

AGREEMENT BETWEEN THE SCHOOL BOARD OF PALM BEACH COUNTY AND UNITED WAY OF PALM BEACH COUNTY, INC. RELATING TO CSC FUNDING OF EARLY CHILDHOOD CLUSTER INITIATIVE PROGRAM

This agreement ("Agreement") is made as of this 1st day of October, 2006 by and between the SCHOOL BOARD OF PALM BEACH COUNTY (the "School Board" or "Service Provider"), and UNITED WAY OF PALM BEACH COUNTY, INC., a not-for-profit organization organized under the laws of the State of Florida ("**United Way**" and/or "**Central Agency**")

RECITALS

WHEREAS, United Way of Palm Beach County, Children's Services Council of Palm Beach County ("CSC"), Service Provider, and others wish to participate in a program designated as the Early Childhood Cluster Initiative (the "Program"); and

WHEREAS, CSC, a special taxing district in the State of Florida, has agreed to provide funding of up to \$4,391,180 for the Program (the "CSC Funds"), and United Way of Palm Beach County has agreed to provide funding of up to \$50,000.00 for the program; and

WHEREAS, CSC has requested United Way serve as grantee and administrative agent for purposes of receiving and administering such CSC Funds pursuant to the conditions set forth below; and

WHEREAS, CSC will enter into an agreement with United Way, a copy which is attached hereto as Exhibit A (the "CSC Funding Agreement") contingent upon an agreement between United Way and Service Provider pursuant to the terms set forth herein and as specifically outlined in Exhibits B (Program Description), C (Key Activities/PIE), D (Fiscal Guidelines) and E (United Way Budget); and

WHEREAS, it is contemplated that the School Board's Superintendent or his designee and United Way's Executive Director or his designee will jointly review and approve a final Program P.I.E (Planning, Implementation, and Evaluation) for the period beginning October 1, 2006 and ending September 30, 2007 (the "Effective Period"), and

WHEREAS, the term of the CSC Funding Agreement and this Agreement shall be the period beginning October 1, 2006 and ending September 30, 2007 (the "Effective Period");

NOW, THEREFORE, for valuable consideration received, the sufficiency of which is hereby acknowledged, United Way and Service Provider hereby agree as follows:

1. The foregoing recitals and the CSC Funding Agreement, Program Description, Administrative Guidelines, and United Way Budget attached as exhibits or attachments hereto are adopted and incorporated into this Agreement.
2. Service Provider agrees to satisfy and comply with all requirements and objectives of the program as set forth in the CSC Funding Agreement and exhibits or attachments thereto, including, without limitation, any items to be performed by Service Provider in including, without limitation, any items to be performed by Service Provider as set forth in Exhibits "B" and "C" of the CSC Funding Agreement.

3. Provided that CSC has delivered sufficient funds to United Way pursuant to the CSC Funding Agreement, and provided that CSC has determined that Service Provider has satisfied all requirements and conditions precedent to payment, United Way agrees to deliver to Service Provider funds for the Program, in accordance with the terms of Exhibit "C", "D" and "E".
4. Service Provider agrees and acknowledges that CSC's determination that the Service Provider has or has not satisfied all requirements and conditions to any payment shall be final and binding, and that United Way has no authority or ability to pay over any funds to service provider without CSC's approval.
5. Service Provider agrees to make available to CSC and/or United Way and/or either of their employees, volunteers, and/or authorized representatives, upon request, access to all records of Service Provider in any way relating to the Program, the CSC Funding Agreement, Key Activities/PIE, Fiscal Guidelines or the Budget.
6. This Agreement shall be construed in accordance with the laws of the State of Florida. Any dispute with respect to this Agreement is subject to the laws of Florida, and venue for resolution of any dispute shall be in Palm Beach County, Florida. Each party shall be responsible for its own attorney's fees and costs incurred as a result of any action or proceeding under this Agreement.
7. Service Provider acknowledges and agrees that United Way has agreed to return to CSC by October 31, 2007, any CSC Funds delivered to United Way but not expended by September 30, 2007.
8. Notwithstanding any other provision of this Agreement to the contrary, this Agreement is contingent upon allocation of funds to CSC under a final budget adopted through the TRIM process, § 200.065, Florida Statutes. If the final budget thus adopted does not provide for such allocation, this Agreement shall be terminated, with neither party thereafter having obligation or rights under this Agreement. United Way shall deliver notice of termination of this Agreement to Service Provider within thirty (30) days of notice by CSC to United Way of the adoption of the final budget.

Whereupon, intending to be bound hereby, the parties hereto set their hands.

SCHOOL BOARD
OF PALM BEACH COUNTY

UNITED WAY OF
PALM BEACH COUNTY

By: _____
Thomas E. Lynch, Chairman

By: _____
Scott Badesch, President

By: _____
Dr. Arthur C. Johnson, Superintendent

Date: _____

Date: _____

**Reviewed and Approved
as to Legal Sufficiency**
(Signature) 8/31/06

**2006 AGREEMENT BETWEEN CHILDREN'S SERVICES COUNCIL OF
PALM BEACH COUNTY
and
UNITED WAY OF PALM BEACH COUNTY, INC.
RELATING TO EARLY CHILDHOOD CLUSTER INITIATIVE PROGRAM**

This agreement is made as of this _____ day of August, 2006 by and between the **CHILDREN'S SERVICES COUNCIL OF PALM BEACH COUNTY (CSC)**, a special taxing district in the State of Florida, has agreed to provide funding up to \$4,880,180.00 to the **UNITED WAY OF PALM BEACH COUNTY, Inc.**, a not-for-profit organization organized under the laws of the State of Florida ("**United Way**" and/or "**Central Agency**").

RECITALS

WHEREAS, CSC, United Way and the School Board of Palm Beach County, Inc. (the "School Board" or "Service Provider") and others wish to participate in a program designated as the Early Childhood Cluster Initiative Program (the "Program"); and

WHEREAS, CSC has agreed to provide funding of up to \$4,880,180.00 for the Program (the "CSC Funds"); and

WHEREAS, CSC has requested the United Way serve as grantee and administrative agent for the purposes of receiving and administering such CSC Funds pursuant to the conditions set forth below; and

WHEREAS, it is contemplated that United Way will enter into a sub-contract with the School Board of Palm Beach County ("Service Provider") for the Program, as outlined in the attached **Exhibit A** (Program Description), **B** (Key Activities/PIE), **C** (Administrative Guidelines), **D** (United Way Budget) and **E** (Detailed Program Budget) for the period October 1, 2006 through September 30, 2007 (the "Effective Period").

NOW, THEREFORE, for valuable consideration received, the sufficiency of which is hereby acknowledged, CSC agrees to transfer up to \$4,880,180.00 to United Way for the Program, in accordance with the following schedule and terms;

1. CSC will deliver to United Way \$4,880,180.00 in equal quarterly installments of \$1,220,045.00 as follows:
 - (a) CSC shall deliver to United Way the first quarterly installment by October 1, 2006;

EXHIBIT A

- (b) CSC will deliver to United Way subsequent quarterly installments as follows:

\$1,220,045.00 by January 1, 2007

\$1,220,045.00 by April 1, 2007

\$1,220,045.00 by July 1, 2007

2. United Way agrees to receive the CSC Funds and to administer those funds by distribution to the Service Provider in accordance with the terms of **Exhibit C** (Administrative Guidelines). However, it is expressly understood and agreed that CSC will conduct all Program and fiscal monitoring and that CSC agrees to hold United Way harmless relating to the CSC Funds. CSC agrees that the Service Provider shall be solely responsible for any misuse of CSC Funds, any costs not allowed, or any failure to abide by the terms of the Program Requirement.
3. United Way agrees to provide financial reports to CSC as reasonably requested, and to allow monitoring of the Program by CSC as reasonably requested by CSC.
4. United Way agrees to incorporate a copy of this Agreement and all attachments into the subcontract between United Way and the Service Provider for the Program.
5. This Agreement shall be construed in accordance with the laws of the State of Florida. Any dispute with respect to this Agreement is subject to the Laws of Florida, and venue for resolution of any dispute shall be in Palm Beach County, Florida. Each party shall be responsible for its own attorney's fees and costs incurred as a result of any action or proceeding under this Agreement.
6. United Way agrees to return to CSC by October 31, 2007 any CSC Funds delivered to United Way but not expended by September 30, 2007
7. United Way agrees to provide to CSC a final financial compilation report accounting for all CSC Funds to CSC no later than October 31, 2007.
8. Notwithstanding any other provision of this Agreement to the contrary, this Agreement is contingent upon allocation of funds under a final budget adopted through the TRIM process, S200.065, Florida Statutes. If the final budget thus adopted does not provide for such allocation, this Agreement shall be terminated, with neither party thereafter having any obligation or rights under this Agreement. Provider will be notified of said termination within thirty (30) days of the adoption of the final budget.

Whereupon, intending to be bound hereby, the parties hereto set their hands.

CHILDREN'S SERVICES COUNCIL
OF PALM BEACH COUNTY

By: _____
Gaetana D. Ebbole
Chief Executive Officer

Date: _____

UNITED WAY OF
PALM BEACH COUNTY, INC

By: _____
Scott Badesch
Executive Director

Date: _____



EXHIBIT B
Program Description

Early Childhood Cluster Initiative Program Description

The Early Childhood Cluster Initiative is a collaborative project to bring a model early childhood program to Palm Beach County. Based on a plethora of research touting the benefits of a quality early childhood experience, especially for low-income, at-risk children, and specifically the results of the Perry Preschool Project, this initiative was developed. The program is designed to create model early childhood classrooms using the High/Scope curriculum. There are four major components leading to that goal. As a pilot project, it will be implemented in 20 classrooms in 10 schools, plus one community based child care center.

The first component is the use of Certified Teachers. Quality educators need to be trained specifically in early childhood best practices and developmentally appropriate practices in order to be effective teachers of young children. At the start of the program, 20 teachers will be recruited and trained to teach in school sites, and then the program will expand to include teachers in community child care settings. In addition, each classroom will be staffed by 2 assistant teachers, Early Learning Associates (ELAs). These will be highly trained, credentialed Child Development Associates (CDAs) who must receive an AA/AS degree within 5 years. Continual staff development is critical in this program.

A second component is low teacher-child ratios. Research again proves that the smaller the group size the greater positive impact the teacher will have with the children. We will have 3 staff for 18 children (i.e. 1:6 ratio) serving 3 and 4 year old children. When working in small groups, staff can concentrate on meeting the specific needs of just a few children at a time.

Third is the use of the High/Scope curriculum. This curriculum comes from the High/Scope Foundation in Michigan and is very specific and encompassing in its approach to teaching young children. This approach is based on the concepts of active learning, shared responsibility between the teacher and the children, and child-initiated activities. Fifty-Eight (58) Key Experiences (skills) are defined from which all activities are designed to address. The ELAs have already had significant training and experience with High/Scope. A highly trained Resource Teacher will visit each classroom one day a week to provide technical assistance and support for the implementation of the curriculum. There will be one Resource Teacher for every five classrooms to function as High/Scope coaches, and one roving resource teacher to prepare classes for monitoring and provide technical assistance related to assessments.

The last crucial component is that of parent involvement. The greater involvement parents have in their child's learning experiences, the greater chance for school success. Parent involvement can look very different in different classrooms. It includes but is not limited to parent workshops, social activities, conferences, home visits, newsletters,

volunteers, lending libraries and classroom participation. There are plans to develop the volunteer aspect in depth by hiring a Volunteer Coordinator to recruit, train and support parents as volunteers not only in their child's classroom but in the school.

Target Population

The target population is low income children who are 3 or 4 years old and their families.

The program will be implemented in ten (10) schools that are currently Beacon Centers, and one community child care center. The schools and their location are as follows:

Elementary School (City)

- Barton (Lake Worth)
- Forest Park (Boynton Beach)
- Lantana
- Northmore (West Palm Beach)
- Pahokee
- Pioneer Park (Belle Glade)
- Pleasant City (West Palm Beach)
- Washington (Riviera Beach)
- West Riviera (Riviera Beach)
- Village Academy (Delray Beach)

The school sites were chosen because they house a Beacon Center. Children are eligible for this program if they live in the area of the school zone. Families will be linked to the Beacon Center and afforded opportunities to access all the services they offer. When participating ECCI children enter kindergarten, they will be eligible to participate in the Beacon After School Program.

As an overlay to the program and to help offset the costs of the program, those children who are eligible for the state's new Voluntary Pre-Kindergarten program (VPK) will be able to apply for that as well and the state will reimburse \$2593 for each child. In addition, those families eligible to receive School Readiness subsidies may apply for that as well.

Children with special needs will be included in the classrooms if it is deemed that this is the best placement for the child.

Collaboration

In order to provide a model high quality early childhood program, a collaboration of early care and education organizations has created an initiative based on the results of the Perry Preschool Project. The program will be integrated with two major initiatives led by the Children's Services Council: the Picower Child Care Quality System and the Beacon

Centers. The program will be operated by the School District with United Way as fiscal agent. Other partners include Palm Beach Community College, Health Care District, Early Learning Coalition, and Family Central, Inc.

The Picower Quality Child Care System improves the quality of early care and education through three major components: (1) education and training, including professional development of teachers and scholarships, (2) Quality Rating System (QRS), including early learning coaches and quality enhancement payments, and (3) Comprehensive Services Program, including screenings/assessments of families and linkages to other services.

Beacon Centers provide community based services to at-risk neighborhoods utilizing a school as the central site. Services include after school programs, academic enrichment, family strengthening and community capacity building.

There are several other partners in this endeavor. Palm Beach Community College will coordinate all of the trainings for ELAs, teachers, and resource teachers. They will use locally certified instructors as well as Master trainers and mentors from the High/Scope Foundation. The goal is to have all classrooms certified by the Foundation.

Another partner is the Health Care District. Their role will be to support the children and families who have social, emotional and behavioral needs. Providing roving Social Workers, teachers can refer children or families for whom they have concerns. The rover will then assess the situation and help link those in need to local agencies for services.

Evaluation

A group of representatives from the collaborating partners are in the process of designing the Program Implementation and Evaluation (PIE), with which evaluators at Chapin Hall Center will design a full Evaluation Plan. The goals and objectives below represent the early work of this group.

Goal #1: Establish a high quality model in early childhood education.

Outcome #1: Early childhood teachers in the program increase their knowledge of early childhood development.

Outcome #2: Early childhood teachers in the program implement best practices according to current research and literature.

Outcome #3: A score of 5 is achieved and/or maintained on the Early Childhood Environmental Rating Scale (ECERS).

Outcome #4: A score of 4 is achieved and/or maintained on the Program Quality Assessment (PQA).

Outcome #5: Classrooms are High Scope certified.

Goal #2: Children are prepared to succeed in kindergarten.

Outcome #1: Children are socially and emotionally ready for kindergarten as measured by the Teacher Child Rating Scale (TCRS).

Outcome #2: Children are assessed as ready for kindergarten as measured by the SRUSS.

Outcome #3: Early identification of delays/disabilities as measured by screening instruments.

Goal #3: Parents are involved in their children's overall early learning experience.

Outcome #1: Parent and teachers are partners in the child's early learning experiences as measured by parent-school communication.

Outcome #2: Parents will participate in developmentally appropriate activities in their home.

Outcome #3: Parents participate in activities provided by the schools and by the Beacon Centers.

Goal #4: Children are successful through Grade 3.

Outcome #1: Children will perform on grade level in reading and math.

Outcome #2: Children are socially well-adjusted in school as measured by disciplinary records.

Outcome #3: Continuation of parent involvement in child's education.

Classrooms will be monitored using various rating scales. Children will be observed and measured for skill development. Teachers will be observed and given feedback on how to improve their techniques.

EXHIBIT C

Key Activities/PIE

CHILDREN'S SERVICES COUNCIL PIE WORKSHEETS

EFFECTIVE DATE:	27-Sep-05	FUNDED SINCE:	2005
AGENCY NAME:	United Way of PBC	TGA:	yes
PROGRAM NAME:	Early Childhood Cluster Initiative	ANNUAL PROGRAM CAPACITY:	360
CONTRACT NO.:	504	DAILY PROGRAM CAPACITY:	360
ADMIN. SITE:	School District of PBC	UNIT COST RATE	

PROGRAM SITES:

Elementary schools: Barton, Forest Park, Lantana, Northmore, Pahokey,

Child Care Center: Tiny Tikes Beech

Elementary schools: Pioneer Park, Pleasant City, Washington, West Riviera, Village Academy

PROGRAM SUMMARY: The program will provide preschool services for three and four year olds based on the High/Scope principles in elementary schools with Beacon Centers. The program will integrate community child care centers and family child care homes into the initiative.

OPPORTUNITIES FOR COLLABORATION: CSC, School District of PBC, Palm Beach Community College, Health Care District of PBC, community based child care centers and family child care homes.

STAFF REQUIRED TO DELIVER PROGRAM: 1 Program Manager, 20 Certified Teachers, 45 ELAs, 6 Resource Teachers, 1 Child Care Center Director, 1 Assistant Director, 6 Teaching Staff, 2 Parent Educators, 1 Volunteer Coordinator

SIGNATURES:

AGENCY: _____ DATE: _____ CSC: _____ DATE: _____
 Gaetana D. Ebbrole, CEO

GOALS DESIRED OUTCOMES ACTIVITIES WORKSHEET

GOAL: Describe what the program expects to accomplish in broad terms. Must be in alignment with System, or CSC Strategy Area Goals.	INITIAL OUTCOMES: List the desired initial outcomes (What will change? For Whom?) due to involvement in the program.	INTERMEDIATE OUTCOMES: List the desired intermediate outcomes for this program. (What will change? For Whom?)	ACTIVITIES: List the activities that will be implemented for this program.
Establish a high quality model of early childhood education in PBC.	Increase early childhood teachers' knowledge of early childhood development.		1. Newly hired Certified Teachers and Resource Teachers will participate in High/Scope Preschool Curriculum Course (PCC)
			2. Resource Teachers will participate in H/S seminar training.
	Early Childhood Teachers' demonstrate best practices in early childhood.		3. Resource Teachers will be mentored by a Master High/Scope Certified Trainer
			4. Resource Teachers will provide support to classroom teachers on the PCC training through observation and feedback
	Resource Teachers demonstrate adequate technical assistance of High/Scope principles.		5. Resource Teachers will provide technical assistance to classroom teachers and Early Learning Associates (ELAs) on the implementation of High/Scope and other best practices in early childhood
	Demonstrate an improvement or maintenance in PQA scores.		6. Resource Teachers will provide technical assistance to teachers and ELAs on the areas of need identified on the Program Quality Assessment (PQA).
	Demonstrate an improvement or maintenance in ECERS score.		7. Roving Resource Teacher will provide technical assistance to classroom teachers and ELAs on the areas of need identified on the Early Childhood Environment Rating Scale (ECERS)
	Include two child care centers and two family child care homes in this project.		8. Recruit, orient and select appropriate centers and homes.

GOALS DESIRED OUTCOMES ACTIVITIES WORKSHEET

Children are prepared for kindergarten.			9. Children with special needs will be included in the prek classroom, as appropriate.
	Link the children who have been identified with social & emotional issues with appropriate resources.		10. Refer children and families to the Comprehensive Services Program and other community resources, as needed.
	Increase the percentage of children that are deemed ready for kindergarten as measured by the state's kindergarten readiness assessments.		11. Classroom staff will implement High/Scope principles after training.
	Link children with possible delays/disabilities to Child Find.		12. Screen children for possible developmental delays/disabilities before entering kindergarten
Parents are involved in their children's overall early learning experience.	Increase the number of families that participate in services offered through the Beacon centers.		13. Refer Families to Beacon Services for specific identified needs (e.g. ESOL classes)
			13. Link children to Beacon after-school program upon entrance to kindergarten.
	Increase the number of parents that participate in activities provided by the schools/Beacon centers.		14. Invite and encourage parents to participate school-wide activities (e.g. Beacon, PTA, Book Fairs, Holiday programs, etc.)
	Parents will engage in developmentally appropriate activities in their home with their children.		15. Develop and provide opportunities for parent involvement in children's learning experiences.
			16. Maintain and update lending libraries in each classroom.
			17. Develop and implement a plan for parent & school partnerships.

GOALS DESIRED OUTCOMES ACTIVITIES WORKSHEET

			18. Parent Educators will make home visits to teach parents how to do literacy and other developmentally appropriate activities with their children in the house.
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TARGET GROUPS WORKSHEET

TARGET GROUP(S): Who will be the participants in this program?	HOW MANY: How many participants are expected to participate?	CHARACTERISTICS: List the characteristics or risk factors to be used for recruitment.	RECRUITMENT: Indicate how participants will be recruited to participate in this program.	SELECTION CRITERIA: Indicate the selection criteria used to screen or select participants for this program.
Resource Teachers	6		Advertise in SD as needed.	Certified in H/S Lead Teacher (must be certified within 1 year) with Advanced High/Scope Training preferred.
Certified Teachers	20		Advertise in SD as needed and explore advertising outside the district.	Willing to work 5 weeks of extra duty days, certified in Early Childhood within one year of employment.
Early Learning Associates	45		Advertise in SD as needed.	Have taken or will take within one year of employment the H/S Introduction class. Willing to obtain a AA/AS degree within five years of employment.
3 & 4 year old children	360 in school based; 40 in childcare centers, 40 in 2nd childcare center, 10 in family childcare homes.	low income, minority, reside within a TGA, non-English speaking, high risk.	school fliers & advertisement, neighborhood referrals, BHP's Beacon Center staff, other siblings enrolled in school and community outreach.	Reside in School Attendance Area, preschool age appropriate, toilet trained.
Community child care staff	8 staff for center #1 and TBD for center #2 and for 2 family child care homes.	CDA, AA and Bachelor level staff.	Newspaper and in collaboration with SD and community sites.	Interview process and references. Sharing criteria with school district staff.
Parent Educators	2			Paraprofessional or professional.
Volunteer Coordinator	1			Paraprofessional

ACTIVITIES WORKSHEET

ACTIVITY: Taken from Goals Objectives Activities Worksheet	ACTIVITY DESCRIPTION: Provide the critical details of each program activity included: all relevant details of who, what, when, and where for each program activity
Newly hired Certified Teachers and Resource Teachers will participate in High/Scope Preschool Curriculum Course.	Certified Teachers and Resource Teachers will participate in 4 weeks of High/Scope training (weeks of September 18, 2006; October 30, 2006; November 27, 2006; January 22, 2007) that will be provided by High/Scope Foundation. Training will be local.
Resource Teachers will participate in H/S seminar training.	6 Resource Teachers will attend 2 H/S seminars 2 days each (October 2006 & March 2007) provided by the High/Scope Research Foundation. Seminars will include topics based on needs of Resource Teachers.
Resource Teachers will be mentored by a Master High/Scope Certified Trainer.	Each resource teacher will receive mentoring services by a Certified High/Scope Trainer up to twice a month.
Resource Teachers will provide support to classroom teachers on the PCC training through observation and feedback.	Resource Teachers are assigned to 5 classrooms and will be in each classroom once a week (excluding training dates and required meetings). Technical assistance provided will be specific to the recent PCC Training content. The technique of observation and feedback will be provided after the Resource Teachers receive training.
Resource Teachers will provide technical assistance to classroom teachers and ELAs on the implementation of High/Scope and other best practices in early childhood.	Technical assistance will be documented on the technical assistance log. Resource Teachers will be in classrooms once a week (excluding training dates and required meetings). Technical assistance will be provided on an ongoing basis.
Resource Teachers will provide technical assistance to classroom teachers and ELAs on the areas of need identified on the PQA.	New teachers will have baseline PQA within 6 weeks of hire. Annual PQAs to be completed by H/S Research Foundation by June 2007.
Roving Resource Teacher will provide technical assistance to classroom teachers and ELAs on the areas of need identified on the ECERS.	Based on schedule of the QRS assessments, the roving resource teacher will provide intensive technical assistance to classrooms that will be assessed. Technical assistance will be documented in the classroom activity records.

ACTIVITIES WORKSHEET

Develop and implement a plan to begin the High/Scope certification process.	Develop certification plan by October 2006 and certification process with the High/Scope Foundation will begin as classrooms are deemed ready.
Children with special needs will be included in the prek classroom, as appropriate	ESE department will train certified teachers on how to include children with special needs into the daily classroom routine. If a child with IEP is in the SAC area of the schools and the IEP deems it appropriate the child will be included in the classroom
Recruit, orient and select appropriate child care centers and homes to participate in the ECCI model.	Beginning October 2006, recruit, select and contract with one child care center and two family child care homes to participate in the ECCI program. This selection and contracting will be completed by September 2007.
Refer and link Children and families to the Comprehensive Services Program and other community resources, as appropriate.	Certified Teachers will keep a log of all referrals made to Comp. Services and others in a master file. Teachers will contact their assigned Family Development Coordinator and will complete the service request (can be verbal conversation). Teachers are responsible for following up with the referral and getting the referral outcomes and documenting them.
Classroom staff will implement High/Scope principles .	Implementation of High/Scope will include, but not be limited to Six Steps to Conflict Resolution following completion of their High/Scope training. Full implementation by August 2006.
Screen children for possible developmental delays/disabilities before entering kindergarten.	Children will be screened with in the Fall using the community established screening instruments and procedures.
Refer Families to Beacon Services for specific identified needs (e.g. ESOL classes)	When parent issues are identified, classroom teacher will complete a referral form and follow-up.
Link children to Beacon after-school activities, as appropriate.	Invite preschool children to join the Beacon center afterschool activities when they transition into kindergarten beginning August 2006.
Invite and encourage parents to participate school-wide activities (e.g. Beacon, PTA, Book Fairs, Holiday programs, etc.)	Distribute to parents information related to upcoming school events. Begin to develop relationship with between Families and Beacon center. Invite the Director and/or appropriate staff to meet with the parents at times convenient to the parent. Teachers should maintain relationship with the Beacon Director. Teachers will provide parents with flyers, information, etc. to inform parents of upcoming activities and/or available resources.

ACTIVITIES WORKSHEET

Develop and provide opportunities for parent involvement in children's learning experiences.	Develop policy and procedure that addresses parent involvement expectations and the range of parent involvement options by April 2006; create mechanism to document parent/school communication; parent agreement will be included in enrollment packet in 2006-2007 school year.
Maintain and update lending libraries in each classroom.	Certified teachers will encourage families to borrow materials to use with their children at home.
Develop and implement plan for parent & school partnerships.	
Parent Educators....	

PROCESS WORKSHEET

ACTIVITY: Enter information or number of item for the activity from the Goals Desired Outcomes Activities Worksheet	FREQUENCY: Report how often the service will be delivered during the period. (e.g., once weekly, twice a week, etc.)	PERIOD: Enter when the activity will be reported. (e.g., monthly, quarterly, etc.)	INPUTS/RESOURCES: Enter the resources that are directly tied to the activity being analyzed.	PERFORMANCE TARGETS: Quantitative targets that may serve as milestones to ensure that services are on track.	OUTPUTS: Enter the quantified result of the work accomplished, such as number of classes given, number of participants served, number of home visits made, and brochures distributed, etc.	DATA TOOLS: How will the data be collected (e.g., tracking forms, SAMIS, regular report, etc.)
Certified Teachers and Resource Teachers will participate in High/Scope Preschool Curriculum Course.	4 weeks as scheduled	quarterly; program review to Management Committee	certified teachers, resource teachers, training facility, H/S trainer.		number of Certified teachers and Resource teachers that participate in the PCC course as documented on sign-in sheets and completion certificates.	Attendance logs, PCC certificates of completion; PQA results (Summary report to CSC)
Resource Teachers will participate in advanced curricula training.	4 weeks as scheduled	quarterly; program review to Management Committee.	resource teachers, training facility, H/S trainer.		number of resource teachers that participate in the advanced curricula course by topic as documented on sign-in sheets and completion certificates.	Attendance logs, PCC certificates of completion; PQA results (Summary report to CSC)
Resource Teachers will be mentored by a Master High/Scope Certified Trainer.	up to twice a month per Resource Teacher.	quarterly; program review to Management Committee.	PBCC Master High/Scope trainer, High/Scope materials; resource teachers.		Area of focus and number of times each resource teacher is mentored by Master High/Scope Certified Trainer as documented on observation and feedback forms.	Observation and feedback forms and Summary report to CSC.

PROCESS WORKSHEET

Resource Teachers will provide support to classroom teachers on the PCC training through observation and feedback.	1 day per week immediately following a PCC week of training.	quarterly; program review to Management Committee.	resource teachers, certified teachers, PCC materials.		Number of times and type of support provided to teachers as documented on Teacher Support Activity Logs, observation and feedback forms, and TA Log.	Teacher Support Activity Logs, observation and feedback forms, and TA Log.
Resource Teachers will provide technical assistance to classroom teachers and ELAs on the implementation of High/Scope and other best practices in early childhood.	1 day per week per classroom.	quarterly; program review to Management Committee	resource teachers, certified teachers, High/Scope and other early learning materials		Number and type (includes area of focus) of technical assistance provided as documented on TA Logs and Teacher Support Activity Logs.	TA Logs and Teacher Support Activity Logs.
Resource Teachers will provide technical assistance to teachers and ELAs on the areas of need identified on the PQA.	1 day per week per classroom.	quarterly; program review to Management Committee	Resource Teachers, Baseline PQA, Teacher Support Activity log.		Number of times technical assistance is provided on the PQA by area of focus as documented on the Teacher Support Activity Logs and TA Logs.	Teacher Support Activity Logs and TA Logs.
Roving Resource Teacher will provide technical assistance to classroom teachers and ELAs on the areas of need identified on the ECERS	daily, 1-2 classrooms per day based on ECERS assessment schedule	quarterly; program review to Management Committee	Resource Teachers, ECERS scores, ECERS assessment schedule, Teachers, ELAs.		Number of times technical assistance is provided on the ECERS as documented on classroom activity records.	classroom activity records.

PROCESS WORKSHEET

Develop and implement a plan to begin the High/Scope certification process.	plan due August 2006; process for implementation begins October 2006.	quarterly; program review to Management Committee	High/Scope materials, High/Scope certification materials, Resource Teachers, Teachers, High/Scope Foundation.		High/Scope Certification implementation plan, Number of High/Scope classes that are certified (High/Scope certification).	Records or documentation of High/Scope certification process.
Children with special needs will be included in the prek classroom, as appropriate.	as applicable	quarterly; program review to Management Committee.	Children; PreK ESE.		Number of special needs children included in prek classroom by school as documented on class rosters.	
Integrate 2 community-based child care site and 2 FCCH into the ECCI program model	TBD	monthly management meetings	Community child care sites with Infant/Toddler s and Family Child Care Homes in cluster		Number of community-based child care site that are integrated; Name and description of child care sites integrated.	
Identify children that have possible social/emotional/behavioral issues	ongoing	quarterly; program review to Management Committee	Children, teachers, parents, observation methods, developmental screening instruments		Number of children that were identified has having possible social/emotional/behavioral issues as documented on referral logs.	Screening reports; referral logs and quarterly report to CSC.
Refer and link Children and families to the Comprehensive Services Program and other community resources, as appropriate.	as needed	quarterly; program review to Management Committee	Children, teachers, parents, developmental screening instruments; Comprehensive Services Staff, service request forms; Community Resources.		Number of children referred to Comprehensive Services as documented on referral logs.	Referral logs and quarterly report to CSC.

PROCESS WORKSHEET

Classroom staff will implement High/Scope principles.	daily	quarterly; program review to Management Committee	High/Scope materials, High/Scope certification materials, Resource Teachers, Teachers.		Number of staff that implement High/Scope principles as documented on Teacher Support Activity Logs; PQA results by classroom.	Teacher Support Activity Logs; PQA results by classroom.
Screen children for possible developmental delays/disabilities before entering kindergarten	target October	quarterly (until process is complete); program review to Management Committee	Developmental screening tools; staff, children, parents; Tracking form.		Number of children screened as documented on the developmental screening summary reports.	developmental screening summary reports.
Refer Families to Beacon Services for specific identified needs (e.g. ESOL classes)	ongoing	quarterly; program review to Management Committee	Beacon referral forms		Number of families referred to Beacon Services by reason for referral as documented on referral logs.	Referral logs and quarterly report to CSC.
Link children to Beacon after-school activities, as appropriate.	yearly at the end of school year	annually	Beacon Director, teachers, parents		Number of ECCI children that are entering kindergarten that are registered for after-school programming in the Beacon Centers.	Registration forms for after-school programming in the Beacon Centers.
Invite and encourage parents to participate school-wide activities (e.g. Beacon, PTA, Book Fairs, Holiday programs, etc.)	ongoing	quarterly; program review to Management Committee	information on activities provided by schools and Beacons; flyers, parents, teachers.		Number of school and Beacon Activities that are offered and shared with parents.	Sign-in Sheets (quarterly report to CSC)

PROCESS WORKSHEET

Develop and provide opportunities for parent involvement in children's learning experiences.	monthly	quarterly; program review to Management Committee	Parents; teachers; resources; materials; QRS parent involvement pathway.		Number and type of parent involvement offered; Number of parents participating as documented on sign-in sheets.	Sign-in Sheets (quarterly report to CSC).
Maintain and update lending libraries in each classroom.	ongoing	quarterly; program review to Management Committee	Books, manipulatives; check-out system.		Number of parents that use the lending libraries as documented through the check-out system.	lending library check-out system.

INITIAL EVALUATION WORKSHEET

OUTCOMES: Enter outcomes or the number of the outcomes that can be found on the Goals Desired Outcomes Activities Worksheet.	MEASURE INDICATOR Specify the items of data to be assessed/tracked in order to measure how well a program is achieving the outcomes (e.g., the number of participants in literacy program who can read basic primer).	WHEN: Indicate when measure will occur (e.g., every three months, at case closure, at follow-up after participant leaves the program).	METHOD: Indicate the way that the data will be generated (e.g., pre and post tests, interviews, client satisfaction survey, observations, case reviews, etc.)	DATE: Indicate the date that the data will be reported.	PERSON: Identify the person responsible for the collection of the data.	DATA TOOLS: How will the data be collected (e.g., tracking forms, SAMIS, regular report, etc.)
Increase early childhood teachers' knowledge of early childhood development.	The number of Newly hired Certified and Resource Teachers that successfully completed High/Scope Preschool Curriculum Course (PCC) and the number of resource Teachers that completed in H/S seminar training.	Beginning and end of the courses and training.	Pre/post PQAs; Teacher Survey and /or interviews.	quarterly	Program Manager	Attendance logs, PCC certificates of completion; PQA results (Summary report to CSC)
Early Childhood Teachers demonstrate best practices in early childhood.	The number of teachers that demonstrate best practices in early childhood as indicated a score of 4 on PQA and observation records.	Beginning and end of school year	observation forms; pre/post PQAs.	quarterly	Program Manager; Resource Teachers	Observation and feedback forms, PQA results (summary report to CSC)
Resource Teachers demonstrate adequate technical assistance of High/Scope principles.	The number of resource teachers that demonstrate adequate technical assistance of skills of High/Scope principles.	Beginning and end of school year	observation forms; teacher survey and/or interviews.	quarterly	Certified High/Scope Trainer; Program Manager	Survey results and /or interview results (quarterly report to CSC)
Demonstrate an improvement or maintenance in PQA scores.	The number of classrooms that score a 4 on the PQA (Form A)	Annual	observation; interview	quarterly	High/Scope assessor (Program Manager complies)	PQA results (quarterly report to CSC)

INTERMEDIATE EVALUATION WORKSHEET

OUTCOMES: Enter outcomes or the number of the outcomes that can be found on the Goals Desired Outcomes Activities Worksheet.	MEASURE INDICATOR Specify the items of data to be assessed/tracked in order to measure how well a program is achieving the outcomes (e.g., the number of participants in literacy program who can read basic primer).	WHEN: Indicate when measure will occur (e.g., every three months, at case closure, at follow-up after participant leaves the program).	METHOD: Indicate the way that the data will be generated (e.g., pre and post tests, interviews, client satisfaction survey, observations, case reviews, etc.)	DATE: Indicate the date that the data will be reported.	PERSON: Identify the person responsible for the collection of the data.	DATA TOOLS: How will the data be collected (e.g., tracking forms, SAMIS, regular report, etc.)
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DEFINITIONS

TERM	DEFINITION
ACTIVITIES	Interventions, processes, actions and events that will impact target groups and should directly support achievement of Desired Outcomes.
ACTIVITY DESCRIPTION	A comprehensive description of the relevant details of the program. Critical details of each activity that responds to. (Who, What, When and Where for each activity.)
ADMIN. SITE	Location of the main administrative offices for the agency.
AGENCY NAME	Name of agency providing services described in this PIE.
ANNUAL PROGRAM CAPACITY	The number of clients (individuals, families, or groups) to be served annually.
CHARACTERISTICS	Factors that determine appropriateness of services. (Poverty, domestic violence, socialization, etc.)
COLLABORATION OPPORTUNITIES	A listing of possible collaboration opportunities that will be pursued by the agency in an effort to provide this program.
CONTRACT NUMBER	The number assigned by CSC to track this program.
DAILY PROGRAM CAPACITY	The number of clients (individuals, families, or groups) to be served on a daily basis. May also be used to identify caseload.
DATA SOURCE/ COLLECTION TOOLS	Describes how the data will be collected & submitted to CSC. (e.g., tracking forms, SAMIS, regular reports, etc.)
DATE	Indicate the date that the data will be reported.
DESIRED OUTCOMES	Statements defining realistic and verifiable (preferably measurable) changes that are expected to occur as a result of participation in the program.
FREQUENCY	Identifies how often the service is delivered for the activity. (2 hours daily, once a week, twice a week, etc.)
FUNDED AMOUNT	Current amount of funds provide by CSC in support of this program.
FUNDED SINCE	Year that the program was first funded. Year that the funding cycle started.
GOALS	Statements of purpose outlining what the program expects to accomplish in broad terms. Program goals must be in alignment with system PIE or goals or with CSC Strategy Area Goals.
HOW MANY	Reports the expected number of participants for the program. How many participants are expected to participate on a daily, monthly, yearly basis or as an average caseload.

DEFINITIONS

INITIAL OUTCOMES	Statements defining realistic and verifiable (measurable) changes that are expected to occur as a result of participation in the program. Desired outcomes should be linked to broader goals of the program and should include information regarding the number of children or families to benefit from the program. What will change, for whom, by when. Changes will be apparent within 12 months of program involvement. (e.g., change in knowledge)
INPUTS/RESOURCES	Represent human, financial, organizational, and community resources that the program has available to carry out activities and attain desired outcomes. They include staff, technical assistance, equipment, space, etc.
INTERMEDIATE OUTCOMES	The Intermediate changes that are expected in participants as a result of their taking part in program activities. (e.g., change in behavior)
MEASURE INDICATOR	Provides the information that will assist in assessing whether or not the outcome was achieved and to what degree it was achieved. (e.g., the number of participants in a literacy program who can read a basic primer.)
METHOD	Describes the data collection process. Indicate the way that the data will be generated. (e.g., pre and post tests, interviews, client satisfaction surveys, observations, case reviews, etc.)
OUTPUTS	Represent the direct products of a program and its activities. Outputs are evidence of service delivery and the work of the program, and are usually described in terms of the volume of work accomplished. (Number of cases served, number of participants served, etc.)
PERFORMANCE TARGETS	Measurable point in a process which can document performance. May be viewed as milestones for program process.
PERIOD	Specifies the time that inputs and outputs are reported by the program during implementation and evaluation. (Monthly, quarterly, etc.)
PROGRAM SITES	Location of one or more sites at which the program may be delivered. This may include the administrative site.
PROGRAM SUMMARY	Program summary for this program as stated in the Directory of Funded Programs.
PROGRM NAME	Name of program.
QUANTITATIVE AUDIT	Items that will be checked as part of the regularly scheduled agency audit that will be conducted by the CSC Audit/Monitoring Team.
RECRUITMENT	The process for informing and engaging participants. How are clients recruited? (Specific recruitment activities, referral sources.)
SELECTION CRITERIA	Characteristics used to determine eligibility. (Who is most suited to this intervention. Presenting problems, conditions, associations that will result in screening out.)
SPECIAL CONDITIONS OF AWARD	Contractual requirements found in the PIE that apply to the individual program and/or group of programs. Conditions that must be met on an ongoing basis.
STAFF TO PROVIDE PROGRAM	Staff needed to provide this program listed as a percentage of FTEs by job title.
TARGET GROUP(S)	Individuals for which the activities/service is intended. (TGA, Presenting Problem, etc.)

DEFINITIONS

TGA	Targeted Geographic Area. Term to designate geographic areas to be targeted for service provision. The Family and Community Partnership TGAs include: Riviera Beach/Lake Park/Mangonia Park, West Palm Beach, Lake Worth/Lantana, and the Glades.
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QUANTITATIVE AUDIT

ITEM TO BE MEASURED/COUNTED	SOURCE OF DATA	STANDARD
Measurement of all Special Conditions of Award identified in this document.	Various locations: ie: personnel files, training records, documents, etc.	Compliance with expectations.
Measurement of all General Conditions of Award identified in the contract.	Various locations: ie: personnel files, training records, documents, etc.	Compliance with expectations.
# of children enrolled.	class lists	Between 10/1/06 85% of 360 children by 11/30/06.
Staff pattern and ratio (1:6) in each classroom.	physical count	1 certified teacher, 2 ELSs per 18 children in classrooms 9am-3pm.
Hours and type of TA from 6 resource teachers to classroom.	TA forms ECCI activity log, TSA form.	Each classroom will receive TA 1x/wk min. 35 wks.
New certified teachers (CT) will attend 4 week PCC training provided by H/S and returning teachers will have completed.	Completion certificates in files.	20 CT will receive completion certificates upon completion of 4 week training by end of contract year 9/07.
Resource teacher (RT) mentored by master H/S trainer.	Documented forms: class minutes of meetings with RT.	5 RT @ 2x/month for 11 months excluding holidays, training days - 10/06-9/07
Opportunities for parent involvement.	Parent sign-in sheets, agendas, announcements.	Monthly per classroom.
Children receive hearing and vision screenings.		100% of 360 children will be screened by the end of contract year.
Attendance of children.	Class lists, attendance report.	

SPECIAL CONDITIONS OF AWARD

SPECIAL CONDITIONS OF AWARD

Provider will ensure staff coverage at ECCL sites in the event of an absence, including Resource Teachers, due to illness, vacation, termination of employment and/or maternity leave over a four-week period.

Provider will notify CSC in writing of any staff changes within 30 days.

Provider administrative staff are responsible for submitting accurate quarterly reports to appropriate CSC staff by the 15th of the month.

PROGRAM START-UP CHECKLIST WORKSHEET

COMPLETE Indicates that the plan has been followed and all requirements have been met.

ITEM Describe what is to be accomplished

PLAN Identifies how you will proceed, the steps you will take, to complete the associated item with quality.

COMPLETE: Place a check mark to indicate an item is complete.	ITEM: Write out the task in simple terms.	PLAN: Develop and record a plan of action that when followed will result in the item being completed with quality.
	Program Director/supervisor hired.	
	Program Staff hired.	
	Support Staff hired.	
	Office has been secured.	
	Materials and resources needed for quality program delivery and efficient administration are in place and available for use.	
	All necessary administrative and programmatic forms developed and staff are trained in their use.	
	Policies are developed and in place to assure smooth administration and reporting.	