teacher-directed and child-directed activities (at least 75% child directed) for toddlers.									
SR-IT6. I use a variety of developmentally appropriate transition strategies to actively engage most toddlers. (75%)									
Additional Notes:									

Copyright © 2019 Children's Health Imagination Learning and Development (CHILD) Center, Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida & O2BKids. Do not adapt or distribute without permission. Adapted from Embedded Instruction for Early Learning Project, Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida. (Rev. 05.15.2019)

1

Unique ID completed by the coach



UF Anita Zucker Center
for Excellence in Early Childhood Studies



Block ____-PC-____
Program ID-Teacher ID-Block#-PC-Coach ID-mm.dd.yyyy

Practice	Time 1		Time 2		Time 3	
	Obs.	Not Obs.	Obs.	Not Obs.	Obs.	Not Obs.
Teaching Behavior Expectations						
TB-IT1. I describe how behavior expectations keep children safe in the classroom.						
TB-IT2. I have a limited number of positively stated behavior expectations visually posted and I teach toddlers how to engage in appropriate behaviors.						
TB-IT3. I explicitly teach children the steps and expectations of activities, transitions, and routines to toddlers.						
TB-IT4. I use positive descriptive feedback to say what toddlers are doing well related to the behavior or activity expectations.						
TB-IT5. I ask toddlers for appropriate behavior, give opportunities for practice, review behavior expectations, and give choices.						
TB-IT6. I implement individualized supports for toddlers who exhibit challenging behavior (i.e., persistent, prolonged, unsafe for the child or peers).						
Additional Notes:						

Copyright © 2019 Children's Health Imagination Learning and Development (CHILD) Center, Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida & O2BKids. Do not adapt or distribute without permission. Adapted from Embedded Instruction for Early Learning Project, Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida. (Rev. 05.15.2019)

Unique ID completed by the coach

Block ____ - PC ____
 Program ID-Teacher ID-Block#-PC-Coach ID-mm.dd.yyyy



Practice	Time 1		Time 2		Time 3	
	Obs.	Not Obs.	Obs.	Not Obs.	Obs.	Not Obs.
Supporting Children's Engagement						
SE-IT1. All adults actively engage children in activities and routines by following the child's lead, offering choices, and providing opportunities to respond.						
SE-IT2. I rotate a variety of materials to support children's development and learning across activities and routines.						
SE-IT3. I vary the level of support children receive during classroom activities and routines based on their individual abilities (e.g. check in for understanding, additional prompts, nonverbal prompts with verbal direction, picture prompts, etc.).						
SE-IT4. I collect data to monitor children's growth and development and drive future instruction.						
SE-IT5. I provide specific directions to toddlers at the beginning of activities and give positive feedback to toddlers who follow directions.						
Additional Notes:						

Copyright © 2019 Children's Health Imagination Learning and Development (CHILD) Center, Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida & O2BKids. Do not adapt or distribute without permission. Adapted from Embedded Instruction for Early Learning Project, Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida. (Rev. 05.15.2019)

Unique ID completed by the coach

Block ____-PC-____
 Program ID-Teacher ID-Block#-PC-Coach ID-mm.dd.yyyy



Practice	Time 1		Time 2		Time 3	
	Obs.	Not Obs.	Obs.	Not Obs.	Obs.	Not Obs.
Supportive Conversations						
SC-IT1. I interact with and respond to adults and children by making eye contact and using a calm and positive voice.						
SC-IT2. I respond to children's verbal and nonverbal communication in a timely and supportive way.						
SC-IT3. I model rich and descriptive language (use statements that label attributes, feelings, or activities).						
SC-IT4. I use strategies to provide children with opportunities to communicate about their interests, actions, or feelings, with adults and peers.						
SC-IT5. I individualize communication based on children's needs and abilities (including those who are nonverbal, have language delays, or dual-language learners).						
Additional Notes:						

Copyright © 2019 Children's Health Imagination Learning and Development (CHILD) Center, Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida & O2bKids. Do not adapt or distribute without permission. Adapted from Embedded Instruction for Early Learning Project, Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida. (Rev. 05.15.2019)



Unique ID completed by the coach

____ - Block ____ - PC -
Program ID-Teacher ID- Block#-PC- Coach ID-mm.dd.yyyy

Date Completed: (Time 1) _____ (Time 2) _____ (Time 3) _____

Summary: List three (3) strengths that the teacher has that will support his/her implementation of O2BKids Essential Teaching Practices. They do not have to be from the practices listed on this Observation Practice Checklist. Next, list three (3) practices that you identified above as priorities for coaching.

	Time 1	Time 2	Time 3
Strengths	1. 2. 3.	1. 2. 3.	1. 2. 3.
Needs	1. 2. 3.	1. 2. 3.	1. 2. 3.

Copyright© 2019 Children’s Health Imagination Learning and Development (CHILD) Center. Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida & O2BKids. Do not adapt or distribute without permission. Adapted from Embedded Instruction for Early Learning Project, Anita Zucker Center for Excellence in Early Childhood Studies, University of Florida. (Rev. 05.15.2019)

Appendix B: Monthly County Report

Monthly Invoice
Children's Services Advisory Board
The CHILD Center Vendor # 1009274
For the period of 8/1/18 to 8/31/18

Line Item	Budget	Monthly Actual	Year to Date	Remaining Budget
Personnel	\$ 50,000.00	\$3,653.84	\$3,653.84	\$46,346.16
Fringe Benefits	\$ 17,000.00	\$0.00	\$0.00	\$17,000.00
Operating Expenses	\$ -			
Contractual	\$ 209,525.00	\$0.00	\$0.00	\$209,525.00
Other Expenses	\$ 162,703.00	\$8,826.60	\$8,826.60	\$153,876.40
Total Project Expenses	\$ 439,228.00	\$12,480.44	\$12,480.44	\$426,747.56

Amount Requested for the Month: 12,480.44
 Total Amount of Award: \$ 439,228.00
 Percentage of Award Expended: 2.84%

Please attach supporting documentation for all claimed expenses.

Prepared by: *D. Vincent* 9/28/18

Approved by: *K. King* 9/28/18

Remit Payment to: The CHILD Center
 c/o John VanDuzer, Treasurer
 James Moore and Company
 5931 NW 1st Place
 Gainesville, FL 32607

CHILD Center for Early Learning - Monthly Invoice to the County				
Line Item	Where to get the information:	August	Sept	Oct
Personnel	Wages paid to Coach	\$ 3,653.84		
Fringe Benefits	Benefits paid for Coach	\$ -		
Operating Expenses	NA			
Contractual	Amount on monthly invoice received from ELC by 15th of the month	0		
Other Expenses	\$12.52 per day per child enrolled during the month			
	<i>Calculation:</i>			
	times total # of children enrolled during the month	15		
	# of days open in the month	47		
	equals # of paid days	705		
	times daily rate	\$12.52	\$12.52	\$12.52
	Equals "Other Expenses" claimed for the month	\$8,826.60		
Total Invoiced		\$12,480.44		

Send Invoice and Data Report to: Children's Services Advisory Board Liason
 Alachua County Department of Community Support Services
 218 SE 24th Street
 Gainesville, FL 32641
 Or email to Tom Tonkavich: Ttonkavich@alachuacounty.us

Nov	Dec	Jan-19	Feb	March	April	May	June	July	YTD	Budget	Remaining
									\$ 3,653.84	\$ 50,000.00	\$ 46,346.16
									\$ -	\$ 17,000.00	\$ 17,000.00
									\$ -	\$ 209,525.00	\$ 209,525.00
\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52			
									\$ 8,826.60	\$ 162,703.00	\$ 153,876.40
									\$ 12,480.44	\$ 439,228.00	\$ 426,747.56

**CHILD Center for Early Learning
Data and Performance Measures Report**

Month of: August 2018

Number of days of licensed early child care and education services for children from birth to age 5 provided.	15
Number of children from birth to age 5 provided with licensed early care and education services	47
Number of parent and family education events held.	1
Number of parent and family members attending education events.	36
Number of experts collaborated with in the field of early learning and care to document, refine, and share a practice based coaching method of professional development.	0
Number of satellite early learning and care centers located in Alachua County selected through the completion of:	
a. Readiness assessment	0
b. Assessment of teaching practices	0
c. Assessment of children's development	0
d. Analyze teacher and child performance data	0
Number of Certified Care Administrators participating in mentorship and learning academies.	0
Number of mental health agencies providing services to address early childhood issues and promote child and family well-being.	0
Number of children and family members receiving services related to mental health issues to promote child and family well-being.	0

Comments/Narrative: The CHILD Center for Early Learning opened on August 13, 2018 with two Head Start classrooms, along with Infant and Toddler classrooms. At the end of August our FTE was 44 students. The facility is beautiful, staff and families are excited to be there, and children are happy and engaged!

Submitted by: *Emmy Vincent*
Please attach copy of report to monthly invoice.

Monthly Invoice
 Children's Services Advisory Board
The CHILD Center Vendor # 1009274

For the period of 9/1/18 to 9/30/18

Line Item	Budget	Monthly Actual	Year to Date	Remaining Budget
Personnel	\$ 50,000.00	\$3,653.84	\$7,307.68	\$ 42,692.32
Fringe Benefits	\$ 17,000.00	\$0.00	\$0.00	\$ 17,000.00
Operating Expenses	\$ -	\$ -	\$ -	
Contractual	\$ 209,525.00	\$0.00	\$0.00	\$ 209,525.00
Other Expenses	\$ 162,703.00	\$11,894.00	\$20,720.60	\$ 141,982.40
Total Project Expenses	\$ 439,228.00	\$15,547.84	\$28,028.28	\$ 411,199.72

Amount Requested for the Month: \$15,547.84

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 3.54%

Please attach supporting documentation for all claimed expenses.

Prepared by: *D. Vincent* 10/25/18

Approved by: *K. King* 10/25/18

Remit Payment to: The CHILD Center
 c/o John VanDuzer, Treasurer
 James Moore and Company
 5931 NW 1st Place
 Gainesville, FL 32607

CHILD Center for Early Learning - Monthly Invoice to the County				
Line Item	Where to get the information:	August	Sept	Oct
Personnel	Wages paid to Coach	\$ 3,653.84	\$3,653.84	
Fringe Benefits	Benefits paid for Coach	\$ -	\$ -	
Operating Expenses	NA			
Contractual	Amount on monthly invoice received from ELC by 15th of the month	0	0	0
Other Expenses	\$12.52 per day per child enrolled during the month			
	<i>Calculation:</i>			
	# of days open in the month	15	19	
	times total # of children enrolled during the month (max of 50)	47	50	
	equals # of paid days	705	950	
	times daily rate	\$12.52	\$12.52	\$12.52
	Equals "Other Expenses" claimed for the month	\$8,826.60	\$11,894.00	
Total Invoiced		\$12,480.44	\$15,547.84	

Send Invoice and Data Report to: Children's Services Advisory Board Liason
 Alachua County Department of Community Support Services
 218 SE 24th Street
 Gainesville, FL 32641
 Or email to Tom Tonkavich: Ttonkavich@alachuacounty.us

Supporting Documentation:
 (to be sent with invoice)

- Personnel: Paylocity -> Bounds -> Pay -> Check History -> Date Range -> Print Summary Report
 - Fringe Benefits:
 - Operating Expenses:
 - Contractual: Invoice from ELC
 - Other Expenses: Beekeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so tota
- Also print and include this Calculation page

Nov	Dec	Jan-19	Feb	March	April	May	June	July	YTD	Budget	Remaining
									\$ 7,307.68	\$ 50,000.00	\$ 42,692.32
									\$ -	\$ 17,000.00	\$ 17,000.00
									\$ -	\$ 209,525.00	\$ 209,525.00
\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$ 20,720.60	\$ 162,703.00	\$ 141,982.40
									\$ 28,028.28	\$ 439,228.00	\$ 411,199.72

il # shows at bottom of report)

**CHILD Center for Early Learning
Data and Performance Measures Report**

Month of: September 2018

Number of days of licensed early child care and education services for children from birth to age 5 provided.	19
Number of children from birth to age 5 provided with licensed early care and education services	50
Number of parent and family education events held.	1
Number of parent and family members attending education events.	27
Number of experts collaborated with in the field of early learning and care to document, refine, and share a practice based coaching method of professional development.	2
Number of satellite early learning and care centers located in Alachua County selected through the completion of:	
a. Readiness assessment	15
b. Assessment of teaching practices	0
c. Assessment of children's development	17
d. Analyze teacher and child performance data	0
Number of Certified Care Administrators participating in mentorship and learning academies.	0
Number of mental health agencies providing services to address early childhood issues and promote child and family well-being.	0
Number of children and family members receiving services related to mental health issues to promote child and family well-being.	0

Comments/Narrative: We had a great parent involvement event, our Curriculum Showcase, in the month of September! Herman Knopf and Jennifer Kolacia worked together to develop the training tools for the Practice Based Coaching training held in the month of October. We continue to develop the practice based coaching training materials and train personnel. We expect the assessment of teaching practices and analysis of teacher and child performance data measures to increase in the coming months.

Submitted by:

Please attach copy of report to monthly invoice.

Monthly Invoice
 Children's Services Advisory Board
 The CHILD Center Vendor # 1009274

For the period of 10/1/18 to 10/31/18

Line Item	Budget	Aug/Sept. 2018	Monthly Actual	Fiscal Year to Date	Remaining Budget
Personnel	\$ 50,000.00	\$7,307.68	\$3,653.84	\$ 3,653.84	\$ 39,038.48
Fringe Benefits	\$ 17,000.00	\$0.00	\$583.99	\$ 583.99	\$ 16,416.01
Operating Expenses	\$ -	\$0.00			
Contractual	\$ 209,525.00	\$0.00	\$1,470.09	\$ 1,470.09	\$ 208,054.91
Other Expenses	\$ 162,703.00	\$20,720.60	\$14,398.00	\$ 14,398.00	\$ 127,584.40
Total Project Expenses	\$ 439,228.00	\$28,028.28	\$20,105.92	\$ 20,105.92	\$ 391,093.80

Amount Requested for the Month: \$20,105.92

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 10.96%

Please attach supporting documentation for all claimed expenses.

Prepared by: *Q. Vincent* 1,4,19

Approved by: *Theresa Kelly* 1,4,19

Remit Payment to: The CHILD Center
 c/o John VanDuzer, Treasurer
 James Moore and Company
 5931 NW 1st Place
 Gainesville, FL 32607

CHILD Center for Early Learning - Monthly Invoice to the County	Where to get the information:	Oct	Nov	Dec	Jan-19	Feb	March	April	May	June	July	Fiscal YTD	Budget	Remaining
Personnel	Wages paid to Coach	\$3,653.84										\$ 3,653.84	\$ 50,000.00	\$ 46,346.16
Fringe Benefits	Benefits paid for Coach	\$583.99										\$ 583.99	\$ 17,000.00	\$ 16,416.01
Operating Expenses	IMA													
Contractual	Amount on monthly invoice received from ELC by 15th of the month	\$1,470.09										\$ 1,470.09	\$ 209,525.00	\$ 208,054.91
Other Expenses	\$12.52 per day per child enrolled during the month													
	# of days open in the month	23												
	times total # of children enrolled during the month (max of 50)	50												
	equals # of paid days	1150												
	times daily rate	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52
	Equals: "Other Expenses" claimed for the month	\$14,398.00										\$ 14,398.00	\$ 162,703.00	\$ 148,305.00
Total Invoiced		\$20,105.92										\$ 20,105.92	\$ 439,228.00	\$ 419,122.08

Send Invoice and Data Report to: Children's Services Advisory Board Liaison
 Alachua County Department of Community Support Services
 218 SE 24th Street
 Gainesville, FL 32641
 Or email to Tom Tonkavich: Ttonkavich@alachuacounty.us

Supporting Documentation:
 (to be sent with invoice)
 Personnel: Paylocity -> Bounds -> Pay -> Check History -> Date Range -> Print Summary Report
 Fringe Benefits: Health Benefits Invoice
 Operating Expenses: Invoice from ELC
 Other Expenses: Beekeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so total # shows at bottom of report)
 Also print and include this Calculation page

NOTE: County's fiscal year starts October 1st. YTD Balances run from October 1st to September 30th.
 Total Contract amount invoiced for August and September 2018 = \$28,028.28
 (August and September calculations are column C and D of this spreadsheet; hidden so only current FY shows)
 Percentage of award expended includes Aug/Sept 2018 totals along with FY'18-19 totals.

Data and Performance Measures Report

Month of: October

Number of days of licensed early child care and education services for children from birth to age 5 provided.	23
Number of children from birth to age 5 provided with licensed early care and education services	54
Number of parent and family education events held.	1
Number of parent and family members attending education events.	13
Number of experts collaborated with in the field of early learning and care to document, refine, and share a practice based coaching method of professional development.	4
Number of satellite early learning and care centers located in Alachua County selected through the completion of:	
a. Readiness assessment	0
b. Assessment of teaching practices	0
c. Assessment of children's development	15
d. Analyze teacher and child performance data	0
Number of Certified Care Administrators participating in mentorship and learning academies.	0
Number of mental health agencies providing services to address early childhood issues and promote child and family well-being.	0
Number of children and family members receiving services related to mental health issues to promote child and family well-being.	0

Comments/Narrative: We had parents join us for our first Head Start PTA meeting in the month of September, which was great! Our coaching leadership team attended a 2 day training at UF to continue the development of the Practice Based Coaching training. We continue to develop the practice based coaching training materials and train personnel. We expect the assessment of teaching practices and analysis of teacher and child performance data measures to be implemented in the month of January.

Submitted by:

Please attach copy of report to monthly invoice.

Monthly Invoice
 Children's Services Advisory Board
 The CHILD Center Vendor # 1009274

For the period of 11/1/18 to 11/30/18

Line Item	Budget	Aug/Sept. 2018	Monthly Actual	Fiscal Year to Date	Remaining Budget
Personnel	\$ 50,000.00	\$7,307.68	\$5,480.76	\$ 9,134.60	\$ 33,557.72
Fringe Benefits	\$ 17,000.00	\$0.00	\$583.99	\$ 1,167.98	\$ 15,832.02
Operating Expenses	\$ -	\$0.00			
Contractual	\$ 209,525.00	\$0.00	\$0.00	\$ 1,470.09	\$ 208,054.91
Other Expenses	\$ 162,703.00	\$20,720.60	\$12,520.00	\$ 26,918.00	\$ 115,064.40
Total Project Expenses	\$ 439,228.00	\$28,028.28	\$18,584.75	\$ 38,690.67	\$ 372,509.05

Amount Requested for the Month: \$18,584.75

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 15.19%

Please attach supporting documentation for all claimed expenses.

Prepared by: J. Vincent 1/4/19

Approved by: Theresa Kelly 1/4/19

Remit Payment to: The CHILD Center
 c/o John VanDuzer, Treasurer
 James Moore and Company
 5931 NW 1st Place
 Gainesville, FL 32607

CHILD Center for Early Learning - Monthly Invoice to the County														
Line Item	Where to get the information:	Oct.	Nov.	Dec.	Jan-19	Feb.	March	April	May	June	July	Fiscal YTD	Budget	Remaining
Personnel	Wages paid to Coach	\$3,653.84	\$5,480.76									\$ 9,134.60	\$ 50,000.00	\$ 40,865.40
Fringe Benefits	Benefits paid for Coach	\$583.99	\$583.99									\$ 1,167.98	\$ 17,000.00	\$ 15,832.02
Operating Expenses	NA													
Contractual	Amount on monthly invoice received from ELC by 15th of the month	\$1,470.09	\$0.00									\$ 1,470.09	\$ 209,535.00	\$ 208,064.91
Other Expenses	\$12.52 per day per child enrolled during the month													
	# of days open in the month	23	20											
	times total # of children enrolled during the month (max of 50)	50	50											
	equals # of paid days	1150	1000											
	times daily rate	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52		
	Equals "Other Expenses" claimed for the month	\$14,396.00	\$12,520.00									\$ 26,916.00	\$ 162,703.00	\$ 135,785.00
Total Invoiced		\$70,105.92	\$18,584.75									\$ 88,690.67	\$ 439,228.00	\$ 400,537.33

Send Invoice and Data Report to:
 Children's Services Advisory Board Jason
 Alachua County Department of Community Support Services
 218 SE 24th Street
 Gainesville, FL 32641
 Or email to Tom Tonkavich: T.Tonkavich@alachuacounty.us

Supporting Documentation:
 (to be sent with invoice)

- Personnel: Paylocity -> Bounds -> Pay -> Check History -> Date Range -> Print Summary Report
- Fringe Benefits: Health Benefits Invoice
- Operating Expenses: Contractual: Invoice from ELC
- Other Expenses: Bookkeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so total # shows at bottom of report)

NOTE: County's fiscal year starts October 1st. YTD Balances run from October 1st to September 30th.
 Total Contract amount invoiced for August and September 2018 = \$28,028.28
 (August and September calculations are column C and D of this spreadsheet, hidden so only current FY shows)
 Percentage of award expended includes Aug/Sept 2018 totals along with FY 18-19 totals.

**CHILD Center for Early Learning
Data and Performance Measures Report**

Month of: *November*

Number of days of licensed early child care and education services for children from birth to age 5 provided.	20
Number of children from birth to age 5 provided with licensed early care and education services	57
Number of parent and family education events held.	2
Number of parent and family members attending education events.	47
Number of experts collaborated with in the field of early learning and care to document, refine, and share a practice based coaching method of professional development.	3
Number of satellite early learning and care centers located in Alachua County selected through the completion of:	
a. Readiness assessment	1 (ASQ)
b. Assessment of teaching practices	N/A
c. Assessment of children's development	21 (Galileo)
d. Analyze teacher and child performance data	N/A
Number of Certified Care Administrators participating in mentorship and learning academies.	N/A
Number of mental health agencies providing services to address early childhood issues and promote child and family well-being.	0
Number of children and family members receiving services related to mental health issues to promote child and family well-being.	0

Comments/Narrative: We had two parent involvement events this month! One of which was our Thanksgiving Feast on 11/16. At this event we had an opportunity to share a turkey lunch with our families and learn about the Thanksgiving traditions. On 11/13 we held our second PTA event for parents and had guest speakers from ASO and RAD KIDS. Both events were great!

Submitted by:

Please attach copy of report to monthly invoice.

Monthly Invoice
 Children's Services Advisory Board
 The CHILD Center Vendor # 1009274

For the period of 12/1/18 to 12/31/18

Line Item	Budget	Aug/Sept. 2018	Monthly Actual	Fiscal Year to Date	Remaining Budget
Personnel	\$ 50,000.00	\$7,307.68	\$3,698.07	\$ 12,832.67	\$ 29,859.65
Fringe Benefits	\$ 17,000.00	\$0.00	\$583.99	\$ 1,751.97	\$ 15,248.03
Operating Expenses	\$ -	\$ -	\$ -	\$ -	\$ -
Contractual	\$ 209,525.00	\$0.00	\$0.00	\$ 1,470.09	\$ 208,054.91
Other Expenses	\$ 162,703.00	\$20,720.60	\$11,268.00	\$ 38,186.00	\$ 103,796.40
Total Project Expenses	\$ 439,228.00	\$28,028.28	\$15,550.06	\$ 54,240.73	\$ 356,958.99

Amount Requested for the Month: \$15,550.06

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 18.73%

Please attach supporting documentation for all claimed expenses.

Prepared by: *D. Vincent* 1/25/19

Approved by: *K. W.* 1/25/19

Remit Payment to: The CHILD Center
 c/o John VanDuzer, Treasurer
 James Moore and Company
 5931 NW 1st Place
 Gainesville, FL 32607

Line Item	Where to get the information:	Oct.	Nov.	Dec.	Jan-19	Feb.	March	April	May	June	July	Fiscal YTD	Budget	Remaining	
Personnel	Wages paid to Coach	\$3,653.84	\$5,480.76	\$3,698.07								\$	\$ 12,832.67	\$ 50,000.00	\$ 37,167.33
Fringe Benefits	Benefits paid for Coach	\$583.99	\$583.99	\$583.99								\$	\$ 1,751.97	\$ 17,000.00	\$ 15,248.03
Operating Expenses	NA											\$	\$ 1,470.09	\$ 209,525.00	\$ 208,054.91
Contractual	Amount on monthly invoice received from ELC by 15th of the month	\$1,470.09	\$0.00	\$0.00								\$	\$ 1,470.09	\$ 209,525.00	\$ 208,054.91
Other Expenses	\$12.52 per day per child enrolled during the month											\$	\$ 1,470.09	\$ 209,525.00	\$ 208,054.91
	times total # of children enrolled during the month	23	30	38								\$	\$ 1,470.09	\$ 209,525.00	\$ 208,054.91
	# of days open in the month	50	50	50								\$	\$ 1,470.09	\$ 209,525.00	\$ 208,054.91
	equals # of paid days	1150	1000	900								\$	\$ 1,470.09	\$ 209,525.00	\$ 208,054.91
	times daily rate	\$12.52	\$12.52	\$12.52								\$	\$ 1,470.09	\$ 209,525.00	\$ 208,054.91
	Equals "Other Expenses" claimed for the month	\$14,398.00	\$12,520.00	\$11,268.00								\$	\$ 38,186.00	\$ 162,703.00	\$ 124,517.00
Total Invoiced		\$20,105.92	\$18,594.75	\$15,550.06								\$	\$ 54,240.73	\$ 439,228.00	\$ 384,987.27

Children's Services Advisory Board Liaison
 Alachua County Department of Community Support Services
 218 SE 24th Street
 Gainesville, FL 32641
 Or email to Tom Tonkavich: Ttonkavich@alachuacounty.us

Supporting Documentation:
 (to be sent with invoice)

- Personnel: Paylocity -> Bounds -> Pay -> Check History -> Date Range -> Print Summary Report
 - Fringe Benefits: Health Benefits Invoice
 - Operating Expenses: Invoice from ELC
 - Contractual: Invoice from ELC
 - Other Expenses: Bookkeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so total # shows at bottom of report)
- Also print and include this Calculation page

NOTE: County's fiscal year starts October 1st. YTD Balances run from October 1st to September 30th.

Total Contract amount invoiced for August and September 2018 = \$28,026.28
 (August and September calculations are column C and D of this spreadsheet, hidden so only current FY shows)
 Percentage of award expended includes Aug/Sept 2018 totals along with FY 18-19 totals.

**CHILD Center for Early Learning
Data and Performance Measures Report**

Month of: *December*

Number of days of licensed early child care and education services for children from birth to age 5 provided.	18
Number of children from birth to age 5 provided with licensed early care and education services	56
Number of parent and family education events held.	2
Number of parent and family members attending education events.	62
Number of experts collaborated with in the field of early learning and care to document, refine, and share a practice based coaching method of professional development.	3
Number of satellite early learning and care centers located in Alachua County selected through the completion of:	
a. Readiness assessment	7 (ASQ)
b. Assessment of teaching practices	N/A
c. Assessment of children's development	37 (Galileo)
d. Analyze teacher and child performance data	N/A
Number of Certified Care Administrators participating in mentorship and learning academies.	N/A
Number of mental health agencies providing services to address early childhood issues and promote child and family well-being.	0
Number of children and family members receiving services related to mental health issues to promote child and family well-being.	0

Comments/Narrative: In the month of December we had 2 great parent involvement events! One was at the CHILD Center and one was a holiday concert at the Cade Meuseum. Our families really enjoyed the opportunity to see the exhibits as the museum as well as sing holiday songs along with kids from other Head Start classrooms in town. Also in the month of December, we were able to collect gifts and items for families in need during the holiday season which was great! Very Good Deed provided 57 gift bags of holiday items for our families. In addition, Bosshardt Realty donated 57 Christmas gifts (1 for each family). We have started coaching to 2 teachers following the Practice Based Coaching System and we look forward to reporting more on that in future months.

Submitted by:

Please attach copy of report to monthly invoice.

Monthly Invoice
 Children's Services Advisory Board
 The CHILD Center Vendor # 1009274

For the period of 1/1/19 to 1/31/19

Line Item	Budget	Aug/Sept. 2018	Monthly Actual	Fiscal Year to Date	Remaining Budget
Personnel	\$ 50,000.00	\$7,307.68	\$3,698.07	\$ 16,530.74	\$ 26,161.58
Fringe Benefits	\$ 17,000.00	\$0.00	\$363.04	\$ 2,115.01	\$ 14,884.99
Operating Expenses	\$ -	\$ -	\$ -	\$ -	\$ -
Contractual	\$ 209,525.00	\$0.00	\$11,469.29	\$ 12,939.38	\$ 196,585.62
Other Expenses	\$ 162,703.00	\$20,720.60	\$13,772.00	\$ 51,958.00	\$ 90,024.40
Total Project Expenses	\$ 439,228.00	\$28,028.28	\$29,302.40	\$ 83,543.13	\$ 327,656.59

Amount Requested for the Month: \$29,302.40

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 25.40%

Please attach supporting documentation for all claimed expenses.

Prepared by: *D. Vincent* 2/25/19

Approved by: *[Signature]* 2/25/19

Remit Payment to: The CHILD Center
 c/o John VanDuzer, Treasurer
 James Moore and Company
 5931 NW 1st Place
 Gainesville, FL 32607

CHILD Center for Early Learning - Monthly Invoice to the County	Aug	Sept	Oct	Nov	Dec	Jan-18	Feb	March	April	May	June	July	Fiscal YTD	Budget	Remaining
Line Item	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 5,480.76	\$ 3,690.07	\$ 3,690.07	\$ 3,690.07						\$ 16,530.74	\$ 50,000.00	\$ 33,469.26
Personnel													\$ 16,530.74	\$ 50,000.00	\$ 33,469.26
Wages paid to Coach													\$ 2,115.01	\$ 17,000.00	\$ 14,884.99
Fringe Benefits															
Benefits paid for Coach															
Operating Expenses															
Contractual															
Other Expenses															
Calculation:															
Total Invoiced	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 5,480.76	\$ 3,690.07	\$ 3,690.07	\$ 3,690.07						\$ 16,530.74	\$ 50,000.00	\$ 33,469.26

Send Invoice and Data Report to:
 Children's Services Advisory Board Liaison
 Alachua County Department of Community Support Services
 218 SE 24th Street
 Gainesville, FL 32641
 Or email to Tom Tonkavich; Ttonkavich@alachuacounty.us

Supporting Documentation:
 (to be sent with invoices)

- Personnel: Payroll -> Bounds -> Pay -> Check History -> Date Range -> Print Summary Report
- Fringe Benefits: Health Benefits Invoice
- Operating Expenses: Contractual: Invoice from ELC
- Other Expenses: Bookkeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so total # shows at bottom of report)

Also print and include this Calculation page

NOTE: County's fiscal year starts October 1st. YTD Balances run from October 1st to September 30th.
 Total Contract amount invoiced for August and September 2018 = \$28,028.28
 (August and September calculations are column C and D of this spreadsheet; hidden so only current FY shows)
 Percentage of award expended includes Aug/Sept 2018 totals along with FY 18-19 totals.

**CHILD Center for Early Learning
Data and Performance Measures Report**

Month of: *January*

Number of days of licensed early child care and education services for children from birth to age 5 provided.	22
Number of children from birth to age 5 provided with licensed early care and education services	56
Number of parent and family education events held.	2
Number of parent and family members attending education events.	37
Number of experts collaborated with in the field of early learning and care to document, refine, and share a practice based coaching method of professional development.	3
Number of satellite early learning and care centers located in Alachua County selected through the completion of:	
a. Readiness assessment	9 (ASQ)
b. Assessment of teaching practices	will begin in March
c. Assessment of children's development	37 (Galileo)
d. Analyze teacher and child performance data	N/A
Number of Certified Care Administrators participating in mentorship and learning academies.	N/A
Number of mental health agencies providing services to address early childhood issues and promote child and family well-being.	1
Number of children and family members receiving services related to mental health issues to promote child and family well-being.	4

Comments/Narrative: In January, the CHILD Center, with the help of Grace United Methodist Church, hosted the first ever "Family Fun Day". There, children and their families had an opportunity to build bird houses, make picture frames, play games, and interact with therapy dogs. It was a fantastic day and provided a great opportunity for parents to bond with their children and other CHILD Center parents. 5 of our teachers completed CLASS observation training in anticipation of the upcoming classroom observations. We also had 4 staff members complete their 40 hour DCF training requirement. The CHILD Center was certified to participate in the USDA food reimbursement program, and our staff received extensive training in connection with that program. We continue to benefit from community's engagement in the CHILD Center. This month, we were able to secure additional computers through a donation from James Moore and one of their employees, and were awarded a grant from Satchel's Pizza to develop our outside art area.

Submitted by:

Please attach copy of report to monthly invoice.

Monthly Invoice
Children's Services Advisory Board
The CHILD Center Vendor # 1009274

For the period of 2/1/19 to 2/28/19

Line Item	Budget	Aug/Sept. 2018	Monthly Actual	Fiscal Year to Date	Remaining Budget
Personnel	\$ 50,000.00	\$7,307.68	\$3,742.30	\$ 20,273.04	\$ 22,419.28
Fringe Benefits	\$ 17,000.00	\$0.00	\$363.04	\$ 2,478.05	\$ 14,521.95
Operating Expenses	\$ -	\$ -	\$ -	\$ -	\$ -
Contractual	\$ 209,525.00	\$0.00	\$3,094.48	\$ 16,033.86	\$ 193,491.14
Other Expenses	\$ 162,703.00	\$20,720.60	\$13,296.24	\$ 65,254.24	\$ 76,728.16
Total Project Expenses	\$ 439,228.00	\$28,028.28	\$20,496.06	\$ 104,039.19	\$ 307,160.53

Amount Requested for the Month: _____ \$20,496.06

Total Amount of Award: _____ \$ 439,228.00

Percentage of Award Expended: _____ 30.07%

Please attach supporting documentation for all claimed expenses.

Prepared by: _____ *D. Vincent* _____ 3/29/19

Approved by: _____ *Theresa Kelly* _____ 3/29/19

Remit Payment to: The CHILD Center
 c/o John VanDuzer, Treasurer
 James Moore and Company
 5931 NW 1st Place
 Gainesville, FL 32607

Line Item	Feb	March	April	May	June	July	Fiscal YTD	Budget	Remaining
Where to get the information:									
Personnel	\$3,742.30						\$ 20,273.04	\$ 50,000.00	\$ 22,419.28
Fringe Benefits	\$363.04						\$ 2,478.05	\$ 17,000.00	\$ 14,521.95
Operating Expenses									
Contractual									
Other Expenses	\$3,094.48						\$ 16,033.86	\$ 209,525.00	\$ 193,491.14
Calculation:									
	# of days open in the month								
	times total # of children enrolled each week of the month (max of 57)								
	Week 1 (Enrollment x # of Days)								
	Week 2 (Enrollment x # of Days)								
	Week 3 (Enrollment x # of Days)								
	Week 4 (Enrollment x # of Days)								
	Week 5 (Enrollment x # of Days)								
	equals # of paid days								
	times daily rate								
	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52
	Equals "Other Expenses" claimed for the month								
Total Invoiced	\$13,296.24						\$ 65,254.24	\$ 162,703.00	\$ 76,728.16
	\$20,496.06						\$ 104,039.19	\$ 439,228.00	\$ 307,160.53

Send Invoice and Data Report to:
 Children's Services Advisory Board Liaison
 Alachua County Department of Community Support Services
 218 SE 24th Street
 Gainesville, FL 32641
 Or email to the County Fiscal Department, Attn: Gwendolyn Keith gkeith@alachuacounty.us and Gail Bellamy gbellamy@alachuacounty.us

Supporting Documentation:
 (to be sent with invoice)

Personnel: Paylocity -> Bounds -> Pay -> Check History -> Date Range -> Print Summary Report
 Fringe Benefits: Health Benefits Invoice
 Operating Expenses:
 Contractual: Invoice from ELC
 Other Expenses: Beekeeper -> FTE Program Report -> Region/Child Center -> Location/Child Center -> Out put date (chose the first of the week for any given date in the current month)
 Also print and include the report below for the Calculation page
 Beekeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so total # shows at bottom of report)

NOTE: County's fiscal year starts October 1st. YTD Balances run from October 1st to September 30th.
 Total Contract amount invoiced for August and September 2018 =
 (August and September calculations are column C and D of this spreadsheet, hidden so only current FY shows)
 Percentage of award expended includes Aug/Sept 2018 totals along with FY 18-19 totals.

**CHILD Center for Early Learning
Data and Performance Measures Report**

Month of: February

Number of days of licensed early child care and education services for children from birth to age 5 provided.	20
Number of children from birth to age 5 provided with licensed early care and education services	57
Number of parent and family education events held.	1
Number of parent and family members attending education events.	17
Number of experts collaborated with in the field of early learning and care to document, refine, and share a practice based coaching method of professional development.	5
Number of satellite early learning and care centers located in Alachua County selected through the completion of:	
a. Readiness assessment	10 (ASQ)
b. Assessment of teaching practices	will begin in March
c. Assessment of children's development	37 (Galileo)
d. Analyze teacher and child performance data	N/A
Number of Certified Care Administrators participating in mentorship and learning academies.	N/A
Number of mental health agencies providing services to address early childhood issues and promote child and family well-being.	1
Number of children and family members receiving services related to mental health issues to promote child and family well-being.	4

Comments/Narrative: In the month of February, The CHILD Center recognized Black History. Each of our classrooms learned about the different African American legends whose determination changed our history. Our classes were able to create the Freedom Quilt that was made with scraps of cloth that were taken from the "Big House", and scraps of information gathered from other slaves by Sweet Clara. That was just one of many Black History learning opportunities conducted by our students. Our children were extremely eager to learn more information about Black History, by asking open-ended questions. Our facility Director was able to attend the "CLASS Observation Training" in Oviedo, Florida, where she was able to gain the necessary information on how to implement effective teaching practices. The CHILD Center had one employee who received her CDA/FCCPC certification. We had several employees who received more training through DCF, to gain more knowledge on Early Childhood Standards. We were able to hire a Bilingual employee, which is a much needed asset to our students as well as families. This month, we were able to start the process of our outside art area with the helpful donation by Satchel's Pizza. We also received an abundance of body wash as well as Women Dress Shirts donated by Peaceful Paths Organization. To cap off the month, our CHILD Center Chair hosted a "Help Us Grow" Luncheon in efforts to continue to receive the support needed to provide high quality early learning for our children.

Submitted by:

Please attach copy of report to monthly invoice.

Monthly Invoice
 Children's Services Advisory Board
 The CHILD Center Vendor # 1009274

For the period of 3/1/19 to 3/31/19

Line Item	Budget	Aug/Sept. 2018	Monthly Actual	Fiscal Year to Date	Remaining Budget
Personnel	\$ 50,000.00	\$7,307.68	\$3,742.30	\$ 31,323.02	\$ 18,676.98
Fringe Benefits	\$ 4,070.00	\$0.00	\$336.28	\$ 2,814.33	\$ 1,255.67
Operating Expenses	\$ 1,887.00	\$ -	\$ 269.95	\$ 269.95	\$ 1,617.05
Contractual	\$ 209,525.00	\$0.00	\$3,606.60	\$ 19,640.46	\$ 189,884.54
Other Expenses	\$ 173,746.00	\$20,720.60	\$13,421.44	\$ 99,396.28	\$ 74,349.72
Total Project Expenses	\$ 439,228.00	\$28,028.28	\$21,376.57	\$ 153,444.04	\$ 285,783.96

Amount Requested for the Month: \$21,376.57

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 41.32%

Please attach supporting documentation for all claimed expenses.

Prepared by: *D. Vincent* 4/30/19

Approved by: *Al H* 4/30/19

Remit Payment to: The CHILD Center
 c/o John VanDuzer, Treasurer
 James Moore and Company
 5931 NW 1st Place
 Gainesville, FL 32607

CHILD Center for Early Learning - Monthly Invoice to the County											
Line Item	Feb	March	April	May	June	July	Fiscal YTD	Budget	Remaining		
Personnel	\$3,742.30	\$3,742.30					\$ 31,323.02	\$ 50,000.00	\$ 18,676.98		
Fringe Benefits	\$363.04	\$336.28					\$ 2,814.33	\$ 4,070.00	\$ 1,255.67		
Operating Expenses	\$0.00	\$269.95					\$ 269.95	\$ 1,887.00	\$ 1,617.05		
Contractual	\$3,094.48	\$3,606.60					\$ 19,640.46	\$ 209,525.00	\$ 189,884.54		
Other Expenses											
Calculation:											
	# of days open in the month										
	times total # of children enrolled each week of the month (max of 57)										
	Week 1 (Enrollment x # of Days)										
	Week 2 (Enrollment x # of Days)										
	Week 3 (Enrollment x # of Days)										
	Week 4 (Enrollment x # of Days)										
	Week 5 (Enrollment x # of Days)										
	equals # of paid days										
	times daily rate										
	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$ 99,396.28	\$ 173,746.00	\$ 74,349.72		
	\$13,296.24	\$13,421.44					\$ 153,444.04	\$ 439,228.00	\$ 285,783.96		
Total Invoiced	\$20,496.06	\$21,376.57					\$ 99,396.28	\$ 173,746.00	\$ 74,349.72		

Send Invoice and Data Report to: Children's Services Advisory Board Liaison
Alachua County Department of Community Support Services
218 SE 24th Street
Gainesville, FL 32641

Or email to the County Fiscal Department, Attn: Gwendolyn Keith gkeith@alachuacounty.us and Gail Bellamy gbellamy@alachuacounty.us

Supporting Documentation:
(to be sent with invoice)

Personnel: Paylocity -> Bounds -> Pay -> Check History -> Date Range -> Print Summary Report

Fringe Benefits: Health Benefits Invoice

Operating Expenses:

Contractual: Invoice from ELC

Other Expenses: Beekeeper -> FTE Program Report -> Region/Child Center -> Location/Child Center -> Out put date (choose the first of the week for any given date in the current month)

Also print and include the report below for the Calculation page

Beekeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so total # shows at bottom of report)

NOTE: County's fiscal year starts October 1st. YTD Balances run from October 1st to September 30th.

Total Contract amount invoiced for August and September 2018 =

(August and September calculations are column C and D of this spreadsheet, hidden so only current FY shows)

Percentage of award expended includes Aug/Sept 2018 totals along with FY 18-19 totals.

CHILD Center for Early Learning Data and Performance Measures Report

Month of: March

Number of days of licensed early child care and education services for children from birth to age 5 provided.	21
Number of children from birth to age 5 provided with licensed early care and education services	54
Number of parent and family education events held.	2 (Picture Day, Parent Meeting)
Number of parent and family members attending education events.	(6,14)
Number of experts collaborated with in the field of early learning and care to document, refine, and share a practice based coaching method of professional development.	4
Number of satellite early learning and care centers located in Alachua County selected through the completion of:	5
Number of CHILD Center children for who developmental screening was conducted	4
Number of CHILD Center children for who assessment data were collected	34
Number of Certified Care Administrators participating in mentorship and learning academies.	0
Number of mental health agencies providing services to address early childhood issues and promote child and family well-being.	6
Number of children and family members receiving services related to mental health issues to promote child and family well-being.	8
Listed Agency partners we've collaborated with this month.	27
Number of children and families receiving additional support via other partnering agencies.	21

Comments/Narrative: In the month of March, the children enjoyed taking spring pictures that families were able to purchase for discounted rates from Freestyle Photography. Our graduating Seniors had the opportunity to take photos in their caps and gowns. Our students learned the history of St. Patrick's Day and why this day is celebrated around the world. Our students read "I Know an Old Lady Who Swallowed a Clover," then did related activities such as clover painting and making collage clovers created with green items. During the month of March, The Early Learning Coalition of Alachua County visited the CHILD Center to administer CLASS Observations throughout the entire facility. During that visit the Coalition focused their observations on Responsive Caregiving Domain, Emotional and Behavioral Support Domain, Engaged Support for Learning Domain, Emotional Support Domain, Classroom Organization Domain, Instructional Support Domain. A Head Start Federal Review visit was conducted during this month to learn more about the CHILD Center's innovative approach and to ensure all Head Start standards are being followed. The Tower Road Library staff paid us a wonderful visit to read books to our students. Each child received the book "Jabari Jumps" as a gift from our friends at the Library. At this month's parent meeting, parents and students were able to work together to paint T-shirts for each child. To cap off the month we celebrated art appreciation month, turning our community room in to an art gallery that showcased the wonderful artwork our students prepared.

Submitted by:

Please attach copy of report to monthly invoice.

Monthly Invoice
 Children's Services Advisory Board
The CHILD Center Vendor # 1009274

For the period of 4/1/19 to 4/30/19

Line Item	Budget	Aug/Sept. 2018	Monthly Actual	Fiscal Year to Date	Remaining Budget
Personnel	\$ 50,000.00	\$7,307.68	\$3,742.30	\$ 35,065.32	\$ 14,934.68
Fringe Benefits	\$ 4,070.00	\$0.00	\$336.28	\$ 3,150.61	\$ 919.39
Operating Expenses	\$ 1,887.00	\$ -	\$ -	\$ 269.95	\$ 1,617.05
Contractual	\$ 209,525.00	\$0.00	\$0.00	\$ 19,640.46	\$ 189,884.54
Other Expenses	\$ 173,746.00	\$20,720.60	\$14,135.08	\$ 113,531.36	\$ 60,214.64
Total Project Expenses	\$ 439,228.00	\$28,028.28	\$18,213.66	\$ 171,657.70	\$ 267,570.30

Amount Requested for the Month: \$18,213.66

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 45.46%

Please attach supporting documentation for all claimed expenses.

Prepared by: *D. Vincent* 5/30/19

Approved by: *[Signature]* 5/30/19

Remit Payment to: The CHILD Center
 c/o John VanDuzer, Treasurer
 James Moore and Company
 5931 NW 1st Place
 Gainesville, FL 32607

CHILD Center for Early Learning - Monthly Invoice to the County											
Line Item	Feb	March	April	May	June	July	Fiscal YTD	Budget	Remaining		
Personnel	\$3,742.30	\$3,742.30	\$3,742.30				\$ 35,065.32	\$ 50,000.00	\$ 14,934.68		
Fringe Benefits	\$363.04	\$336.28	\$336.28				\$ 3,150.61	\$ 4,070.00	\$ 919.39		
Operating Expenses	\$0.00	\$269.95	\$0.00				\$ 269.95	\$ 1,887.00	\$ 1,617.05		
Contractual	\$3,094.48	\$3,606.60	\$0.00				\$ 19,640.46	\$ 209,525.00	\$ 189,884.54		
Other Expenses											
Calculation:	# of days open in the month										
	times total # of children enrolled each week of the month (max of 57)										
	Week 1 (Enrollment x # of Days)										
	Week 2 (Enrollment x # of Days)										
	Week 3 (Enrollment x # of Days)										
	Week 4 (Enrollment x # of Days)										
	Week 5 (Enrollment x # of Days)										
	equals # of paid days										
	times daily rate										
	Equals "Other Expenses" claimed for the month										
Total Invoiced	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$ 113,531.36	\$ 173,746.00	\$ 60,214.64		
	\$20,496.06	\$21,376.57	\$18,213.66				\$ 171,657.70	\$ 439,228.00	\$ 267,570.30		

Send Invoice and Data Report to: Children's Services Advisory Board Liaison
 Alachua County Department of Community Support Services
 218 SE 24th Street
 Gainesville, FL 32641
 Or email to the County Fiscal Department, Attn: Gwendolyn Keith gkeith@alachuacounty.us and Gail Bellamy gbellamy@alachuacounty.us

Supporting Documentation:
 (to be sent with invoice)

Personnel: Paylocity -> Bounds -> Pay -> Check History -> Date Range -> Print Summary Report
 Fringe Benefits: Health Benefits Invoice
 Operating Expenses: Invoice from ELC
 Contractual: Invoice from ELC
 Other Expenses: Beekeeper -> FTE Program Report -> Region/Child Center -> Location/Child Center -> Out put date (choose the first of the week for any given date in the current month)

Also print and include the report below for the Calculation page
 Beekeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so total # shows at bottom of report)

NOTE: County's fiscal year starts October 1st. YTD Balances run from October 1st to September 30th.
 Total Contract amount invoiced for August and September 2018 =

(August and September calculations are column C and D of this spreadsheet, hidden so only current FY shows)
 Percentage of award expended includes Aug/Sept 2018 totals along with FY 18-19 totals.

**CHILD Center for Early Learning
Data and Performance Measures Report**

Month of: April

Number of days of licensed early child care and education services for children from birth to age 5 provided.	22
Number of children from birth to age 5 provided with licensed early care and education services	52
Number of parent and family education events held.	3
Number of parent and family members attending education events.	13th (3), 19th(7), 30th (8)
Number of experts collaborated with in the field of early learning and care to document, refine, and share a practice based coaching method of professional development.	4
Number of satellite early learning and care centers located in Alachua County selected through the completion of:	5
Number of CHILD Center children for who developmental screening was conducted	0
Number of CHILD Center children for who assessment data were collected	35
Number of Certified Care Administrators participating in mentorship and learning academies.	0
Number of mental health agencies providing services to address early childhood issues and promote child and family well-being.	27
Number of children and family members receiving services related to mental health issues to promote child and family well-being.	21

13th Extravaganza @SC, 19th Spring Egg Hunt, 30th Fun and Fitness

Comments/Narrative: Spring is in the Air. For the Month of April our children enjoyed many spring activities including building beehives. University of Florida dental students came to the Center to provide fluoride varnish to Head Start students. Our children participated in a six lesson program called Youth Understanding MyPlate (YUM). YUM is a nutrition curriculum designed to teach children the basic messages of MyPlate. Some of our families participated in the EGGSTRAVAGANZA Event held annually at O2B Kids Super Center. The CHILD Center held our very first annual Eggciting Bunny Hop, where our students got a chance to do a bunny hop race, as well as an egg hunt. Head Start students and families participated in Fun and Fitness day, which included different outdoor fun activities and health resources. We also had a visit from Major Latrell Simmons (ACSO), who entertained the children on the playground with a variety of fun activities. During the month of April, The Early Learning Coalition of Alachua County visited the Child Center and donated four push and ride racers and four plasma cars, which encourages coordination and balance for kids while promoting motor skills and muscle development.

Submitted by: Yalonda Clay / Summer Harris
Please attach copy of report to monthly invoice.

Monthly Invoice
 Children's Services Advisory Board
 The CHILD Center Vendor # 1009274
 For the period of 5/1/19 to 5/31/19

Line Item	Budget	Aug/Sept. 2018	Monthly Actual	Fiscal Year to Date	Remaining Budget
Personnel	\$ 50,000.00	\$7,307.68	\$5,613.45	\$ 40,678.77	\$ 9,321.23
Fringe Benefits	\$ 4,070.00	\$0.00	\$336.28	\$ 3,486.89	\$ 583.11
Operating Expenses	\$ 1,887.00	\$ -	\$ -	\$ 269.95	\$ 1,617.05
Contractual	\$ 209,525.00	\$0.00	\$14,932.36	\$ 34,572.82	\$ 174,952.18
Other Expenses	\$ 173,746.00	\$20,720.60	\$14,723.52	\$ 128,254.88	\$ 45,491.12
Total Project Expenses	\$ 439,228.00	\$28,028.28	\$35,605.61	\$ 207,263.31	\$ 231,964.69

Amount Requested for the Month: \$35,605.61

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 53.57%

Please attach supporting documentation for all claimed expenses.

Prepared by: *D. Vincent* 6/21/19

Approved by: *Theresa Kelly* 6/21/19

Remit Payment to: The CHILD Center
 c/o John VanDuzer, Treasurer
 James Moore and Company
 5931 NW 1st Place
 Gainesville, FL 32607

CHILD Center for Early Learning - Monthly Invoice to the County											
Line Item	Where to get the information:	Feb	March	April	May	June	July	Fiscal YTD	Budget	Remaining	
Personnel	Wages paid to Coach	\$3,742.30	\$3,742.30	\$3,742.30	\$5,613.45			\$ 40,678.77	\$ 50,000.00	\$ 9,321.23	
Fringe Benefits	Benefits paid for Coach	\$363.04	\$336.28	\$336.28	\$336.28			\$ 3,486.89	\$ 4,070.00	\$ 583.11	
Operating Expenses		\$0.00	\$269.95	\$0.00	\$0.00			\$ 269.95	\$ 1,887.00	\$ 1,617.05	
Contractual	Amount on monthly invoice received from ELC by 15th of the month	\$3,094.48	\$3,606.60	\$0.00	\$14,932.36			\$ 34,572.82	\$ 209,525.00	\$ 174,952.18	
Other Expenses	\$12.52 per day per child enrolled during the month										
	# of days open in the month	20	21	22	22						
	times total # of children enrolled each week of the month (max of 57)										
	Week 1 (Enrollment x # of Days)	54	52	255	156						
	Week 2 (Enrollment x # of Days)	275	255	255	255						
	Week 3 (Enrollment x # of Days)	260	250	255	255						
	Week 4 (Enrollment x # of Days)	208	255	260	255						
	Week 5 (Enrollment x # of Days)	265	260	104	255						
	equals # of paid days	1062	1072	1129	1176						
	times daily rate	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$ 128,254.88	\$ 173,746.00	\$ 45,491.12	
Total Invoiced		\$20,496.06	\$21,376.57	\$18,213.66	\$35,605.61			\$ 207,263.31	\$ 439,228.00	\$ 231,964.69	
	Equals "Other Expenses" claimed for the month							\$ 128,254.88	\$ 173,746.00	\$ 45,491.12	

Send Invoice and Data Report to:
 Children's Services Advisory Board Liaison
 Alachua County Department of Community Support Services
 218 SE 24th Street
 Gainesville, FL 32641
 Or email to the County Fiscal Department, Attn: Gwendolyn Keith gkeith@alachuacounty.us and Gail Bellamy gbellamy@alachuacounty.us

Supporting Documentation:
 (to be sent with invoice)

- Personnel: Pay/locity -> Bounds -> Pay -> Check history -> Date Range -> Print Summary Report
 - Fringe Benefits: Health Benefits Invoice
 - Operating Expenses:
 - Contractual: Invoice from ELC
 - Other Expenses: Beekeeper -> FTE Program Report -> Region/Child Center -> Location/Child Center -> Out put date (chose the first of the week for any given date in the current month)
 - Also print and include the report below for the Calculation page
 - Beekeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so total # shows at bottom of report)
- NOTE: County's fiscal year starts October 1st. YTD Balances run from October 1st to September 30th.
 Total Contract amount invoiced for August and September 2018 =
 (August and September calculations are column C and D of this spreadsheet, hidden so only current FY shows)
 Percentage of award expended includes Aug/Sept 2018 totals along with FY 18-19 totals.

**CHILD Center for Early Learning
Data and Performance Measures Report**

Month of: May

Number of days of licensed early child care and education services for children from birth to age 5 provided.	22
Number of children from birth to age 5 provided with licensed early care and education services	52
Number of parent and family education events held.	3
Number of parent and family members attending education events.	2,461
Number of experts collaborated with in the field of early learning and care to document, refine, and share a practice based coaching method of professional development.	4
Number of satellite early learning and care centers located in Alachua County selected through the completion of:	5
Number of CHILD Center children for who developmental screening was conducted	6
Number of CHILD Center children for who assessment data were collected	13 VPK and 33 Galileo
Number of Certified Care Administrators participating in mentorship and learning academies.	0
Number of mental health agencies providing services to address early childhood issues and promote child and family well-being.	27
Number of children and family members receiving services related to mental health issues to promote child and family well-being.	21

Car seat event, Harn Museum, Graduation

Comments/Narrative: In the Age of Dinosaurs! During the month of May, our children were able to build a dinosaur cave with building blocks, and had an opportunity to reenact their prehistoric life. Our Director and several staff members attended the Tracks of Excellence Conference, hosted by The Alachua County Early Learning Coalition. Here at the CHILD Center, we were able to show much appreciation to our teachers and staff by lunches, gifts, and love for Teacher Appreciation Week. Two of our employees attended the Safe Serv Training, where they brushed up on food safety regulations. The Alachua County Health Department hosted a Car Seat Event, where our families were able to receive high quality car seats and instructions on proper installation and use. We also hosted our very first Muffins for Moms, which ended up being for Moms, Dads, Aunts, and Uncles. Representatives from The Harn Museum came to do a parent activity with our Senior class and their families. During this activity they were able to create different kaleidoscopes out of different art tools. Also this month, CHILD Center staff participated in Practice Based Coaching trainings to create a collaborative coaching partnerships with effective teaching practices. The CHILD Center held our first Graduation, which was a tremendous success! We were able to celebrate and congratulate the very first class to graduate from The CHILD Center for Early Learning. We had a total of 61 parents to attend this very memorable event.

Submitted by:

Please attach copy of report to monthly invoice.

Monthly Invoice
 Children's Services Advisory Board
The CHILD Center Vendor # 1009274

For the period of 6/1/19 to 6/30/19

Line Item	Budget	Aug/Sept. 2018	Monthly Actual	Fiscal Year to Date	Remaining Budget
Personnel	\$ 50,000.00	\$7,307.68	\$3,742.30	\$ 44,421.07	\$ 5,578.93
Fringe Benefits	\$ 4,070.00	\$0.00	\$336.04	\$ 3,822.93	\$ 247.07
Operating Expenses	\$ 1,887.00	\$ -	\$ -	\$ 269.95	\$ 1,617.05
Contractual	\$ 209,525.00	\$0.00	\$3,797.41	\$ 38,370.23	\$ 171,154.77
Other Expenses	\$ 173,746.00	\$20,720.60	\$11,956.60	\$ 140,211.48	\$ 33,534.52
Total Project Expenses	\$ 439,228.00	\$28,028.28	\$19,832.35	\$ 227,095.66	\$ 212,132.34

Amount Requested for the Month: \$19,832.35

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 58.08%

Please attach supporting documentation for all claimed expenses.

Prepared by: *D. Vincenz* 7/29/19

Approved by: *K. King* 7/29/19

Remit Payment to: The CHILD Center
 c/o John VanDuzer, Treasurer
 James Moore and Company
 5931 NW 1st Place
 Gainesville, FL 32607

CHILD Center for Early Learning - Monthly Invoice to the County											
Line Item	Feb	March	April	May	June	July	Fiscal YTD	Budget	Remaining		
Personnel	\$3,742.30	\$3,742.30	\$3,742.30	\$5,613.45	\$3,742.30		\$ 44,421.07	\$ 50,000.00	\$ 5,578.93		
Wages paid to Coach	\$363.04	\$336.28	\$336.28	\$336.28	\$336.04		\$ 3,822.93	\$ 4,070.00	\$ 247.07		
Operating Expenses	\$0.00	\$269.95	\$0.00	\$0.00	\$0.00		\$ 269.95	\$ 1,887.00	\$ 1,617.05		
Contractual	\$3,094.48	\$3,606.60	\$0.00	\$14,832.36	\$3,797.41		\$ 38,370.23	\$ 209,525.00	\$ 171,154.77		
Other Expenses											
Calculation:											
\$12.52 per day per child enrolled during the month											
# of days open in the month	20	21	22	22	20						
times total # of children enrolled each week of the month (max of 57)											
Week 1 (Enrollment x # of Days)	54	52	255	156	240						
Week 2 (Enrollment x # of Days)	275	255	255	255	240						
Week 3 (Enrollment x # of Days)	260	250	255	255	240						
Week 4 (Enrollment x # of Days)	208	255	260	255	235						
Week 5 (Enrollment x # of Days)	265	260	104	255	0						
equals # of paid days	1062	1072	1129	1176	955						
times daily rate	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52					
Equals "Other Expenses" claimed for the month	\$13,296.24	\$13,421.44	\$14,135.08	\$14,723.52	\$11,956.60		\$ 140,211.48	\$ 173,746.00	\$ 33,534.52		
Total Invoiced	\$20,496.06	\$21,376.57	\$18,213.66	\$35,605.61	\$19,832.35		\$ 227,095.66	\$ 439,228.00	\$ 212,132.34		

Send Invoice and Data Report to:
 Children's Services Advisory Board Liaison
 Alachua County Department of Community Support Services
 218 SE 24th Street
 Gainesville, FL 32641
 Or email to the County Fiscal Department, Attn: Gwendolyn Keith gkeith@alachuacounty.us and Gail Bellamy gbellamy@alachuacounty.us

Supporting Documentation:
 (to be sent with invoice)

Personnel: Paylocity -> Pay -> Check History -> Date Range -> Print Summary Report
 Fringe Benefits: Health Benefits Invoice
 Operating Expenses:

Contractual: Invoice from ELC

Other Expenses: Beekeeper -> FTE Program Report -> Region/Child Center -> Location/Child Center -> Out put date (chase the first of the week for any given date in the current month)
 Also print and include the report below for the Calculation page

Beekeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so total # shows at bottom of report)
 NOTE: County's fiscal year starts October 1st. YTD Balances run from October 1st to September 30th.

Total Contract amount invoiced for August and September 2018 =
 (August and September calculations are column C and D of this spreadsheet, hidden so only current FY shows)
 Percentage of award expended includes: Aug/Sept 2018 totals along with FY 18-19 totals.

**CHILD Center for Early Learning
Data and Performance Measures Report**

Month of: June

Number of days of licensed early child care and education services for children from birth to age 5 provided.	20
Number of children from birth to age 5 provided with licensed early care and education services	48
Number of parent and family education events held.	2
Number of parent and family members attending education events.	42,4
Number of experts collaborated with in the field of early learning and care to document, refine, and share a practice based coaching method of professional development.	4
Number of satellite early learning and care centers located in Alachua County selected through the completion of:	5
Number of CHILD Center children for who developmental screening was conducted	4
Number of CHILD Center children for who assessment data were collected	0
Number of Certified Care Administrators participating in mentorship and learning academies.	0
Number of mental health agencies providing services to address early childhood issues and promote child and family well-being.	27
Number of children and family members receiving services related to mental health issues to promote child and family well-being.	21

Donuts for Dad, Gardening Club

Comments/Narrative: The CHILD Center kicked off our first summer with an extraordinary theme, Under The Sea! During the month of June our children were able to build a sandcastle using different size blocks. The children were able to add plastic sea creatures and pretended that they were alive in the ocean. During the summer program, the children got a chance to enjoy the heat with plenty outside activities including water play. CHILD Center teachers and students were able to have fun with our famous water slip and slide. This weekly activity allowed the perfect teacher/child interactions: Sink & Float, creating a mini ocean, the children were introduced to spinach by using it as seaweed in their make believe ocean. Also, during the month of June we were able to show our love and care for our CHILD Center fathers and other special men in our lives by hosting our first Donuts for Dads. CHILD Center students had an opportunity to learn about different gardening tools and ideas that were presented by The Gainesville Garden Club. The Garden Club members read a story to the children about Sunflowers and gave the classrooms their own sunflowers to keep. During the visit the Garden Club presented the children and The CHILD Center with our own bird feeder. The Early Learning Coalition of Alachua County donated crib sheets, coloring activity mat, sand table, choking tube tester, as well as a forehead thermometer.

Submitted by:

Please attach copy of report to monthly invoice.

Monthly Invoice
 Children's Services Advisory Board
 The CHILD Center Vendor # 1009274

For the period of 7/1/19 to 7/31/19

Line Item	Budget	Aug/Sept. 2018	Monthly Actual	Fiscal Year to Date	Remaining Budget
Personnel	\$ 50,000.00	\$7,307.68	\$3,742.30	\$ 40,855.69	\$ 9,144.31
Fringe Benefits	\$ 4,070.00	\$0.00	\$247.07	\$ 4,070.00	\$ 0.00
Operating Expenses	\$ 1,887.00	\$ -	\$ -	\$ 269.95	\$ 1,617.05
Contractual	\$ 209,525.00	\$0.00	\$4,013.61	\$ 42,383.84	\$ 167,141.16
Other Expenses	\$ 173,746.00	\$20,720.60	\$10,729.64	\$ 130,220.52	\$ 43,525.48
Total Project Expenses	\$ 439,228.00	\$28,028.28	\$18,732.62	\$ 217,800.00	\$ 221,428.00

Amount Requested for the Month: \$18,732.62

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 55.97%

Please attach supporting documentation for all claimed expenses.

Prepared by: J. Vincent 8/28/19

Approved by: Theresa Kelly 8/28/19

Remit Payment to: The CHILD Center
 c/o John VanDuzer, Treasurer
 James Moore and Company
 5931 NW 1st Place
 Gainesville, FL 32607

Line Item	Aug	Sept	Oct	Nov	Dec	Jan-20	Feb	March	April	May	June	July	Fiscal YTD	Budget	Remaining
Where to get the information:															
Personnel	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 40,855.69	\$ 50,000.00	\$ 9,144.31
Fringe Benefits													\$ 4,070.00	\$ 4,070.00	\$ 0.00
Operative Expenses													\$ 269.95	\$ 1,892.00	\$ 1,622.05
Contractual													\$ 43,389.84	\$ 209,525.00	\$ 167,135.16
Other Expenses															
Calculation:	# of days open in the month														
	times total # of children enrolled during the month														
	times total # of children enrolled each week of the month (max of 57)														
	Week 1 (Enrollment x # of Days)														
	Week 2 (Enrollment x # of Days)														
	Week 3 (Enrollment x # of Days)														
	Week 4 (Enrollment x # of Days)														
	Week 5 (Enrollment x # of Days)														
	equals # of paid days														
	times daily rate														
	Equals "Other Expenses" claimed for the month														
Total Invoiced	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 130,220.52	\$ 179,746.00	\$ 49,525.48
	\$ 12,480.44	\$ 12,480.44	\$ 12,480.44	\$ 12,480.44	\$ 12,480.44	\$ 12,480.44	\$ 12,480.44	\$ 12,480.44	\$ 12,480.44	\$ 12,480.44	\$ 12,480.44	\$ 12,480.44	\$ 217,890.00	\$ 499,228.00	\$ 281,338.00

Send Invoice and Data Report to:
 Children's Services Advisory Board Jason
 Alachua County Department of Community Support Services
 218 SE 24th Street
 Gainesville, FL 32641
 Or email to the County Fiscal Department, Attn: Gwendolyn Keith gkeith@alachuacounty.us and Gail Bellamy gbellamy@alachuacounty.us

Supporting Documentation:
 (to be sent with invoice)
 Personnel: Payroll -> Bounds -> Pay -> Check History -> Date Range -> Print-Summary Report
 Fringe Benefits: Health Benefits Invoice
 Operating Expenses:
 Contractual: Invoice from ELC
 Other Expenses: Bookkeeper -> FTE Program Report -> Region/Child Center -> Location/Child Center -> Our pur date (choose the first of the week for any given date in the current month)
 Also print and include the report below for the Calculation page
 Bookkeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so total # shows at bottom of report)
 Bookkeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so total # shows at bottom of report)
 NOTE: County's fiscal year starts October 1st. YTD Balance run from October 1st to September 30th.
 Total Contract amount invoiced for August and September 2018 = \$28,028.28
 (August and September calculations are column C and D of this spreadsheet, hidden so only current FY shows)
 Percentage of award expended includes Aug/Sept 2018 totals along with FY 18-19 totals.

**CHILD Center for Early Learning
Data and Performance Measures Report**

Month of: July

Number of days of licensed early child care and education services for children from birth to age 5 provided.	22
Number of children from birth to age 5 provided with licensed early care and education services	34
Number of parent and family education events held.	2
Number of parent and family members attending education events.	15
Number of experts collaborated with in the field of early learning and care to document, refine, and share a practice based coaching method of professional development.	4
Number of satellite early learning and care centers located in Alachua County selected through the completion of:	5
Number of CHILD Center children for who developmental screening was conducted	9
Number of CHILD Center children for who assessment data were collected	0
Number of Certified Care Administrators participating in mentorship and learning academies.	0
Number of mental health agencies providing services to address early childhood issues and promote child and family well-being.	0
Number of children and family members receiving services related to mental health issues to promote child and family well-being.	0

FTE
Parent Orientation/Facility Tour

Comments/Narrative: The CHILD Center kicked off our first summer with an extraordinary theme, Zany Zoo Animals! During the month of July our children were able to explore the many different animals that are apart of a zoo family, and also we encouraged the children to build animal cages, as well as a giant zoo out of blocks. The children had an opportunity to visit two different centers inside their classrooms. The Reading workshop center which consisted of three picture stories, this encouraged the students to work on sequence from beginning to end. The Writing workshop center gave the students an opportunity to draw pictures in mud using two art tools, pencils and sticks. We were able to ask open ended questions in reference to the three picture stories and the mud story. The children learned a new vocabulary word, lagoon. They created a wildlife lagoon by filling up the water table with sand, trees, leaves, and water. They were given plastic animal figures to place around the wildlife lagoon. CHILD Center staff were able to plan in advance and get things all ready for the 2019-2020 school year. We helped transition the 2019 CHILD Center graduates into kindergarten. This transition included many things such as reading the students a book titled "Mr. Shipman's Kindergarten Chronicles: The First Day of School" by Dr. Terance Shipman. Reading this book gave the teachers and children an opportunity to reenact the story, by pretending to go school supply shopping and being introduced to what they should expect in Kindergarten. During this month we were able to pre register our incoming children for the 2019-2020 school year by hosting a Parent Orientation/Facility Tour. Hosting this event allowed for an easy and smooth transition into the new school year.

Submitted by:

Please attach copy of report to monthly invoice.

Monthly Invoice
 Children's Services Advisory Board
 The CHILD Center Vendor # 1009274
 For the period of 8/1/19 to 8/31/19

Line Item	Budget	Aug/Sept. 2018	Monthly Actual	Fiscal Year to Date	Remaining Budget
Personnel	\$ 50,000.00	\$7,307.68	\$3,742.30	\$ 44,597.99	\$ 5,402.01
Fringe Benefits	\$ 4,070.00	\$0.00	\$0.00	\$ 4,070.00	\$ 0.00
Operating Expenses	\$ 1,887.00	\$ -	\$ -	\$ 269.95	\$ 1,617.05
Contractual	\$ 209,525.00	\$0.00	\$0.00	\$ 42,383.84	\$ 167,141.16
Other Expenses	\$ 173,746.00	\$20,720.60	\$11,743.76	\$ 141,964.28	\$ 31,781.72
Total Project Expenses	\$ 439,228.00	\$28,028.28	\$15,486.06	\$ 233,286.06	\$ 205,941.94

Amount Requested for the Month: \$15,486.06

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 59.49%

Please attach supporting documentation for all claimed expenses.

Prepared by: *D. Vincent* 9/27/19

Approved by: *[Signature]* 9/27/19

Remit Payment to: The CHILD Center
 c/o John VanDuzer, Treasurer
 James Moore and Company
 5931 NW 1st Place
 Gainesville, FL 32607

CHILD Center for Early Learning - Monthly Invoice to the County														
Where to place the information:														
Item	Oct	Nov	Dec	Jan-18	Feb	March	April	May	June	July	August	Fiscal YTD	Budget	Remaining
Personnel	\$3,653.94	\$5,480.76	\$3,698.07	\$3,742.30	\$3,742.30	\$3,742.30	\$3,742.30	\$5,613.45	\$3,742.30	\$3,742.30	\$3,742.30	\$4,397.99	\$ 50,000.00	\$ 5,402.01
Fringe Benefits	\$583.99	\$583.99	\$583.99	\$583.04	\$583.04	\$583.04	\$583.04	\$583.04	\$583.04	\$583.04	\$583.04	\$4,070.00	\$ 4,070.00	\$ 0.00
Operating Expenses	\$1,470.09	\$0.00	\$0.00	\$11,465.29	\$3,094.48	\$3,606.60	\$0.00	\$14,932.36	\$3,797.41	\$4,013.61	\$0.00	\$2,693.95	\$ 3,887.00	\$ 1,173.05
Contractual														
Other Expenses														
Total Invoiced	\$5,508.02	\$6,064.75	\$3,282.06	\$11,268.00	\$3,286.24	\$3,421.44	\$14,335.08	\$14,725.53	\$11,956.60	\$10,229.64	\$11,743.76	\$41,364.28	\$ 50,000.00	\$ 8,635.72
	\$20,105.92	\$18,984.75	\$15,550.06	\$29,307.40	\$20,495.06	\$21,376.57	\$18,213.66	\$35,605.61	\$19,881.33	\$18,737.67	\$15,886.06	\$233,286.06	\$ 439,228.00	\$ 205,941.94

Send Invoice and Data Report to: Children's Services Advisory Board Liaison
 Alachua County Department of Community Support Services
 218 SE 24th Street
 Gainesville, FL 32641
 Or email to the County Fiscal Department, Attn: Gwendolyn Keith gkeith@alachuacounty.us and Gail Bellamy gbellamy@alachuacounty.us

Supporting Documentation:
 (to be sent with invoice)

Personnel: Paylocity -> Bounds -> Pay -> Check History -> Date Range -> Print Summary Report
 Fringe Benefits: Health Benefits Invoice
 Operating Expenses:
 Contractual: Invoice from ELC
 Other Expenses: Bookkeeper -> FTE Program Report -> Region/Child Center -> Location/Child Center -> Out put date (choose the first of the week for any given date in the current month)
 Also print and include the report below for the Calculation page
 Bookkeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so total # shows at bottom of report)

NOTE: County's fiscal year starts October 1st. YTD Balances run from October 1st to September 30th.
 Total Contract amount invoiced for August and September 2018 = \$24,028.28
 (August and September calculations are column C and D of this spreadsheet, hidden so only current FY shows)
 Percentage of award expended includes Aug/Sept 2018 totals along with FY 18-19 totals.

**CHILD Center for Early Learning
Data and Performance Measures Report**

Month of: August

Number of days of licensed early child care and education services for children from birth to age 5 provided.	22
Number of children from birth to age 5 provided with licensed early care and education services	48
Number of parent and family education events held.	1
Number of parent and family members attending education events.	25
Number of experts collaborated with in the field of early learning and care to document, refine, and share a practice based coaching method of professional development.	4
Number of satellite early learning and care centers located in Alachua County selected.	5
Number of CHILD Center children for who developmental screening was conducted	2
Number of CHILD Center children for who assessment data were collected	14
Number of Certified Care Administrators participating in mentorship and learning academies.	0
Number of mental health agencies providing services to address early childhood issues and promote child and family well-being.	27
Number of children and family members receiving services related to mental health issues to promote child and family well-being.	21

New Student Orientation

Comments/Narrative: The CHILD Center is so excited to begin the 2019-2020 school year with old and new students. After a prosperous first year, we are eager to see what the second year at the center will bring! Before school started, our director had small group orientations with each incoming family to make sure they had all of the necessary paperwork completed, understood the routines at the CHILD Center, and were ready to help their child have a wonderful year. The teachers have continued to benefit from the Practice Based Coaching sessions in their classroom. The CHILD Center children began an exciting new school year by exploring the many components of a Rainforest. The students were able to choose an animal they would like to pretend to be during dramatic play as well as use puppets to act out a scene in a rainforest. The teachers provided rainforest and animal books for the children to recognize different colors, textures, and smells of the rainforest. Our students got an opportunity to create their own rainforest by using crayons, paper, stickers, and stamps.

Submitted by:

Please attach copy of report to monthly invoice.

Monthly Invoice
 Children's Services Advisory Board
 The CHILD Center Vendor # 1009274

For the period of 9/1/19 to 9/30/19

Line Item	Budget	Aug/Sept. 2018	Monthly Actual	Fiscal Year to Date	Remaining Budget
Personnel	\$ 50,000.00	\$7,307.68	\$3,742.30	\$ 48,340.29	\$ 1,659.71
Fringe Benefits	\$ 4,070.00	\$0.00	\$0.00	\$ 4,070.00	\$ 0.00
Operating Expenses	\$ 1,887.00	\$ -	\$ -	\$ 269.95	\$ 1,617.05
Contractual	\$ 209,525.00	\$0.00	\$ 6,967.60	\$ 49,351.44	\$ 160,173.56
Other Expenses	\$ 173,746.00	\$20,720.60	\$11,956.60	\$ 153,920.88	\$ 19,825.12
Total Project Expenses	\$ 439,228.00	\$28,028.28	\$ 22,666.50	\$ 255,952.56	\$ 183,275.44

Amount Requested for the Month: \$ 22,666.50

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 64.65%

Please attach supporting documentation for all claimed expenses.

Prepared by: *D. Vincent* 10/24/19

Approved by: *[Signature]* 10, 24, 19

Remit Payment to: The CHILD Center
 c/o John VanDuzer, Treasurer
 James Moore and Company
 5931 NW 1st Place
 Gainesville, FL 32607

Line Item	Oct	Nov	Dec	Jan-15	Feb	March	April	May	June	July	August	September	Fiscal YTD	Budget	Remaining
Personnel	\$3,653.84	\$5,480.76	\$3,698.07	\$3,698.07	\$3,743.30	\$3,743.30	\$5,613.45	\$3,743.30	\$3,743.30	\$3,743.30	\$3,743.30	\$3,743.30	\$46,340.29	\$50,000.00	\$ 3,659.71
Fringe Benefits	\$283.99	\$583.99	\$583.99	\$583.99	\$583.99	\$583.99	\$583.99	\$583.99	\$583.99	\$583.99	\$583.99	\$583.99	\$4,070.00	\$4,070.00	\$ 0.00
Operating Expenses	\$1,710.00	\$0.00	\$0.00	\$1,469.29	\$3,094.48	\$3,695.60	\$0.00	\$14,992.98	\$3,797.41	\$4,013.61	\$0.00	\$0.00	\$269.95	\$1,987.00	\$ 1,617.05
Other Expenses													\$49,351.44	\$209,525.00	\$ 160,173.56
Total Invoiced	\$5,647.82	\$6,064.75	\$3,698.07	\$5,161.35	\$6,837.77	\$7,439.29	\$5,697.44	\$18,736.37	\$7,540.70	\$7,756.90	\$3,743.30	\$3,743.30	\$108,471.75	\$117,788.00	\$ 9,316.25
Equals "Other Expenses" claimed for the month \$20,005.92 (\$19,384.75) \$15,550.06 (\$19,402.40) \$20,696.06 \$21,376.57 (\$18,213.46) (\$35,695.61) (\$19,832.35) (\$18,732.67) (\$15,486.06) (\$22,666.50) \$ 439,228.00 \$ 183,275.44															

Send Invoice and Data Report to:
 Children's Services Advisory Board Liaison
 Alachua County Department of Community Support Services
 218 SE 24th Street
 Gainesville, FL 32641
 Or email to the County Fiscal Department, Attn: Gwendalyn Keith gkeith@alachuacounty.us and Gail Bellamy gbellamy@alachuacounty.us

Supporting Documentation:
 (to be sent with invoice)
 Personnel: Paylocity -> Bounds -> Pay -> Check History -> Date Range -> Print Summary Report
 Fringe Benefits: Health Benefits Invoice
 Contractual: Invoice from ELC
 Other Expenses: Beekeeper -> FTE Program Report -> Region/Child Center -> Location/Child Center -> Our pur date (choose the first of the week for any given date in the current month)
 Also print and include the report below for the Calculation page
 Beekeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so total # shows at bottom of report)

NOTE: County's fiscal year starts October 1st. YTD Balances run from October 1st to September 30th.
 Total Contract amount invoiced for August and September 2018 = \$26,028.28
 (August and September calculations are column C and D of this spreadsheet, hidden so only current FY shows)
 Percentage of award expended includes Aug/Sept 2018 totals along with FY 18-19 totals.

**CHILD Center for Early Learning
Data and Performance Measures Report**

Month of: September

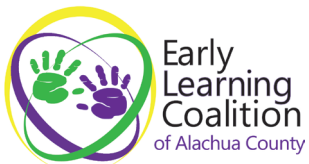
Number of days of licensed early child care and education services for children from birth to age 5 provided.	20
Number of children from birth to age 5 provided with licensed early care and education services	48
Number of parent and family education events held.	3
Number of parent and family members attending education events.	19
Number of experts collaborated with in the field of early learning and care to document, refine, and share a practice based coaching method of professional development.	4
Number of satellite early learning and care centers located in Alachua County selected.	5
Number of CHILD Center children for who developmental screening was conducted	0
Number of CHILD Center children for who assessment data were collected	17 - VPK and 20 COR
Number of Certified Care Administrators participating in mentorship and learning academies.	0
Number of mental health agencies providing services to address early childhood issues and promote child and family well-being.	0
Number of children and family members receiving services related to mental health issues to promote child and family well-being.	0

1 - Fall Pictures, 15 - Parent Meeting, 3 - Curriculum Showcase

Comments/Narrative: This month the CHILD Center theme was "You are the apple of my eye." The children created their own apple collage, giving their projects a personal touch by selecting different art tools, such as red paint, green felt leaves, glue, and black buttons. The children also focused on the letters M, S, and F, the number 3, the color red, and the shape of the month was a circle. To enhance their learning this month, the teachers were able to provide dry apple cinnamon oatmeal in the sensory bins. The children playfully improved their math and motor skills with the addition of measuring cups, spoons, and funnels in the sensory bins. The CHILD Center held our first parent meeting of the new school year. We also had Deputy Cary Gallop from ASCO present Active Shooter Training to our staff so that we would be better able to prevent and respond to any threats, should they ever arise. We held a Curriculum Showcase where parents were able to experience their child's day to day school activities and learn more about what happens in the class on a daily basis. The University of Florida College of Dentistry came to provide free fluoride varnish treatments to Head Start students. We continue to move forward with the Practiced Based Coaching professional development plans for our teachers, and many of the CHILD Center staff also are taking courses online through The University of Florida Lastinger Center.

Submitted by:

Please attach copy of report to monthly invoice.



Florida Head Start
StAlachua County Public Schools



Healthy Social Emotional Development and Family Support Program

OVERVIEW

The Healthy Social Emotional Development and Family Support (SED) Program is a unique collaboration between Meridian Behavioral Healthcare, Inc. (MBHCI), Partnership for Strong Families (PSF) and the Child Advocacy Center (CAC) using the strengths of each individual organization to enhance early childhood learning experiences, strengthen families and increase school readiness for children ages 0-5.

The SED Program meets families “where they are ” by bringing services and supports to five early learning centers located within several high-risk communities in Alachua County [Small World Daycare and Learning Center (32601); Cuddly Kids Academy (32601); Angel’s Christian Academy (32641); A Child’s Place (32608); Lee’s Preschool (Alachua, 32614)].

MBHCI’s Mental Health Consultants provide on-site observations, assessment and coaching for both early learning center staff and parents, along with individualized, referral-based services and supports designed to optimize child development, mental well-being and readiness for learning.

CAC hosts trainings for early learning center staff and parents, including Child Abuse Reporting and Prevention and the “No Hit Zone” which promotes safe and calm environments without hitting of any kind. CAC also provides their expertise to facilitate multi-disciplinary staffings for children/families as needed.

PSF’s Early Childhood Family Support Facilitators serve families by connecting caregivers with family support services designed to increase protective factors (Concrete Supports, Social Connections, Knowledge of Parenting & Child Development, Nurturing & Attachment, Family Functioning & Resiliency) and decrease risk factors related to child abuse, thus improving overall family outcomes.

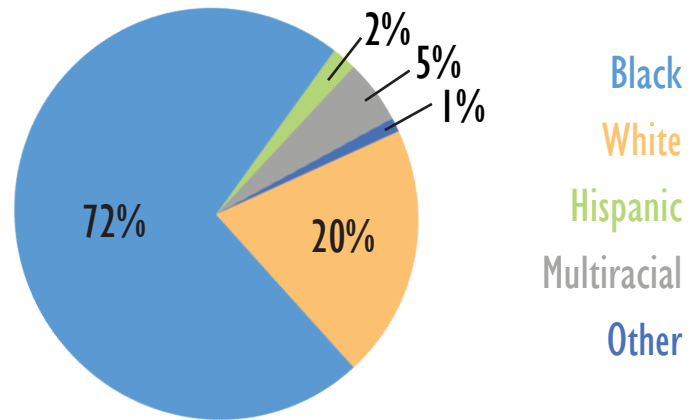
FEB. 1, 2019 - SEPT. 30, 2019

76 children ages 0-5 received on-site Behavioral and/or Mental Health Consultation services including, but not limited to, classroom observations, assessment, consultations and connections to other services or supports.

34 early learning staff received coaching/support related to effective management of classroom behaviors.

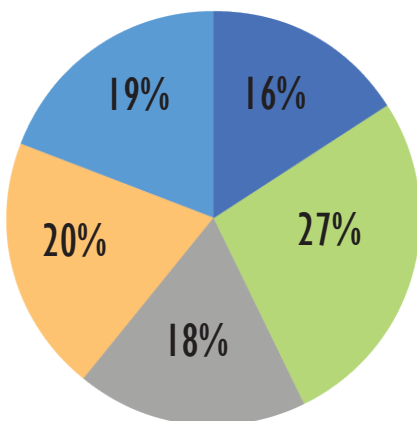
0 children participating in the program have been suspended or expelled due to classroom behaviors.

Children and Families served by Race/Ethnicity



Children and Families receiving Services by Center

Small World
Lee’s Preschool
Angel’s Christian Academy
Cuddly Kids
A Child’s Place



70 families, including 79 caregivers, 95 children ages 0-5 and 35 children ages 6+, benefitted from Family Support Services, such as provision of concrete supports (e.g., food, clothing, car seats), employability skills, housing assistance and connections with community resources (Early Learning Coalition, the Health Department and various early learning and development specialists.)

4/5 of participating sites received Child Abuse Reporting and Prevention Training; three additional local early learning centers participated in this training at their own request, reaching 76 early learning staff. One No Hit Zone implementation training was facilitated for 13 early learning staff. February 17, 2020. Additional No Hit Zone training is scheduled for November 2019.

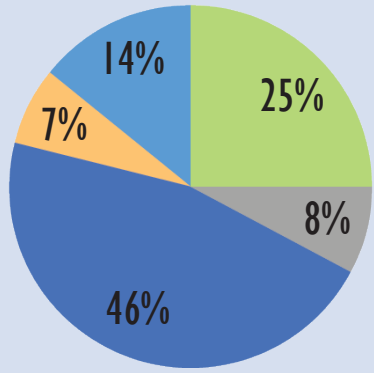
PROTECTIVE FACTOR SURVEY

Results demonstrate participating families are building protective factors.

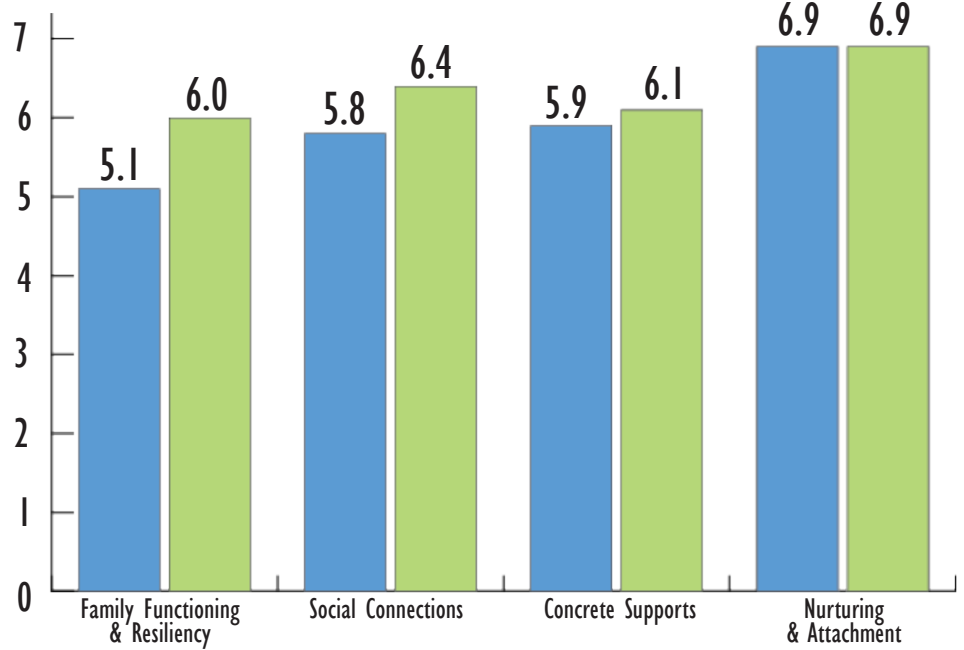
Note: The PF Survey does not include a sub-scale for Knowledge of Parenting & Child Development.

842 unique services/supports were provided to families with the goal of increasing the research-informed caregiver protective factors (PF).

Percent of Services Provided by Protective Factor



Protective Factor Survey Results
Comparison of Average Sub-Scale Scores (Scored out of 7)



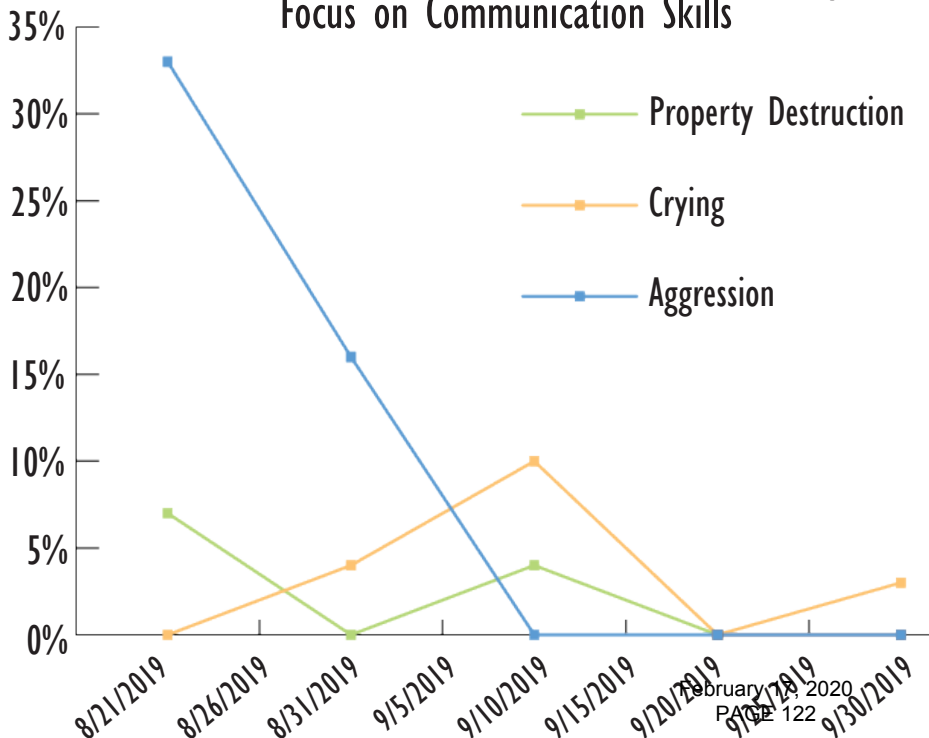
CHILDREN'S FUNCTIONAL ASSESSMENT RATING SCALE (CFARS) DATA

Of those students still enrolled in the program, **91%** are rated as the "Same" or "Better" with improvements seen in **behavior and interpersonal functioning** when compared to baseline results.

Of those students who have been discharged, **88%** were rated in the "Better" range at the time of discharge with improvements also observed in **behavior and interpersonal functioning**.

As recorded through classroom observations, children participating in behavioral health services are also showing a decline in negative behaviors, including aggression, prolonged crying and property destruction. Future goals for these children include increasing creative play with peers, minding to peers and developing calming strategies when upset.

Child A: Behavior Observations with Coaching Focus on Communication Skills



Aggregate client survey results demonstrate that **100%** of respondents rated neutral or above:

- Confidence in managing difficult behaviors
- Ability to engage students in structured classroom activities
- Good knowledge of classroom management tools

100% of respondents agreed:

- Meridian counselor accessible when needed
- Program Partners accessible when needed

100% of respondents would recommend program services to others.

NOTE: Despite teacher's confidence in managing challenging behaviors, classroom management, and increasing student engagement, observations made using TPOT and TPITOS identify a continued need for coaching best practices in these areas in order to improve outcomes.

SUCCESS STORIES

A family received assistance finding safe and stable housing, including help moving-in and provision of basic furniture and household items.

Assistance was provided to a family through coaching for the parent and teachers, along with tangible items designed to promote self-soothing for the child, who is engaging in self-harming behaviors. The child has a younger sibling under the age of 5 who was at-risk of being removed from his school and the after-school program, but with intervention has maintained in both settings. The team continues to work to engage the mother and provide additional support, as needed.

A mother of six children shared feelings of depression and feeling stuck in her current situation. With the support of program staff and upon the mother being ready, the ECFSF assisted the mother with seeking assistance through Peaceful Paths. With this support, the mother was able to obtain an injunction, receive counseling and successfully relocate with the children after receiving relocation funds. The mother told the ECFSF that the support of the SED Program is what pushed her to get the help her and her family needed.

In partnership with the DOH, our team is helping to meet an identified need for car seats by providing an on-site, car seat event at Lee's Preschool. An additional partnership has been developed with Trinity United Methodist Church/Faith Mission and Gainesville Fire and Rescue to provide car seats for families at other participating sites.

A special event was held for families at Depot Park with a focus on building social connections and overcoming barriers to program participation. Approximately 40 individuals attended the event, including PSF and CAC staff, early learning center staff, parents and children.

LESSONS LEARNED

Program staffing changes and difficulty filling some positions created the need for existing staff to take on more responsibilities. This coming year will include a focus on staff retention, including many opportunities for open communication and cross training.

With a finite number of qualifying children at the five early learning centers, our team is looking for ways to expand our reach to additional children/families beyond those currently served at the five early learning centers.

NEXT STEPS

Create more opportunities for outreach and family engagement activities both within the early learning centers and the community.

Expand to reach more families:

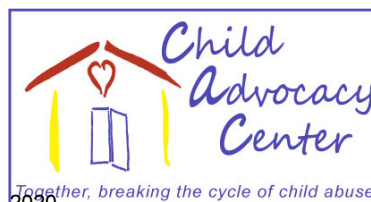
Provide program at one additional site (approved as part of updated contract)

Consider extending services to children over age 5 attending afterschool programs, as funding allows.

TARGET POPULATION

The five participating early learning centers are strategically located within historically underserved communities.

1. Small World Daycare and Learning Center (32601)
2. Cuddly Kids Academy (32601)
3. Angel's Christian Academy (32641)
4. A Child's Place (32608)
5. Lee's Preschool (Alachua, 32614)





Final Report

February 2018 – September 2019

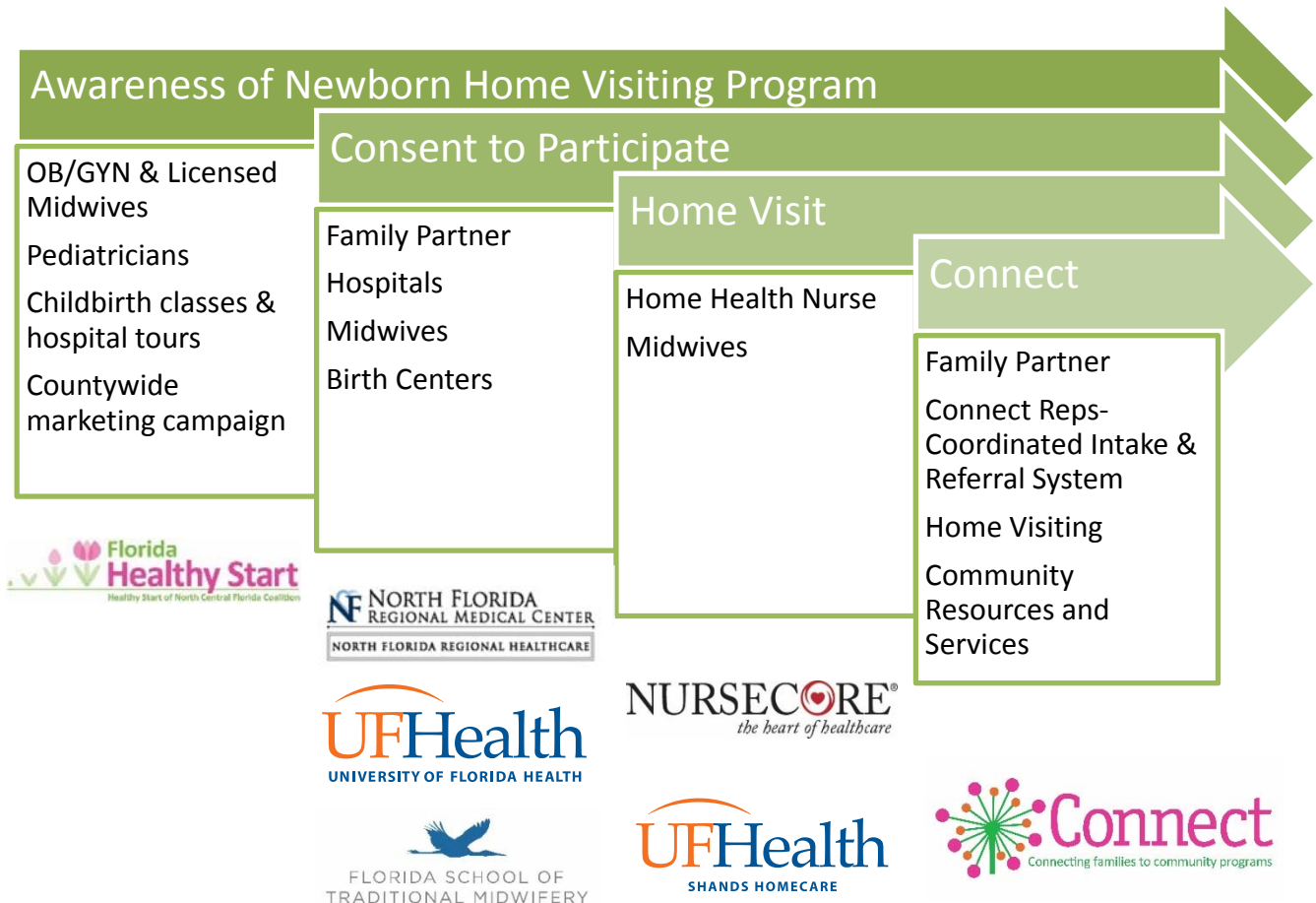
Updated February 13, 2020

Resources/Organizational Capacity

One full-time and one part-time Family Partner were located at each of the two hospitals and were responsible for meeting with each mother who was an Alachua County resident to introduce the NewboRN Home Visiting Program and obtain their consent for participation. The Family Partner also worked with the RN's and licensed midwives to provide short-term case management to all families that needed additional supports or services after the home visit was completed.

Two home health agencies contracted were contracted with for the registered nurses (RN) to conduct the home visits. Babies born at UF Health Shands were visited by nurses through UF Health Shands HomeCare, and babies born at North Florida Regional Medical Center were visited by nurse through NurseCore. In addition, the licensed midwives conducting home births also provided the NewboRN home visits to their patients.

There were many team and partner meetings throughout the duration of the project to ensure processes were in place to effectively implement the program with fidelity across all sites and with all staff. These meetings also addressed challenges within the program and developed procedures and processes to overcome these barriers.



Program Approach

Prenatal care providers in the county were educated on the NewboRN program and provided materials to share with their patients. They were asked to explain the program to their patients and encourage them to consent to participate when they met the Family Partner in the hospital after delivery. A countywide marketing plan was also conducted to make the community aware of the program.

Before each newborn was discharged from the hospital after delivery, the Family Partner met with and talked to the family. They provided detailed information about the program and obtained their consent to have a nurse to conduct the home visit. They also connected families to services and resources for immediate needs, such as car seats or postpartum depression. One of the challenges that impacted acceptance rates was the fact that the family partners were not able to enter the patients' room at UF Health Shands until the nurse first obtained consent from the family. Fortunately, we were able to work with hospital leadership and legal to remove this requirement.

To develop rapport, the Family Partner provided each mother with information about the benefits of the program, estimated length of the home visit, educational information that will be provided, assessments that will be conducted, incentives to participate, and the overall value of the visit to the mother, other caregivers and the newborn. The Family Partner also provided a bio on the nurses that included their picture and contact information. This way the mother would know would be visiting her home.

After the Family Partner obtained consent, the intake forms and physician orders were sent over to the home health agency. Initially, we were unable to get orders for the NICU babies at UF Health Shands, but able to work with hospital leadership to implement the use of an expedited paper referral form. This has improved the process and increased the number of referrals for NICU babies.

Visits were scheduled within one week of discharge from the hospital. With births at a birthing center or home, the home visits were scheduled within one week of the baby's birth. For those babies that were in the NICU, the Family Partner met with the family in the hospital within 3 days after the baby's birth and schedule a telephone call with the RN within 3-5 days after that meeting with the family. The RN then scheduled the home visit within 7 days after the newborn was discharged from the NICU.

During the visit, the RN or licensed midwife completed a post-partum and newborn assessment, including an evaluation of the mother's and baby's physical, mental and social health, history and service needs. Education and referrals regarding post-partum and infant care were provided as indicated including understanding and knowledge of self-care, infant health, immunizations, infant sleep position, infant dietary intake, home safety, and the importance of follow-up appointments with health care providers. If additional medical care

was needed for either the mother or the newborn the RN assisted the mother with making those arrangements with her physician or the newborn's pediatrician.

The licensed midwives provide a post-partum home visit to their patients, so they included additional assessments during the postpartum visit for both the mother and newborn and provided additional educational information.

If the RN or midwife identified that the family needed additional services or resources including: parent education, ongoing breastfeeding education and support, nutritional support and information, child development education, or assistance with basic needs, diapers or formula they followed up with the Family Partner and she made the referrals needed. Short-term case management was provided until the family was enrolled in the needed programs or received the requested items. Families were also referred into Connect for ongoing home visiting services from programs such as Healthy Start, Healthy Families, and MIECHV-Parents as Teachers.

Marketing and Outreach/Community Education

Explained the Newborn Home Visiting program, encouraged patients to sign the consent to participate form for the home visit.

- Brochure with Nurses Bio insert that included their photos
- Consent form with program logo and identification of funder

Promoted the program at area hospitals, birth centers, prenatal care provider practices, and in childbirth education classes at the hospitals.

- Brochures
- Wall Posters
- Table Top Posters
- TV ad at Comprehensive Women's Health and the Birth Center



Educating the public about the program to encourage participation.

- Press releases and articles to Alachua County media announcing the program
- Interviews with local TV and radio shows (CBS4, WUFT, County Services)
- Webpage about the program on the Healthy Start on North Central Florida website
- Description of program on the WellFlorida website
- Healthy Start of North Central Florida and WellFlorida's social media to promote the program
- Blog post about the program on the WellFlorida website and an announcement in the WellFlorida E-Newsletter and the Healthy Start of North Central Florida E-Newsletter
- Posters about the program to be in places pregnant women and families visit
- Radio ads on popular Alachua County radio stations (WUFT, Magic 101.3, Joy FM)
- Ads in local magazine and newspaper (Giggle Magazine, Oh Baby! and Gainesville Sun)

- Buttons for partners and funders to wear that state “Ask Me About NewboRN Home Visiting”
- Interior bus graphics that promote the program for bus lines en route to area hospitals
- Participation in many community outreach events and health fairs



Collaboration and Partnerships

The collaboration and partnerships is what has made this program successful. The following is a list of partner agencies:

- UF Health Shands
- North Florida Regional Medical Center
- UF Health Shands HomeCare
- Nurse Core
- Healthy Start
- Healthy Families
- Maternal, Infant and Early Childhood Home Visiting/Parents as Teachers
- Connect
- Early Steps of North Central Florida
- Early Learning Coalition of Alachua County
- WIC
- Department of Health-Alachua County
- Children’s Home Society
- Meridian Behavioral Healthcare
- Child Advocacy Center
- United Way of North Central Florida
- Partnership for Strong Families
- Department of Children and Families
- Better Beginnings

During the period of the project we had over 20 meetings with our partners and collaborators.

Impact on Health and Well-being of Alachua County Children and Families

Number of Births

Throughout the duration of the project (May 2018 – September 2019) there were 3,474 Alachua County resident births. Of these, 3,605 were at the hospital (1,658 births at UF Health Shands; 1,946 at North Florida Regional Medical Center) and 80 were at a birth center or a home birth.

Goal 1: 95% of new mothers that reside and deliver in Alachua County will be offered the NHVP.

- Outcome: the goal was to invite all women who are Alachua County residents, and deliver their baby in Alachua, to participate in this program. Taking into consideration external factors that would impact the ability to offer the program to all Alachua County residents who delivered in Alachua County, the goal was set at 95%.

In total, 2,489 women were invited to participate in the program. During the first few months of implementation the family partners were going through background checks and the credentialing process at the hospitals. They were unable to meet with the patients until this process was complete. The offer rate for the first month (May 2018) was 12.9%. July/August 2018 is when the full-time, weekday family partners started in the hospitals and the offer rate increased to 72.9%. After working with the hospital team to identify barriers and improve procedures the rates increased to 85%. However, the lack of weekend coverage was impacting offer rates. When the part-time, weekend family partners started in the hospitals the rate increased to 95.3%. In fact, the offer rate in September 2019 for UF Health Shands was 96.2% and North Florida Regional Medical Center was 95.4%.

Goal 2: 70% of new mothers that reside and deliver in Alachua County will agree to participate in the NHVP.

- Outcome: While there were months where the goal was reached, the average consent rate for the duration of the project was 57.9%. In total, 1,324 women consented to participate.

Goal 3: 60% of new mothers that reside and deliver in Alachua County will have a completed Newborn Home Visit.

- Outcome: The average rate for the duration of the project was 57.8%, for a total of 773 home visits completed. In the final month (September 2019) the rate surpassed the goal at 67.2%.

Hospitals	Births	Intakes Received	% Intakes Received	Consented	% Consented	Declined RN	Client Cancelled	Unable to Locate	Completed Assessment	% Completed
May	209	27	12.9%	23	85.2%	NA	NA	NA	16	69.6%
June	203	31	15.3%	28	90.3%	NA	NA	NA	16	57.1%
July	244	75	30.7%	53	70.7%	NA	NA	NA	42	79.2%
August	240	139	57.9%	96	69.1%	NA	NA	NA	60	62.5%
Sept	203	148	72.9%	74	50.0%	20	4	11	34	45.9%
October	195	170	87.2%	98	57.6%	17	3	15	57	58.2%
November	218	180	82.6%	86	47.8%	13	1	14	52	60.5%
December	217	175	80.6%	97	55.4%	19	0	21	48	49.5%
January	216	164	75.9%	86	52.4%	9	1	20	53	61.6%
February	195	166	85.1%	90	54.2%	10	2	15	56	62.2%
March	207	166	80.2%	91	54.8%	13	2	27	49	53.8%
April	232	182	78.4%	103	56.6%	14	4	21	61	59.2%
May	196	170	86.7%	101	59.4%	17	1	13	64	63.4%
June	200	149	74.5%	87	58.4%	13	2	20	50	57.5%
July	200	178	89.0%	95	53.4%	7	7	34	42	44.2%
August	219	168	76.7%	116	69.0%	12	10	16	65	56.0%
Sept	211	201	95.3%	116	57.7%	15	7	5	78	67.2%
Total	3,605	2,489	69.0%	1,324	57.9%	164	37	227	765	57.8%

Midwives	Births	Intakes Received	% Intakes Received	Consented	% Consented	Completed Assessment	% Completed
May	15	0	0.0%	0	-	-	-
June	5	0	0.0%	0	-	-	-
July	5	2	40.0%	2	100.0%	2	100.0%
August	3	0	0.0%	0	-	-	-
Sept	6	3	50.0%	3	100.0%	3	100.0%
October	4	1	25.0%	1	100.0%	0	0.0%
November	5	1	20.0%	1	100.0%	2	200.0%
December	3	2	66.7%	2	100.0%	0	0.0%
January	2	0	0.0%	0	-	-	-
February	2	0	0.0%	0	-	-	-
March	6	0	0.0%	0	-	-	-
April	5	1	20.0%	1	100.0%	1	100.0%
May	3	2	66.7%	2	100.0%	0	0.0%
June	5	0	0.0%	0	-	-	-
July	5	2	40.0%	2	100.0%	0	0.0%
August	3	0	0.0%	0	-	-	-
Sept	3	1	33.3%	1	100.0%	0	0.0%
Total	80	15	18.8%	15	57.9%	8	53.3%

UF Health Shands	Births	Intakes Received	% Intakes Received	Consented	% Consented	Declined RN	Client Cancelled	Unable to Locate	Completed Assessment	% Completed
May	113	9	8.0%	9	100.0%	NA	NA	NA	7	77.8%
June	93	23	24.7%	22	95.7%	NA	NA	NA	13	59.1%
July	123	28	22.8%	28	100.0%	NA	NA	NA	22	78.6%
August	119	56	47.1%	40	71.4%	NA	NA	NA	33	82.5%
Sept	95	58	61.1%	31	53.4%	6	2	2	18	58.1%
October	88	77	87.5%	41	53.2%	5	0	4	26	63.4%
November	115	101	87.8%	49	48.5%	8	0	4	31	63.3%
December	104	91	87.5%	50	54.9%	5	0	13	23	46.0%
January	99	77	77.8%	41	53.2%	2	0	6	32	78.0%
February	81	59	72.8%	34	57.6%	1	0	4	29	85.3%
March	99	83	83.8%	49	59.0%	5	1	14	29	59.2%
April	102	81	79.4%	46	56.8%	5	0	5	35	76.1%
May	91	77	84.6%	47	61.0%	4	0	4	38	80.9%
June	87	73	83.9%	42	57.5%	7	0	8	25	59.5%
July	81	78	96.3%	44	56.4%	3	5	18	15	34.1%
August	89	85	95.5%	53	62.4%	8	10	7	25	47.2%
Sept	79	76	96.2%	52	68.4%	4	3	0	37	71.2%
Total	1,658	1,132	68.3%	678	59.9%	63	21	89	438	64.6%

NFRMC	Births	Intakes Received	% Intakes Received	Consented	% Consented	Declined RN	Client Cancelled	Unable to Locate	Completed Assessment	% Completed
May	96	18	18.8%	14	77.8%	NA	NA	NA	9	64.3%
June	110	8	7.3%	6	75.0%	NA	NA	NA	3	50.0%
July	121	47	38.8%	25	53.2%	NA	NA	NA	20	80.0%
August	121	83	68.6%	56	67.5%	NA	NA	NA	27	48.2%
Sept	108	90	83.3%	43	47.8%	14	2	9	16	37.2%
October	107	93	86.9%	57	61.3%	12	3	11	31	54.4%
November	103	79	76.7%	37	46.8%	5	1	10	21	56.8%
December	113	84	74.3%	47	56.0%	14	0	8	25	53.2%
January	117	87	74.4%	45	51.7%	7	1	14	21	46.7%
February	114	107	93.9%	56	52.3%	9	2	11	27	48.2%
March	108	83	76.9%	42	50.6%	8	1	13	20	47.6%
April	130	101	77.7%	57	56.4%	9	4	16	26	45.6%
May	105	93	88.6%	54	58.1%	13	1	9	26	48.1%
June	113	76	67.3%	45	59.2%	6	2	12	25	55.6%
July	119	100	84.0%	51	51.0%	4	2	16	27	52.9%
August	130	83	63.8%	63	75.9%	4	0	9	40	63.5%
Sept	131	125	95.4%	64	51.2%	11	4	5	41	64.1%
Total	1,946	1,357	69.7%	762	56.2%	116	23	143	405	53.1%

Goal 4: 75% of NHVP participants identified as wanting home visiting services will be enrolled in a home visiting program if eligible for these services.

- Outcome: This goal was met at 75.0%. Through Connect, 124 families were enrolled in ongoing home visiting services.

Goal 5: 80% of all new mothers participating in the NHVP will voice understanding and knowledge of self-care, dietary intake referral sources and follow up appointment with primary care provider and newborn's pediatrician.

- Outcome: The nurses reported that 100% of the participants voiced understanding of the information that was provided during the home visit.

Goal 6: 80% of all parents/caregivers participating in the NHVP will voice understanding and knowledge of infant physical and nutritional needs, options immunization, safe sleeping practices and infant sleep position value of tummy time, choking prevention, illness prevention, infant abduction, SIDS, home safety, water/pool safety, auto safety, fire safety, birth spacing and family planning.

- Outcome: The nurses reported that 100% of the participants voiced understanding of the information that was provided during the home visit.

Goal 7: Provide a pack n play and safe sleep education when nurse or midwife has identified that baby does not have a safe sleep environment.

- Outcome: 57 pack n plays have been given to families that had a home visit and the nurse identified that the baby needed a safe place to sleep. Education on safe sleep was provided to 100% of the families that had a home visit.

Goal 8: Families that need additional information or ongoing support will be referred and linked to other community supports and services.

- Outcome: Parents/caregivers who agreed to receive ongoing home visiting services are part of the "continuum of care" that is currently offered through Connect - Coordinated Intake and Referral Program being implemented through the Healthy Start of North Central Florida in collaboration with more than 15 community partners.

Goal 8: Families that participate in the program and have a home visit will receive a "Welcome Baby" bag that contains incentives for participating and educational information.

- Outcome: 100% of the families that received a home visit from the RN was provided a Welcome Baby bag.
 - o Welcome Baby Bags contained the following information:
 - NewboRN Folder
 - Healthy Start Tip Sheets: Safe Sleep, Home Safety Checklist, Postpartum Depression, Coping with Crying
 - Birth Spacing cards
 - Immunization schedule
 - Baby Bib

- Gel packs for breastfeeding mom
- Growth charts
- Safety plug outlet covers
- Community Resources handouts: WIC,
- Book that is appropriate for children up to 2 years of age

Goal 9: Develop and conduct participant satisfaction surveys to evaluate how well the program was implemented and the impact of program on participants.

- Outcome: Satisfaction surveys are conducted immediately following the home visit. The response rate was 36% with 272 surveys were complete.
 - 99% of families state that the NewboRN Home Visiting Program (NHVP) was helpful.
 - 99% of families stated that they would recommend the NHVP to a friend.
 - Comments:
 - This visit was so helpful! It should be mandatory for every new mom and baby.
 - I think it will be good to have a follow-up visit and for the program to be sustained as long as possible.
 - Heidi was very helpful, friendly & made sure all my questions were answered. So grateful Alachua county offers this program
 - The visit helped me diagnosed pre-eclampsia which I needed immediate admission to hospital. Special thanks to Ms. Megan she was awesome.
 - Even with 4 children, I still found this to be helpful and learned several things to keep my baby safe
 - I wish this had been around when my first son was born in April 2017! Valeria was wonderful to work with ☺
 - You're amazing. You take your time with my questions.
 - It's great for a young mom like myself (under 18).
 - It was amazing! She was helpful and kind.
 - Great Job –very comprehensive information
 - The Newborn Home Visiting Program is Great!
 - Heidi was super nice and very informative.
 - Megan was wonderful! Tons of information! This program is wonderful! Very helpful, especially for first time parents and families that need additional support. Thank you for all you do! This an awesome resource for the community
 - This is an excellent program. Very Grateful for the visit and we hope this program continues!
 - Overall, great experience, I think this is an awesome program to help families w/no resources to what Ms. Megan provided from mother and child care & safety to financial help. Thanks for the plugs.
 - I loved getting to ask a wide variety of questions to Heidi for all my needs

- Outcome: Phone interviews were conducted on families that consented to be contacted by the program again in the future. 118 participants were successfully contacted and interviewed.
 - o Do you feel that participation in the NHVP has given you more confidence as a parent? Yes = 91%
 - o Do you feel that participation in the NHVP has eased your stress about parenting a newborn? Yes = 88%
 - o Did you complete your postpartum check-up? Yes = 91%; Visit is Schedules = 6%; No = 3%
 - o Did your infant complete his/her 1st well-check appointment? Yes = 100%
 - o Did your infant receive his/her immunizations? Yes = 95%
 - o Do you have a plan/schedule in place for future immunizations and additional well-check? Yes = 95%
 - o Did the NHVP identify a medical problem during the nursing assessment?
 - She found a heart murmur in my baby
 - Baby had symptoms of jaundice and referred to pediatrician
 - Mental health crisis; nurse identified my need and made a referral to the case managers who coordinated counseling for me. That was very helpful because had she not come to my house things could have lingered for a while.
 - The nurse saved my life. I had really high blood pressure (postpartum preeclampsia) and she sent me straight to the ER. I was admitted to UF for 7 days for uncontrolled blood BP.
 - This program literally saved my life! I had high blood pressure and didn't even know it. My nurse reported my blood pressure to my doctor and I ended up being seen in the ER for really high blood pressure.
 - o What did you learn from participating in the NHVP?
 - Taking care of my needs when the opportunity presents itself with different programs designed to assist moms in need.
 - The visit helped ease my stress level so that I could be a better parent.
 - I have twins and I'm a new mom. I soaked up all that information.
 - Umbilical cord care, I thought I was supposed to use alcohol swabs on it and the nurse told me to let it dry on its own.
 - Close the toilet lid, I never thought of that before.
 - She gave me lots of useful information on safety and bonding that I used since I'm a first time mom
 - Parenting style; more skin to skin contact and bonding
 - Baby sleeps on back instead of stomach
 - My baby sleeps on his back now instead of his side
 - I learned stress and time management when incorporating newborn into family
 - I had such a hard time with breastfeeding my baby and I almost gave up but the nurse helped me with techniques and I am so grateful for that

- Are there any changes to the program you would like to suggest?
 - No, I'm glad she gave me a pack n play. My baby was sleeping in the bed with me and she made it so easy for me to help myself out with safety.
 - I would like the program to have a local social media page and maybe a forum that can help moms trouble shoot with nurses.
 - The nurse was really great but it would be nice if we could have a follow up visit or way to contact her once she leaves in case we have additional questions or concerns
 - More time teaching breastfeeding.
 - Make the visit more about the mom and baby and not so much the home environment.
 - I recommend additional visits; probably when the child is 8-16 weeks.
 - I would recommend additional conversations about stress management/ adjustment period and how to deal with more than one child at a time.
 - I wouldn't change a thing. The program was very resourceful for all of my needs.
 - Expand the program to other counties.

Additional Community Impact

Substance Exposed Newborns (SEN)/Neonatal Abstinence Syndrome (NAS) Awareness Training: NAS is a group of conditions that is cased when a baby withdraws from certain drugs they are exposed to in the womb. The NAS Awareness Training addressed this issue and the growing opioid crisis. It also provided strategies for home visitors, warning signs and things to watch for in the home. Training was provided to NewboRN nurses and other visitors from partner programs. There were 31 attendees in total.

Infant Safety and Infant CPR Community Classes: Throughout the course of the program there were six classes provided to families that participated in the NewboRN program. These classes were also made available to participants of our partners programs.

In addition to the impact the program has had on the community, the community has also impacted the program. The NewboRN Home Visiting Program had the honor of being selected as the recipient of part of the proceeds from the Voices Rising Concert in October 2018. The dollars were used to purchase pack n plays for families that didn't have a safe place for their babies to sleep.

Desired Impact Achieved

- ✓ Parents/caregivers will be introduced to the “system of care” that exists in Alachua County for families with young children
- ✓ All parents/caregivers will be offered this universal Newborn Home Visiting Program
- ✓ Those parents/caregivers who agree to receive ongoing home visiting services will be part of the “continuum of care” that is currently offered through the Coordinated Intake and Referral Program being implemented through the Healthy Start of North Central Florida in collaboration with more than 15 community partners
- ✓ Reduced hospitalizations and use of emergency care
- ✓ Provides the sense that the community (Alachua County residents) cares for their families
- ✓ Friends in other communities or states do not have this program so this shows how much the community cares about families with young children
- ✓ Saves babies and mothers’ lives
- ✓ Gives more confidence to parents and can ease their stress
- ✓ Provides answers to parents, because every child is different
- ✓ Everyone in the community supports “making sure that every baby is a healthy baby”



Item #6

Resolution 20-02

Executive Director Spending Authority

Background

Section 26.05 Ordinance Code and Section 125.901 f.s. authorize the Trust to delegate authority to the Executive Director expend funds on behalf of the Trust in order to carry out its functions. This resolution would authorize the Executive Director to:

- sign checks for up to \$50,000 whether or not such expenditures have been expressly voted on by the Trust, provided that the fund come from an appropriate budget source and have gone through the appropriate procurement process.
- enter into contracts within his signature authority without prior approval from the Trust in accordance with the appropriate procurement process.
- execute all contracts for services which have been approved by the Trust once approved as to form by Counsel

Notwithstanding those provisions, only the Trust can authorize budget amendments. This policy does not authorize the Executive director to enter into any transaction involving real estate, unless the transaction has been expressly approved by the Trust. The Executive Director would still be required to reported to the Trust on a monthly basis contracts which have not been expressly approved by the Trust. The report may be under the consent agenda subject to being removed for further discussion.

Attachments

1. Resolution 20-02

Staff Recommendation

Staff recommends approval

1 CHILDREN’S TRUST OF ALACHUA COUNTY

2 RESOLUTION NUMBER 2020-02

3
4 WHEREAS the Children’s Trust of Alachua County was established by Alachua County Ordinance
5 18-08 which was ratified by the voters on November 6th 2018, and

6 WHEREAS the effect of the ratification of the Ordinance was to create an Independent District of
7 the State of Florida, and

8 WHEREAS by prior action the seated members of the Trust have voted to adopt the financial and
9 procurement policies of Alachua County until such time as the Trust develops their own, and

10 WHEREAS §26.05 if the enabling ordinance provides that all withdrawals shall be signed by two
11 members of the Trust or by a chief executive officer, and

12 WHEREAS the Trust wishes to establish spending and contracting limits for the Executive
13 Director as it will increase the efficiency of operations of the Trust if routine financial matters do not
14 have to be brought to the Trust for approval, and

15 WHEREAS the Trusts finds that a spending and contracting limit of \$50,000 per item without
16 prior board approval is reasonable.

17 IT IS HEREBY RESOLVED THAT:

- 18 1. The Executive Director is authorized to sign checks for up to \$50,000 whether or not such
19 expenditures have been expressly voted on by the Trust. All such expenditures must be
20 expended from the appropriate budget source and have gone through the appropriate
21 procurement process.
22 2. The Executive Director may enter into contracts within his signature authority without prior
23 approval from the Trust in accordance with the appropriate procurement process.
24 3. The Executive Director is authorized to execute all contracts for services which have been
25 approved by the Trust once approved as to form by Counsel
26 4. All Budget amendments are reserved to the Trust.
27 5. All checks for expenditures or contracts which have not been expressly approved by the Trust
28 shall be reported to the Trust on a monthly basis. The report may be under the consent agenda
29 subject to being removed for further discussion.
30 6. This does not authorize the Executive director to enter into any transaction involving real estate,
31 unless the transaction has been expressly approved by the Trust.

32
33 APPROVED THIS _____ DAY OF FEBRUARY, 2020.

34
35 _____
36 Ken Cornell, Interim Chair
37

38 ATTEST

39

40

41 _____
Tina Certain, Interim Treasurer

42

43

44

45

APPROVED AS TO FORM

46

47

48

Interim Counsel

49

50

Item #7

Program and Funding Policies No. 1

Capital Equipment

Background

On February 10, 2017 the Trust approved awards from RFA 2-0931 for \$268,381 in capital expenditures. Section 2.1 (5) of the RFA defined capital as “a tangible item with an estimated useful life of greater than 12 months and an acquisition cost exceeding \$5,000 per unit of measure.” Addendum #2 the Trust indicated that the ownership and rights to capital purchases would be determined in the contract negotiation process.

This policy outlines the terms and obligations of agencies who receive funding for capital and equipment purchases. This policy does not include purchases for improvements to real property. One adopted, this policy would be incorporated by reference into all contracts receiving

Attachments

1. Program and Funding Policies No.1: Capital Equipment
2. RFA Section 2.5 (5)
3. Addendum 2, Question #5 and Answer #5

Staff Recommendation

Staff recommends approval



Program and Funding Policies

No: 1

Adoption Date:

Effective Date:

Review Date:

Revised Date:

This Administrative Procedure supersedes and replaces any previous versions

Capital Equipment

Purpose: To ensure that funds are spent for their intended purpose with consideration to protecting the interests and investment of both the taxpayers and the Children's Trust of Alachua County (CTAC).

Policy: Establishes guidelines for agencies authorized to use Trust funding for capital equipment establishing the ownership right, and guidelines for its use, management, and disposition.

Procedure:

Definition: Capital equipment refers to items that are not permanently attached to buildings or grounds (freestanding) and cost more than \$5,000 net of sales tax, freight and installation costs. It must have a useful life of at least one year and is not consumed in the normal course of business.

1. Title:

A. Subject to the obligations and conditions set forth in this procedure, title to equipment acquired with CTAC funds will vest upon acquisition by the agency subject to the following conditions:

- 1) Use the equipment for the authorized purposes of the project during the period of performance, or until the property is no longer needed for the purposes of the project.
- 2) Not encumber the property without approval of the CTAC.
- 3) Use and dispose of the property in accordance with paragraphs 2, 3 and 4 of this section.

2. Use.

A. Equipment must be used by the agency in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the CTAC, and the agency must not encumber the property without prior

approval of the CTAC. When no longer needed for the original program or project, the equipment may be used in the following order of priority:

- 1) Other activities funded by the CTAC.
 - 2) Other activities for the benefit of children regardless of the funding source.
- B. During the time that equipment is used on the project or program for which it was acquired, the agency must also make equipment available for use on other projects or programs currently or previously supported the CTAC within the agency, provided that such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use must be given to other programs or projects supported CTAC.
- C. When acquiring replacement equipment, the agency may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.
3. Management Requirements
- A. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part from CTAC funding, until disposition takes place will, as a minimum, meet the following requirements:
- 1) Property records must be maintained that include a description of the property, a serial number or other identification number, the source of funding for the property, who holds title, the acquisition date, and cost of the property, the award under which the property was acquired, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.
 - 2) A physical inventory of the property must be taken and submitted to the CTAC yearly.
 - 3) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated and as appropriate reported to the proper authorities.
 - 4) Adequate maintenance procedures must be developed to keep the property in good condition.
 - 5) If in the judgment of the CTAC property obtained with CTAC funding is not being used in a manner consistent with the goals of the CTAC, the Agency shall either pay the CTAC the fair market value of the property or return the property to the CTAC.
 - 6) If the agency is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.
4. Disposition
- A. When original or replacement equipment acquired with CTAC funds is no longer needed for the original project or program or for other activities currently or previously supported by CTAC, the agency must dispose of the equipment as follows:

- 1) Items of equipment with a current per unit fair market value of \$5,000 or less may be retained, sold or otherwise disposed of with no further obligation to the CTAC.
- 2) Items with a current per-unit fair-market value in excess of \$5,000 may be retained by the agency or sold. If sold, CTAC is entitled to an amount calculated by multiplying the current market value or net proceeds from sale by the CTAC's participation in the cost of the purchase.
- 3) In cases where an agency fails to take appropriate disposition actions, the CTAC may direct the agency to take disposition actions.

3. Innovation Fund: New and innovative projects focusing on priority issues to promote the growth and development of children and adolescents including treating children that have experienced trauma. New ways to solve old problems that are cost-effective, data-driven and lead to better results which can include promising approaches showing signs of effectiveness that have the potential for greater scale, and or
4. System Capacity Building: Non-profit organization work force development in evidenced based practice, leadership, use of data and program evaluation models, system of coordination, grant writing, volunteer coordination, collaborative administration coordination, professional development for youth development workers, development of out of school standards and practices, etc.
5. Capital Improvements: One-time capital improvements that would increase capacity to serve youth from birth to age 18, in existing programs that can be fully expended no later than September 30, 2020, unless approved by the CTAC. This could include items like expanded use of technology, educational and recreational equipment, vehicle purchases, etc. "Capital" is defined as a tangible item with an estimated useful life of greater than 12 months and an acquisition cost exceeding \$5,000.00 per unit of measure. Awards in this category up to \$500,000.00 with a total of \$1,000,000.00 for this solicitation.

2.2 Funding Restrictions

Funds cannot be used to supplant existing and ongoing administrative expenses not solely attributed to the proposed project, i.e., general administrative salaries and fringes, financial audit, liability insurances, utilities, indirect charges, etc. Funds awarded through this solicitation must be expended prior to October 1, 2020 and are not subject to further appropriation, i.e., one-time funding for Fiscal Year 2019-2020. There is no expectation of future funding for a solicitation of this RFA, however there may be a no-cost extension of time to expend awarded funds through September 30, 2021, when approved by the CTAC.

2.3 Estimated Availability of Funding

The CTAC anticipates awarding up to \$1,500,000.00 in funding categories #1 through #4 above through this solicitation. The actual amount of funding awarded maybe more or less depending on the number and dollar amount of awards made in the sole discretion of the CTAC. Awards in the capital improvement category may be up to \$500,000.00 with a total of \$1,000,000.00 for this solicitation. Depending on applications received and



December 9, 2019

RE: Addendum #2

RFA 20-937 Capacity Increases and Infrastructure Improvements for Programs Serving Youth

Dear Sir/Madam:

Please be aware of the following clarifications regarding the above referenced Bid:

QUESTIONS & ANSWERS

Q #1: Can we submit applications prior to December 11th, 2019?

A #1: No.

Q #2: Can we ask technical questions about ZoomGrants after the deadline, December 8th, 2019?

A #2: Yes, as long as the questions are technical ZoomGrants-related questions.

Q #3: Is the Power Point Presentation being uploaded to ZoomGrants?

A #3: Yes, it will be uploaded to the Grant Resources Information tab.

Q #4: The agency's main office is out-of-County, but we have an office here in Alachua County, can we still apply?

A #4: Yes, just make sure that you include both addresses in the application.

Q #5: Capital Investment – Will the Children's Trust of Alachua County (CTAC) take any ownership of capital purchases?

A #5: CTAC will decide on an individual basis during contract negotiations.

Q #6: What is "Foundation for Future Years"?

A #6: This refers to whether or not does your program have an ongoing benefit to the youth of Alachua County.

Item #8

Charge to the Technical Advisory Committee

Background

At the October 7, 2019 Trust meeting, the Trust voted to establish a committee. A list of names was presented to county staff and the committee has had a total of four meetings.

At the February 7, 2020 meeting, the committee reached a consensus that the Trust needed to provide the committee with a specific “charge” in order to effectively accomplish their work. A “Charge” document has been provided that 1) outlines a scope of work, 2) provides for a final report in consultation with the executive director, and 3) establishes a quorum of four members present and voting.

Attachments

1. Charge to the Technical Advisory Committee
2. Current members list

Staff Recommendation

Staff recommends approval

**Charge for the Technical Advisory Committee from the
Children’s Trust of Alachua County**

The Technical Advisory Committee to the Children's Trust of Alachua County (CTAC) is charged with providing support to the Children's Trust of Alachua County’s future Strengths and Needs Assessment of Alachua County children ages birth to eighteen by synthesizing existing reports to identify (1) existing data and information that can and should be used in identifying community strengths and needs and (2) important areas currently lacking comprehensive information that need additional data collection.

In consultation with the Executive Director, the Committee will prepare a short report of key findings regarding child and family well-being drawn from the synthesis of existing county focused reports and provide recommendations to the CTAC regarding additional data and community perspectives that should be included in future data collection for community strengths and needs assessments.

A quorum of the Technical Advisory Committee shall include no less than four (4) members present and voting.

The report shall be presented to the CTAC at the April 27, 2020 Trust meeting.

APPROVED THIS _____ DAY OF FEBRUARY, 2020

Ken Cornell, Interim Chair

Technical Advisory Committee

Name	Organization	Title
Dr. Patricia Snyder	UF Anita Zucker Center for Excellence in Early Childhood Studies (nominee)	Director/Professor
Dr. Maureen Conroy	UF Anita Zucker Center for Excellence in Early Childhood Studies (nominee)	Co-Director/ Professor
Dr. Herman Knopf	UF Anita Zucker Center for Excellence in Early Childhood Studies (nominee)	Research Scientist
Dr. Diedre Houchen	UF Center for the Study of Race & Race Relations	Post-Doctoral Associate
Dr. Maggie Labarta	Retired (nominee)	CEO
Dr. Matthew Gurka	UF Institute for Child Health Policy	Associate Director/Professor
Dr. Chris Busey	UF College of Education, School of Teachers, Schools, and Society	Assistant Professor
Prof. Mae Quinn	UF Leving College of Law	Visiting Professor of Law
Carol Ruth	Partnership for Strong Families	Director of Quality Operations
Roger Dolz	Alachua County Health Department	Sr. Public Health Services Manager
Dr. Naima Brown	Vice President of Student Affairs, Sante Fe College	
Dr. Kate Fogarty	Assistant Professor, UF Family Youth & Community Sciences	
Dr. Rosana Resende	Lecturer, UF Latin American Studies	
Jeff Feller	Well Florida	CEO