



EARLY LEARNING COALITION OF BREVARD COUNTY, INC.



MINUTES: Board of Directors Meeting
DATE/TIME: Tuesday, June 19, 2018 at 3:00 p.m.
LOCATION: Early Learning Coalition of Brevard, Conference Room 1018 Florida Ave, Rockledge, FL
MEMBERS PRESENT: Terri Barlow, Alan Bergman, Mark Broms, Jeffrey Harrison, Natalie Jackson, Don Lusk, Beth Mills, Heather Quidort, Myrna Shimei, Travia Williams
EXCUSED ABSENT MEMBERS: Victoria Candelora, Lori Duester, Ian Golden, Linda Halpin, Henry Perez, Althea Puzio, and Gena Tiedeman
UNEXCUSED ABSENT MEMBERS:
STAFF PRESENT: Sky Beard, Jessica Beecham, Michell Bhagwandin, Paula Gonzalez, Sharlene Humphrey, Selena McNeely, Cathie Odom, Gina Sousa, Tina Snyder
GUEST PRESENT: N/A
CALLED TO ORDER: Alan Bergman called the meeting to order 3:11 p.m. Pledge of allegiance took place and introductions were conducted. Quorum was established at 3:23 p.m.

AGENDA ITEM	SUMMARY/DISCUSSION	ACTION/FOLLOW-UP
Consent Items	<ul style="list-style-type: none">a. Minutes: May 21, 2018b. Directors Report	Myrna Shimei motioned for the Consent Items to be approved. Natalie Jackson seconded the motion. The motion passed unanimously by all Board members.
Committee Reports	<p>Executive/Finance Committee: Alan Bergman reported to the Board that the Executive/Finance Committee met on Monday, June 11, 2018. The agenda items included:</p> <ul style="list-style-type: none">• Approval of May 14, 2018 minutes• FY 17.18 Budget to Actuals – reviewed and approved; to be discussed later in meeting• FY 17.18 Budget Revisions – reviewed and approved; to be discussed later in meeting• FY 18.19 Deobligation – Reviewed end of the year expenses and surplus; approved deobligation of \$800,000 to assist other Coalitions who could utilize the dollars.• FY 18.19 Operations and Agency Budgets – Reviewed and approved; agency budge to be discussed later in the meeting• PTO Payout Policy Follow UP – Committee finalized a written response to a former employee regarding implementation of the policy and the role of the Board• July Meetings – to be discussed later in the meeting <p>Nominating Committee – Myrna Shimei informed the Board there were only two nominations received for the vacant Private Provider Representative seat. Both nminations were for the same person, Khaled Jarrah, owner of two locations of Coral Reef Academy (Palm Bay and Melbourne). Khaled Jarrah accepted the nomination. The Provider Representatives will all meet with Sky at a publicly noticed meeting to discuss how to better engage providers.</p>	<p>No Action/Follow-up</p> <p>Beth Mills motioned for Khaled Jarrah to be approved as the Private Provider Representative. Jeffrey Harrison seconded the motion. The motion passed unanimously by all Board members.</p>

<p>New Business</p>	<p><u>FY 17.18 Agency Budget Revision:</u> Cathie reviewed the Revised 17.18 Agency Budget Revision (see attached). The Board reviewed the following:</p> <ul style="list-style-type: none"> • \$800,000 de-obligation • CCEPP State De-obligation funds not being used • \$300,000 of the Operations budget was moved to Direct Services <p><u>FY 18.19 Agency Budget:</u> Cathie reviewed the following highlights of FY 18.19 Agency Budget (see attached):</p> <ul style="list-style-type: none"> • School Readiness funds have increased • Performance Funding Project (PFP) has not been awarded yet, but was kept flat for budgeting purposes. For FY 18.19, 35 providers applied compared with 14 currently participating in FY 17.18. • The VPK allocated budget was decreased based on projected enrollment and demographics. The rate per child will remain flat. • United Way Grant – Flat • CCEP – Not yet awarded by OEL but the Coalition has applied for funding. <p><u>FY 18.19 Anti-Fraud Plan:</u> Gina reviewed the FY 18.19 Anti-Fraud Plan (see attached) with the Board. The Board discussed the proposed minimal revisions as indicated in the Anti-Fraud Plan. The Coalition will submit the approved plan to OEL for approval.</p> <p><u>VPK Readiness Rates:</u> Sky provided an overview of the recently released VPK readiness rates as well as information as to the feedback received from providers locally and statewide (see attached).</p> <ul style="list-style-type: none"> • Statewide <ul style="list-style-type: none"> • Average score = 541 • About 1/3 of VPK providers were “low performing” • Brevard County <ul style="list-style-type: none"> • 38% “low performing” (score of less than 60) • Unknown specific data as the rates were just received <p>Readiness Rates Impact:</p> <ul style="list-style-type: none"> • No new Providers on Probation (POP) identified • If a provider was previously on probation and received a satisfactory readiness rate, they can be removed from their probationary status • If a provider was previously on probation and did not receive a satisfactory rate, they remain at their current status • Scores not consistent with what VPK providers are observing in their programs • Scores not consistent with other assessment measures 	<p>Terri Barlow motioned for FY 17.18 Agency Budget Revision to be approved as presented. Mark Broms seconded the motion. The motion passed unanimously by all Board members.</p> <p>Myrna Shimei motioned for FY 18.19 Agency Budget to be approved as presented. Don Lusk seconded the motion. The motion passed unanimously by all Board members.</p> <p>Jeffrey Harrison motioned for FY 18.19 Anti-Fraud Plan to be approved as presented. Beth Mills seconded the motion. The motion passed unanimously by all Board members.</p>
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	<p>utilized in VPK</p> <ul style="list-style-type: none"> • Administration of STAR on computer • Content and questions • Public view of scores <p>Provider Concerns</p> <ul style="list-style-type: none"> • Utilizing a screening administered in kindergarten to determine VPK provider effectiveness • Utilizing an assessment tool designed for ongoing use to inform instruction as a “high stakes” and “one and done” measure • Lack of child and provider specific data in order to evaluate needed enhancements • Ongoing conversation with local providers • Some providers organizing advocacy efforts <p>Next Steps</p> <ul style="list-style-type: none"> • Ongoing discussions with OEL; need data • STAR procured for 3 years • VPK instructor training this summer • STAR overview informational sessions this summer with BPS <p>Additional updates will be provided to the Board once requested data is received from OEL.</p> <p><u>CLASS Overview:</u> Casey Cicak and Margaret Leddin gave the Board a brief overview of CLASS Assessment (see attached). The CLASS observation tool is an observational instrument developed to measure the effectiveness of classroom interactions. The Board discussed the CLASS observer requirements, observation process and understanding the issues that will be coming up with the new HB 1091 requirements. CLASS will be the tool used to measure the quality of the SR program. There may be concerns locally when scores are established and the Board discussed what the Coalition could do to support the Providers locally.</p> <p><u>July Meeting:</u> Traditionally the Board has elected not to meet in July. The Board discussed any potential needs that would require a meeting. The Executive/Finance Committee will plan on meeting in July depending on potential agenda items to be discussed.</p>	
Old Business	<p><u>Finance Report and Waiting List/New Enrollment Update:</u></p> <p>Cathie reviewed the Finance Reports (see attached) with the Board. At this time, the wait list numbers are down and enrollment is up. The wait list is currently at 507 children; 455 birth to 5 years old; 52 school age. At this time, Coalition staff have stopped enrolling families off the wait list due to the transition to the new Family Portal will start in July. The Board reviewed the Earmark for School Readiness and VPK (see below).</p>	<p>Beth Mills motioned for the cancelation of the July ELC Board of Directors meeting to be approved.</p> <p>Jeffrey Harrison seconded the motion. The motion passed unanimously by all Board members.</p> <p>No Action/Follow-up</p>

Public Comment/Board Announcements	Myrna Shimei will be retiring from DCF in August and resigning from the ELC Board as of that date. Sky will work with DCF to identify her replacement on the Board.	No Action/Follow-up
Adjournment	The meeting was adjourned at 5:14 pm	Natalie Jackson motioned for the adjournment of the Board meeting. Beth Mills seconded the motion. The motion passed unanimously by all Board members.

June 2018 Board of Directors Minutes Approved:

Respectfully Submitted,

Approved

Signature Date
Executive Coordinator

Signature Date
Executive Director



EARLY LEARNING COALITION OF
BREVARD COUNTY, INC.
PO BOX 560692
ROCKLEDGE, FL 32956-0692
PHONE: (321) 637-1800
FAX: (321) 637-7244

Board of Directors Meeting
Tuesday, June 19, 2018
3:00 pm

- I. Call to Order
- II. Pledge of Allegiance
- III. Coalition Roll Call by Self Introduction
- IV. Consent Items
 - a. Minutes: May 21, 2018
 - b. Director's Report
- V. Committee Reports
 - a. Executive/Finance Committee
 - b. Nominating Committee
- VI. New Business
 - a. FY 17.18 Agency Budget Revision
 - b. FY 18.19 Agency Budget
 - c. FY 18.19 Anti-Fraud Plan
 - d. VPK Readiness Rates
 - e. CLASS Overview
 - f. July Meeting
- VII. Old Business
 - a. Finance Report and Waiting List/New Enrollment Update
- VIII. Public Comment
- IX. Adjourn

Next Meeting: July 17, 2018

PROUDLY SUPPORTED BY:

EARLY LEARNING COALITION OF BREVARD

Board of Directors Meeting
April 17, 2018



ANTI-FRAUD FY 18-19 AT A GLANCE UPDATES

SUBMITTED FRAUDULENT
INFORMATION DURING INITIAL
APPLICATION PROCESS

- NO CHANGES

GRADUATED PHASE OUT - NON
INTENTIONAL ACT WHICH
AFFECTED COPAYMENT AMOUNT

- SEND CLIENT REPAYMENT LETTER ALLOWING 14
ADDITIONAL DAYS OF SERVICE TO RECTIFY, IF
NO RESPONSE, TERMINATE SERVICES.

INTENTIONAL ACT RESULTING IN
OVERPAYMENT

- PENALTY BASED ON DOLLAR AMOUNT OF
OVERPAYMENT



ANTI-FRAUD FY 18-19

PROGRAM VIOLATIONS

PENALTY

SUBMITTING FRAUDULENT INFORMATION DURING INITIAL APPLICATION PROCESS.

CLIENT DID NOT RECEIVE SERVICES. CLIENT MAY REAPPLY TO WAITLIST WHEN ELIGIBLE.

DURING GRADUATED PHASE-OUT, A NON-INTENTIONAL ACT WHICH AFFECTED THE COPAYMENT, THE CLIENT IS RESPONSIBLE TO PAY.

EXAMPLES MAY INCLUDE BUT ARE NOT LIMITED TO: NON-REPORTING OF SURVIVOR BENEFITS, CHILD SUPPORT, SECOND JOB, SALARY INCREASE, ETC.

IF GREATER THAN \$700, CLIENT REMAINS IN SERVICES WITH AN OVERPAYMENT AGREEMENT IMPLEMENTED.

SEND REPAYMENT REQUEST LETTER ALLOWING 14 ADDITIONAL DAYS OF SERVICES TO COMPLETE AGREEMENT. IF NO RESPONSE FROM CLIENT IN 14 DAYS, SEND 14 DAY NOTICE TO DISCONTINUE SERVICES.

ANTI-FRAUD FY 18-19

PROGRAM VIOLATIONS

PENALTY

INTENTIONAL ACT WHICH RESULTED IN AN OVERPAYMENT THAT AFFECTED THE ELIGIBILITY OR SUBMITTED REAUTHORIZATION OR ELIGIBILITY SEGMENT THAT MANY NOT HAVE CAUSED AN OVERPAYMENT TO CASE.

EXAMPLES MAY INCLUDE BUT ARE NOT LIMITED TO : NOT MEETING PURPOSE OF CARE FOR MORE THAN 3 MONTHS, OVER INCOME (85% STATE MEDIAN INCOME), QUESTIONABLE HOUSEHOLD COMPOSITION, ETC.

CLIENT IS TERMINATED, OVERPAYMENT AGREEMENT IMPLEMENTED OR SUBMITTED TO OEL FRAUD REFERRAL SYSTEM. REAPPLYING TO THE WAITLIST IS SUBJECT TO OVERPAYMENT STATUS. MUST PAY BACK PRIOR TO PLACING ON WAITING LIST.

<\$700<\$700: ELIGIBILITY TERMINATED, MAY REAPPLY TO WL

>\$700<\$2000: ELIGIBILITY TERMINATED, OVERPAYMENT AGREEMENT IMPLEMENTED. ONCE PAID IN FULL CAN REAPPLY TO WL.

>\$2000 ELIGIBILITY TERMINATED, REFERRED TO DPAF, CANNOT APPLY TO WL UNTIL RESPONSE FROM DPAF

VPK READINESS RATES

- The readiness rate reflects the percentage of screened children a VPK provider has adequately prepared for kindergarten.
- The readiness rate is based on the Florida Kindergarten Readiness Screener (FLKRS). This year, Florida administered a new kindergarten readiness screener, STAR Early Literacy.

VPK READINESS RATES

Purpose of this year's rates

- Set a starting point from which we can set higher expectations
- Enable the Office of Early Learning to pinpoint programs that need additional support
- Provide parents with information to help them make critical education decisions for their children

WHO GETS A READINESS RATE?

In order to receive a readiness rate, a provider must:

- Serve at least four children who completed 70 percent or more of the instructional hours of the VPK program

AND

- Be matched to a score on the FLKRS.
- Providers who offered school year and summer VPK programs will receive two separate rates for school year and summer VPK programs.



WHEN AND HOW IS STAR ADMINISTERED?

- Required to be administered within the first 30 days of kindergarten;
- Public schools are required to administer kindergarten screenings;
- Private kindergarten programs may administer STAR as well;



HOW IS THE READINESS RATE CALCULATED?

- In order to have received a satisfactory rate, a VPK provider must have at least sixty (60%) percent of children score a minimum of 500 on the Star Early Literacy assessment.
- For 2016-17 rates, a score between 60 and 100 percent is satisfactory.

READINESS RATES RESULTS

Statewide

- Average score = 541
- About 1/3 of VPK providers were “low performing”

Brevard County

- 38% “low performing” (score of less than 60)
- Unknown specific data

READINESS RATES RESULTS

- No new Providers on Probation (POP) issued
- If a provider was previously on probation and received a satisfactory readiness rate, they can be removed from their probationary status
- If a provider was previously on probation and did not receive a satisfactory rate, they remain at their current status



PROVIDER CONCERNS

- Scores not consistent with what they observe in their programs
- Scores not consistent with other assessment measures utilized in VPK
- Administration of STAR on computer
- Content and questions
- Public view of scores



PROVIDER CONCERNS

- Utilizing a screening administered in kindergarten to determine VPK provider effectiveness
- Utilizing an assessment tool designed for ongoing use to inform instruction as a “high stakes” and “one and done” measure
- Lack of child and provider specific data in order to evaluate needed enhancements

NEXT STEPS

- Ongoing conversation with local providers
- Some providers organizing advocacy efforts
- Ongoing discussions with OEL; need data
- STAR procured for 3 years
- VPK instructor training this summer
- STAR overview informational sessions this summer with BPS



EARLY LEARNING COALITION OF BREVARD COUNTY, INC.



MINUTES: Board of Directors Meeting
DATE/TIME: Monday, May 21, 2018 at 3:00 p.m.
LOCATION: Early Learning Coalition of Brevard, Conference Room 1018 Florida Ave, Rockledge, FL
MEMBERS PRESENT: Terri Barlow (via conference call), Alan Bergman, Mark Broms, Ian Golden, Linda Halpin, Jeffrey Harrison, Beth Mills, Henry Perez, Althea Puzio, Heather Quidort, Gena Tiedeman, Travia Williams
EXCUSED ABSENT MEMBERS: Victoria Candelora, Lori Duester, Ian Golden, and Myrna Shimei
UNEXCUSED ABSENT MEMBERS: Natalie Jackson
STAFF PRESENT: Sky Beard, Jessica Beecham, Michell Bhagwandin, Paula Gonzalez, Sharlene Humphrey, Selena McNeely, Cathie Odom, Gina Sousa, Tina Snyder
GUEST PRESENT: N/A
CALLED TO ORDER: Alan Bergman called the meeting to order and quorum was established 3:10 p.m. Pledge of allegiance took place and introductions were conducted.

AGENDA ITEM	SUMMARY/DISCUSSION	ACTION/FOLLOW-UP
Consent Items	<ul style="list-style-type: none">a. Minutes: April 17, 2018b. Directors Report	Henry Perez motioned for the Consent Items to be approved. Beth Mills seconded the motion. The motion passed unanimously by all Board members.
Committee Reports	<p>Executive/Finance Committee: Alan Bergman reported to the Board that the Executive/Finance Committee met on Monday, May 14, 2018. The agenda items included:</p> <ul style="list-style-type: none">• Legislative Update:<ul style="list-style-type: none">○ Program Assessment – The tool to be used has been identified as CLASS. The Board will be provided an overview of the CLASS tool at the June Board meeting○ Payment differentials – Payments will begin July 1, 2019○ Increase in federal dollars – the Committee discussed the various ways the dollars could be used.• PTO Payout policy – The Committee discussed the Coalition's PTO payout policy and supported Sky's decision on how that policy was implemented during a recent employee resignation.• Provider Petition (Rate Increases) – to be discussed later in meeting• May 21 Board meeting – The committee discussed the agenda for today's meeting• June Executive Committee and Board Meetings – The Committee discussed the topics for the June meeting that will include: FY 18.19 budget approval, Anti-fraud plan approval, School Readiness priorities <p>The Board discussed implementation of HB 1091 and what it means for providers and the Board. An overview of the CLASS tool will be provided to the Board at the June meeting.</p>	No Action/Follow-up
New Business	<p>Sliding Scale Fee Approval: The Board reviewed the Sliding Fee Scale that is updated annually based on the Federal Poverty Level. This is the tool used to determine a family copays. The</p>	Henry Perez motioned for the Sliding Fee Scale to be approved. Linda Halpin seconded the

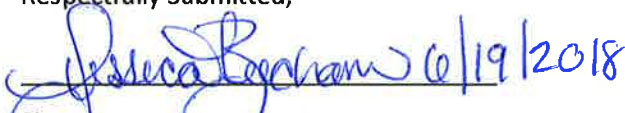
	<p>effective date is July 1, 2018. The information contained within the scale, its use, definitions of federal poverty levels and state median income were all discussed.</p> <p><u>Provider Rate Increase Discussion and Petition:</u> The Board was reminded that at the April Board meeting, Coalition staff discussed the potential of the Board looking at current School Readiness provider payment rates and the possibility of increasing those rates. Shortly after the April Board meeting, Sky was contacted by a group of local providers explaining that a petition was circulating in the community regarding the need for higher reimbursement rates. Sky met with a small group of providers to discuss their concerns. There was discussion regarding the Coalition's role and the role of the business owner.</p> <p>The Board discussed a variety of factors related to provider rate increases. The rates should be substantial enough to make an impact and be sustainable. Coalition staff provided clarification to the Board about the definitions of maximum rates, market rates, care levels and other relevant terms and processes.</p> <p>The Board reviewed the current provider payment rates and analyzed the impact of various rate increase percentages (see attached). The Board agreed that it would be most equitable to increase all rates based on a consistent percentage of the market rate. After reviewing several options for increases, the Board agreed that the increase to the provider payments would be effective as of June 1, 2018 and will be sustainable for the next year.</p> <p>The faith-based provider representative, Heather Quidort and Henry Perez, private sector (a member of the board of a contracted provider) abstained from the vote due to their positions. The Form 8B was provided to them via email.</p> <p>The Board discussed the current FY 2017-18 surplus and provided authority for Coalition staff to reallocate any potential surplus of funds to support quality initiatives.</p>	<p>motion. The motion passed unanimously by all Board members.</p> <p>Gena Tiedeman motioned for the approval of a School Readiness provider payment rate increase of 74-77% of the current market rate across the board and the projected surplus for FY 2018-19 not to go below \$190,000; any provider rates that would decrease based on the new formula would remain flat and not be decreased.</p> <p>Beth Mills seconded the motion. The motion passed unanimously by all Board members. Heather Quidort and Henry Perez abstained from the vote and were provided Form 8B.</p> <p>Gena Tiedeman motioned to approve the reallocation of any surplus funds for FY 2017.18 from direct services to quality initiatives. Beth Mills seconded the motion. The motion passed unanimously by all Board members. Heather Quidort and Henry Perez abstained from the vote and were provided Form 8B.</p>
Old Business	<p><u>Finance Report and Waiting List/New Enrollment Update:</u> Cathie reviewed with the Board the wait list numbers, earmarks and match through April (see attached). The wait list numbers are down to 636, but may increase when families hear from word of mouth that the current wait is less than three months. The earmarks are currently met for the year.</p> <p>Cathie informed the Board that the Coalition continues to seek ways to obtain local match. In addition, the Coalition was informed that the Coalition was awarded CDBG funding through Brevard County.</p> <p>The Board inquired where the CLASS evaluations fall under the budget; it falls under quality.</p>	No Action/Follow-up


	<p><u>Key Result Area Committee Meetings:</u> The Quality Assurance Committee discussed HB 1091 and the Performance Funding Project.</p> <p><u>For-Profit Provider Representative Seat Status:</u> Sky informed the Board that the nomination forms related to the vacant Private Provider Representative seat have been sent to all contracted providers and responses are due May 25, 2018.</p> <p>The VPK readiness rates were release today. The rates that have been published may be a concern for our local providers due to the amount of low rates. More information will be provided once Coalition staff have an opportunity to analyze the information.</p>	
Public Comment/Board Announcements	N/A	No Action/Follow-up
Adjournment	The meeting was adjourned at 4:42 pm	<p>Jeffrey Harrison motioned for the adjournment of the Board meeting.</p> <p>Ian Golden seconded the motion. The motion passed unanimously by all Board members.</p>

May 2018 Board of Directors Minutes Approved:

Respectfully Submitted,

Approved


 Signature Date
 Executive Coordinator


 Signature Date
 Executive Director



Director's Report June 2018

State and Office of Early Learning (OEL) Update:

- The Association of Early Learning Coalitions (AELC) will be holding a virtual meeting on June 21 with ELC Executive Directors from around the state. The AELC meeting will include discussions on relevant topics, continued strategic planning and sharing of best practices. The next meeting of the AELC will be July 18 in Tampa and will be held in conjunction with other statewide meetings with the Early Learning Advisory Council and the Office of Early Learning.

Coalition Update:

- Sky Beard will be hosting a series of three informational sessions related to the implementation of HB 1091 for providers throughout the county. Of particular focus will be the requirements for program assessments for all School Readiness providers. The sessions will be held on June 19 in Titusville, June 26 in Melbourne and July 2 in Rockledge.
- ELC staff has also hosted a series of informational sessions for providers related to the Performance Funding Project (PFP). The small group sessions were designed to provide information about the PFP application process, program requirements, expectations and benefits as well as answer questions providers may have about participation.
- The Early Learning Coalition of Brevard was awarded \$257,000 in local match dollars from the United Way Community Care Fund allocation process. A presentation was made to the volunteer allocation panel and the Coalition was awarded its full request to assist School Readiness families. All United Way dollars are for funding for direct services for School Readiness eligible families. The continued partnership between ELC and United Way is a greatly appreciated.
- The Early Learning Coalition will be partnering with the Healthy Start Coalition to support their local safe sleep initiative. Materials about safe sleep and a crib display will be added to the ELC lobby in Rockledge. In addition, ELC staff will receive training from Brevard CARES on safe sleep practices through their Cribs for Kids program.
- Sky Beard has been asked to participate as a member of the statewide Early Childhood Education Health Recognition Advisory Committee. This collaborative committee is made up of a variety of health and early childhood organizations who are establishing ways to offer and recognize early childhood programs who are implementing initiatives that improve the health and wellness of the children and families they serve.

PROUDLY SUPPORTED BY:

Early Learning Coalition of Brevard County
Agency Budget 17.18 Rev (2)

	FY17.18 Budget Rev 1	FY17.18 Budget Rev 2	Change %
<u>Revenue:</u>			
Office Of Early Learning			
School Readiness Grant Award	\$ 18,372,281	\$ 17,572,281	-4.35%
Performance Funding Project (PFP) Grant Award	\$ 498,448	\$ 498,448	0.00%
VPK Grant Award	\$ 11,582,978	\$ 11,582,978	0.00%
VPK Outreach & Awareness Grant Award	\$ 24,838	\$ 24,838	0.00%
United Way (all sources)	\$ 262,000	\$ 262,000	0.00%
Child Care Executive Partnerships Partners	\$ 126,134	\$ 71,134	-43.60%
In-kind Revenue	\$ 47,284	\$ 47,284	0.00%
Contributions/Match (includes CDBG funding)	\$ 44,869	\$ 44,869	0.00%
Match Raising Events	\$ 2,500	\$ 2,500	0.00%
Total Revenue:	\$ 30,961,332	\$ 30,106,332	-2.76%
<u>Expense:</u>			
SR Direct Services (Child Care Slots - all funders/match - 83.93% OEL)	\$ 15,575,680	\$ 15,038,081	-3.45%
VPK Direct Services	\$ 11,145,660	\$ 11,145,660	0.00%
ELC Operations	\$ 2,806,996	\$ 2,546,796	-9.27%
ELC Quality Initiatives	\$ 648,047	\$ 590,848	-8.83%
ELC Quality Initiatives - Provider based contracts (PFP)	\$ 498,448	\$ 498,448	0.00%
Home Visiting Contract	\$ 261,500	\$ 261,500	0.00%
QRIS Initiative	\$ 25,000	\$ 25,000	0.00%
Total Expenses:	\$ 30,961,332	\$ 30,106,332	-2.76%
Net Income/(Deficit)	\$ 0	\$ (0)	

Early Learning Coalition of Brevard County
Agency Budget 18.19

	FY17.18 Budget Rev 2	FY18.19 Budget	Change %
<u>Revenue:</u>			
Office Of Early Learning			
School Readiness Grant Award	\$ 18,372,281	\$ 18,469,881	0.53%
Performance Funding Project (PFP) Grant Award	\$ 498,448	\$ 498,448	0.00%
VPK Grant Award	\$ 11,582,978	\$ 11,530,805	-0.45%
VPK Outreach & Awareness Grant Award	\$ 24,838	\$ 23,348	-6.00%
United Way (all sources)	\$ 262,000	\$ 262,000	0.00%
Child Care Executive Partnerships Partners	\$ 126,134	\$ 97,600	-22.62%
In-kind Revenue	\$ 47,284	\$ 59,284	25.38%
Contributions/Match (includes CDBG funding)	\$ 44,869	\$ 71,621	59.62%
Match Raising Events	\$ 2,500	\$ 2,500	0.00%
Total Revenue:	\$ 30,961,332	\$ 31,015,487	0.17%
<u>Expenses:</u>			
SR Direct Services (Child Care Slots - all funders/match OEL - 82.03%)	\$ 15,575,680	\$ 15,585,504	0.06%
VPK Direct Services	\$ 11,145,660	\$ 11,091,395	-0.49%
ELC Operations	\$ 2,806,996	\$ 3,097,695	10.36%
ELC Quality Initiatives	\$ 648,047	\$ 742,444	14.57%
ELC Quality Initiatives - Provider based contracts (PFP)	\$ 498,448	\$ 498,448	0.00%
Home Visiting Contract	\$ 261,500	\$ -	-100.00%
QRIS Initiative	\$ 25,000	\$ -	-100.00%
Total Expenses:	\$ 30,961,332	\$ 31,015,487	0.17%
Net Income/(Deficit)	\$ 0	\$ (0)	



Anti-Fraud Plan

The Early Learning Coalition of Brevard (ELC) has adopted an anti-fraud plan with that emphasis on the attempt to recover State, Federal and Local Matching Funds which were paid as an intentional act of deception, omission or misrepresentation in accordance with Florida Statutes 1002.91 and Rule 6M-9.400. The adopted anti-fraud plan has a three tiered offense approach (Chart I):

- Submitting fraudulent information during initial application
- Graduated phase out non-intentional acts
- Intentional acts of fraud

All ELC employees are responsible in reporting suspected fraud by any person, provider or coalition member (staff, volunteer, board member etc.) (Exhibit I). The Primary Anti-Fraud Contact is Gina Sousa, Director of Program Initiatives, 321-637-1800 x 2061 per Rule 6M-9.400 (3) (a). When ELC employees become aware of instances of actual, potential or suspected fraud and abuse by a recipient of School Readiness (SR) or Voluntary Prekindergarten (VPK) Education Program benefits, they are mandated to investigate the act in accordance with the Suspected Fraud Programs procedure (Exhibit II). In addition, repayment agreements, if necessary, will be made in accordance with the Suspected Fraud and Repayment Agreement Reporting procedure and Improper Payments policy (Exhibit III & Exhibit IV). Furthermore, staff follow procedures to ensure verification of child care referrals from other organizations and services must be provided and not terminated under a valid referral regardless of prior or suspected fraudulent activities.

The ELC does not have a fraud hotline; however public assistance fraud flyers are posted in meeting spaces, anonymous telephone calls are accepted and researched and potential fraud penalties are discussed with recipients when their rights and responsibilities are explained(Exhibit V).

Designated ELC employees are trained at a minimum annually in client fraud prevention practices to recognize “red flags” such as questionable documentation, inconsistent paperwork or statements, quality interviewing, and how to detect possible fraudulent acts as related to FS 1002.91 (8)(b)(d). The Coalition uses the following tools and resources in detecting, preventing fraud, abuse and overpayment:

- Data quality reports generated from the Office of Early Learning (OEL)
- Referral verification from partnering organizations (Exhibit VI)
- Office of Early Learning Fraud Overview
- Locally developed flyers posted throughout the organization and discussed during interviews with clients
- Developing and supporting relationships with partners and other local organizations (DCF, CareerSource, BrevardCares, Clerk of Courts, etc.)
- Validation of referrals with partnering organizations
- Processing monthly reports between OEL and the Coalition
- Internal File reviews
- Post Attendance Monitoring and Payment Validation Reviews.

Furthermore, the Coalition completes an annual self-assessment using OEL's Internal Control Questionnaire. Policies and procedures are also reviewed on an annual basis to ensure compliance with statute, rule and other guidance.

The following list represents "red flag" items but is not inclusive to other fraudulent acts or identifiers:

- Numerous documentation errors
- Conflicting information and documents
- Missing information on documents
- Pay stubs with markups or white out
- Employers paystubs that are commonly produced and appear different or altered
- Only photo copies available with no originals
- Inconsistency in submitted documents from each interview
- False employment verification or fictitious employers
- Misrepresentation of household size or income
- Illegible, forged, inconsistent, or varying signatures
- Inconsistent statements and vague responses
- Denying access to information
- Attendance irregularities and/or inconsistent attendance information
- Giving false statements
- Producing false documents

If a recipient of SR or VPK benefits is found to be in violation of program guidelines they are informed of their termination of benefits via a Notice to Discontinue Services Form completed by the ELC Staff (Exhibit VII). On the reverse side of that form is the Right to Appeal which includes a statement of with includes instructions of how the recipient may obtain a copy of their file for review. The form will be translated into the recipient's native language if prior Coalition communications were translated. A copy of the Confidential Information Record Request Form and corresponding External Records Requests is provided to the recipient (Exhibit VIII & Exhibit IX). If a waitlist applicant is found in violation of submitting fraudulent information prior to receiving services they will receive a Notice of Ineligibility and may reapply to the waitlist when eligible (Exhibit X).

If the recipient or applicant is able to provide necessary documentation to resolve the issue within the designated time period, services will be reinstated. If unable to provide the necessary documentation to overturn decision, the applicant will need to reapply to the waitlist.

If the recipient is unable to resolve the issue through the preliminary appeal process and believes the conclusion of fraud was made in error, then he or she may file a formal written appeal for review by the executive director (ED) or the Coalition board of directors designated executive staff person (ESP).

A summary of the formal written appeal process is listed below:

Written Appeals Summary (Exhibit XI)

1. A written appeal must be submitted to the ED or ESP. The appeal must fully describe the nature of the error the recipient believes has been made with supporting documentation.
2. The appeal shall be postmarked, faxed, emailed or hand delivered before the date of the discontinuation/suspension of services. Failure to file a timely appeal waives the right of appeal.
3. If a timely appeal is filed, the recipient will not be suspended or terminated from the program until the written decision of the ED or ESP or the original date of the discontinuation/suspension of services, whichever is later.
4. The ED or ESP must respond to the recipient in writing within thirty (30) days of receiving the appeal with a decision as to whether the suspension or termination will be upheld or modified.
5. The recipient who wishes to appeal the decision of the ED or ESP may request further review by an appeals committee in accordance with subsection (e) of 6M-9.400. The request must be submitted to the Coalition in writing within ten (10) calendar days of the date of the ED/ESP written response.
6. Steps for review by the appeals committee are listed below:
 - a. The recipient is given the opportunity to present their position during a scheduled appeals committee meeting. The recipient will be notified of the scheduled date and informed this is a public meeting and any information presented may be used by other state agencies.
 - b. The appeals committee is selected by the Chairman of the Board and a chair named.
 - c. The appeals committee will meet within forty-five (45) calendar days of receipt of the recipient's appeal.
 - d. The recipient has up to thirty (30) minutes to present their appeal and any information they wish the committee to consider.
 - e. Coalition staff excluding the ED or ESP (whichever made the initial decision) shall be available to provide any information requested by the committee.
 - f. The appeals committee will consider all statements, review all documents and may request additional evidence or information if necessary to make a decision. The final determination letter will be suspended for the length of time given to provide the additional information.
 - g. An appeals committee selected staff member, excluding the ED or ESP, will take minutes of the event and final determination of the appeal.
 - h. The appellant will be notified in writing of the final determination within ten (10) days of the appeals committee meeting.
 - i. The appeals committee determination is final.

Act of Abuse of Overpayment (Chart I)

Program Violations	Penalty
Submitting fraudulent information during initial application process	Client did not receive services. Client may reapply to waitlist when eligible.
During graduated phase-out a non-intentional act which affected the copayment the client is responsible to pay. Examples may include but are not limited to: non-reporting of survivor benefits, child support, second job, salary increase, etc.	If greater than \$700, client remains in services with an overpayment agreement implemented. <i>Send Repayment Request letter allowing 14 additional days of services to complete. If no response from client in 14 days, send 14 day notice to discontinue services</i>
Intentional act which resulted in an overpayment that affected the eligibility and submitted fraudulent/altered documents during reauthorization or eligibility segment that may not have caused an overpayment to case. Examples may include but are not limited to: Not meeting POC for more than 3 months, Over income (85% SMI), Questionable Household composition, etc.	Client is terminated, overpayment agreement implemented, and/or submitted to OEL Fraud Referral System. Reapplying to the waitlist is subject overpayment status. Must pay back prior to placing on waiting list. <i><\$700: Eligibility Terminated, May reapply on Waitlist.</i> <i>>\$700 <\$2,000: Eligibility Terminated, OP agreement implemented, After paid in full can reapply to Waitlist.</i> <i>>\$2,000 Eligibility Terminated, Refer to DPAF, cannot apply on Waitlist until response from DPAF</i>

At-risk referral recipients shall not be suspended or terminated if a valid referral is in place.

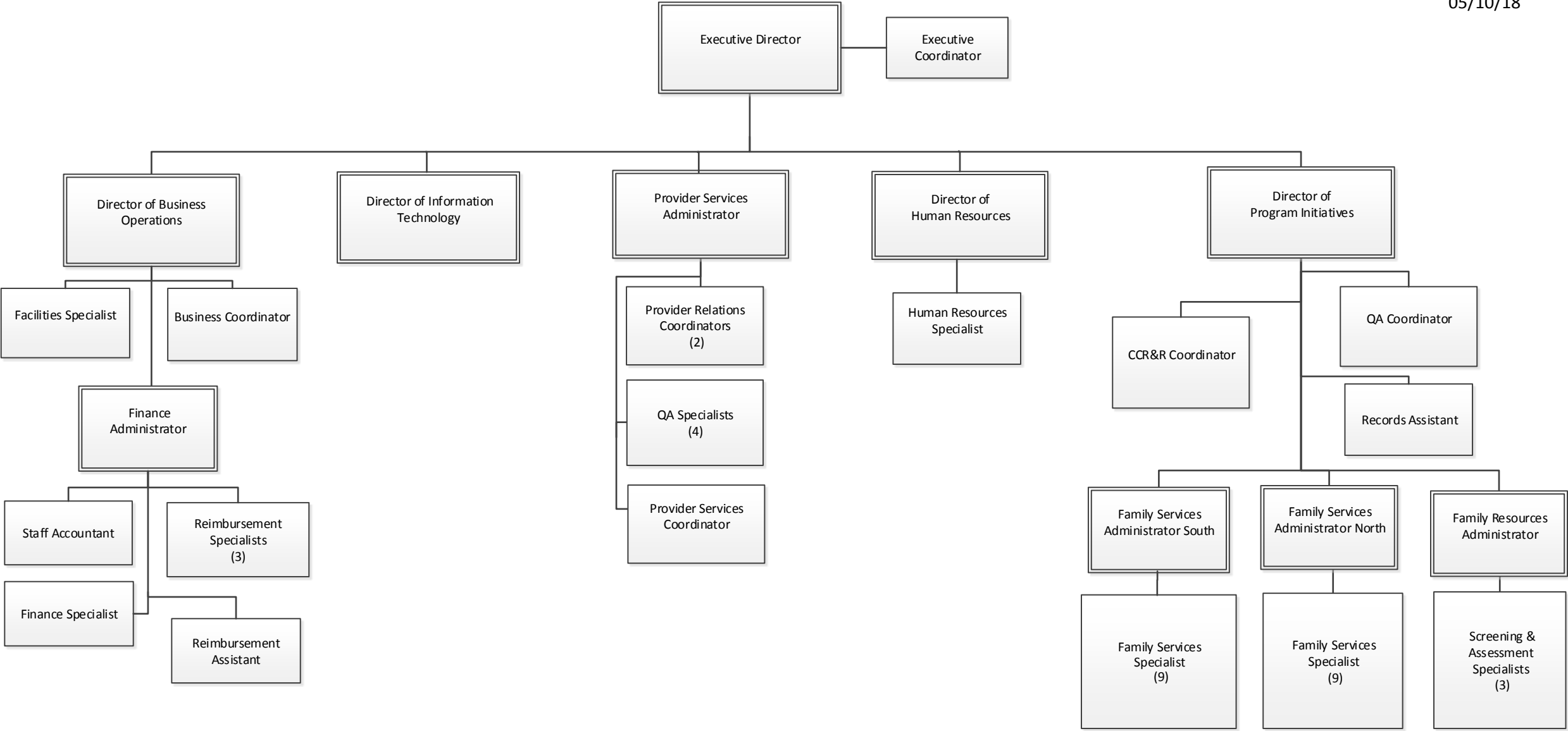
The Coalition Administrator for the OEL Fraud Referral system will submit an electronic report monthly reporting the parents and providers terminated from services as a result of fraud, per Rule 6M-9.400 (3)(b) and ELCB-FS-0001-12 and ELCB-FM-0002-09.

The Coalition Administrator is Cathie Odom, Director of Finance, 321-637-1800 x 2012 per rule 6M-9.400 (3)(c).


Early Learning Coalition of Brevard County, Inc.
Organizational Chart

Exhibit I

05/10/18



Our Core Values
Accountability ~ Excellence in Service ~ Integrity ~ Stewardship

Early Learning Coalition of Brevard County, Inc. Procedure	
Issue Date: 09/13/12	
Corresponding Policy: ELCB-FS-0001-12	
Subject: Suspected Fraud	
Originating Department: Family Services	
Revision Date(s): 10/21/2014, 5/7/2015	
Date Approved by Executive Director: 7/22/15	

Subject: Suspected Fraud in the Early Learning Programs

References: 45CFR98, Code of Federal Regulations; Chapters 1002.51-79 and 1002.81-97 Florida Statute; Rules 6M-4 and 8, Florida Administrative Code.

Corresponding Policy (s): ELCB-FS-0001-12

Definitions:

Client shall mean the parent, family member, or guardian that is the recipient of services for their child (ren) enrolled in an Early Learning Program.

Early Learning Programs shall mean any program funded with local, state, and/or federal funds administered by the Coalition; the primary programs are School Readiness and Voluntary Prekindergarten.

Data quality reports shall mean Office of Early Learning (OEL) reports designed to identify potential errors related to children and providers participating in Early Learning Programs.

Suspected fraud and/or misrepresentation shall mean an intentional deception, omission, or misrepresentation made by a person with knowledge that the deception, omission, or misrepresentation may result in unauthorized benefit to that person or another person, or any aiding and abetting of the commission of such an act. The term includes any act that constitutes fraud under applicable federal or state law.

Examples of suspected fraud or misrepresentation

1. Providing false or misleading information or withholding information in order to participate in or receive payments under the Early Learning Programs.
2. Failing to disclose a change in circumstances or material information that could directly impact eligibility decisions.
3. Falsifying records or documents.
4. Assisting or aiding any person in committing any of the above acts.

Procedure: ELC staff is trained at a minimum annually on how to detect and prevent fraud, abuse, and overpayment. Fraud is also a standing agenda item for the ELC Board of Directors.

Client fraud prevention techniques include but are not limited to:

1. Review previous interview screens – look for inconsistent paperwork or statements regarding household composition, employment, residency, etc.
2. Check employment information paid by personal check or cash. Document name of person verifying information and double check during redetermination periods.
3. Ask additional questions if questionable documentation received. If documentation unclear services are not reauthorized or authorized for three months with follow up.
4. Review rights and responsibilities with the client and stress the importance of reporting changes within 10 calendar days.
5. Research data quality reports every month and train on irregularities.


When ELC staff becomes aware of instances of actual, potential or suspected fraud and abuse in the operation of the Early Learning Programs, whether identified internally or reported to us, the following steps shall be taken:

1. Preliminary Investigation: Conduct a preliminary investigation to determine the likelihood a fraudulent act has been committed. Such preliminary investigations may include, but need not be limited to: conducting in person interviews, making telephone calls to related parties, researching Clerk of Courts – recent cases, Clerk of Courts – official records and Social Network sites, and/or conduct an attendance monitoring.
2. Refer to the Act of Abuse or Overpayment (Chart I) to determine program violation level, occurrence and penalty.
3. Depending on the occurrence level, the specialist will follow the penalty structure and notify the client accordingly. Notification will vary from a letter noting the offense to immediate termination and submission of a Suspected Fraud Referral Record Form to the Department of Financial Services (DFS).
4. For offenses requiring restitution of overpaid benefits, a repayment agreement will be instituted in accordance with ELCB-FM-0002-09 Improper Payment policy. In the event a referral is received for child care under protective services or TANF the Coalition will contact the referring agency to verify. Services must be provided under a valid referral regardless of prior fraudulent activities.
5. For offenses requiring submission to DFS, the specialist will complete the Suspected Fraud Referral Record Form and submit to the ED or designee within 3-5 business days. A brief written summary of the situation must be documented on the Suspected Fraud Referral form by the individual reporting the case, identifying the details of the applicant/client or providers' case. The following must be cited:
 - a) What information the individual provided or failed to provide, which impacts their eligibility for services or reimbursement
 - b) The issues of concern and any available evidence such as a falsified application, attendance record or other documentation.
 - c) The summary should provide factual information, specify dates and address questions of "Who, What, When, Where and How".
 - d) If incorrect payment has occurred, the extent, duration and amount of the incorrect payment must be clarified.

Upon signature of the Suspected Fraud Referral Record Form the information is entered into the Investigation Log by Levels spreadsheet, reviewed by Cathie Odom, Director of Business Operations (321) 637-1800 ext. 2010 then data entered into the OEL Fraud Referral System (FRS) per the OEL – FRS guide.

In addition, the case may be referred to Office of Early Learning to the Department of Financial Services, Public Assistance Fraud Unit (DFS) for further processing.

For offenses that do not rise to the level of submission to DFS, the Coalition institutes a repayment agreement corresponding to the penalty structure in Chart I and in accordance with the Suspected Fraud and Repayment Agreement Reporting procedure and ELCB-FM-0002-09 Improper Payments policy.

	Early Learning Coalition of Brevard County, Inc. Policy	
	Issue Date: October 16, 2012	
	Policy Number: ELCB-FS-0002-12	
	Subject: Dispute and Appeals Policy	
	Originating Department: Family Services	
	Revision Date(s): October 21, 2014	
	Date Approved by Board of Directors: NA	

Subject: Dispute and Appeals Policy

Purpose: To ensure a systematic process is established to manage disputes and appeals in a professional, timely, and compliant manner.

Background:

References: Chapter 1002.91 Florida Statute, Rule 6M-9.400 and Early Learning Coalition of Brevard Rights and Responsibilities

Definitions:

Coalition: Early Learning Coalition of Brevard County, Inc.

Recipient: Parent or legal guardian whose child was determined eligible for School Readiness or Voluntary Prekindergarten Education Program Benefits

Policy: All related disputes or disagreements regarding decisions made by the Coalition must be submitted in writing. The Coalition agrees to respond to the appeal within 30 days of receiving the appeal with a decision as to whether the suspension or termination of benefits will be upheld or modified.

If the recipient does not agree to the proposed method for resolution they may appeal the decision before an appeals committee selected by the Chairman of the Board of the Coalition. The recipient will present their position for the appeals committee to consider. The recipient will be notified in writing of the appeals committee determination within ten days of the meeting.

The determination of the appeals committee is final.



Early Learning Coalition of Brevard County, Inc.
Policy Number: ELCB-FM-0002-09
Department: Finance Department
Staff Contact: Director of Business Operations
Date Approved: 04/01/09
Date Last Modified: 10/15/2014

Subject: Improper Payments

Background: 45CFR98, Code of Federal Regulations; Chapters 1002.81-97, Florida Statute; Rules 6M-4 , 8, and 9, Florida Administrative Code; OEL Policy OEL-PI-0003-12.

Policy:

It is the policy of the Early Learning Coalition of Brevard County, Inc. to ensure a system of accountability for fiduciary responsibility of proper distribution of Federal and State funds and establishes the process of handling improper payments.

Procedure:

A. General

1. The Coalition is responsible for ensuring fiduciary diligence in the implementation of the rules and regulations of the School Readiness and Voluntary Pre-Kindergarten (VPK) programs, and to seek repayment when payment and/or benefits have been provided improperly.
2. Any contractor, provider or client of School Readiness or VPK services, that receives State or Federal funds or benefits from the Coalition, are obligated to repay the funds for various reasons, including, but not limited to:
 - Overpayment
 - Payment made in error as a result of a lack of understanding or miscommunication by any party
 - Disallowed payment due to ineligibility of the client or provider
 - Disallowed payment as a result of an audit
 - Disallowed payment as a result of non-compliance
 - Reconciliation of a payment for the VPK or SR program
 - Disallowed payment based on misrepresentation or fraud
 - Interest earned on advanced funds
 - Unexpended funds that remain at the end of the fiscal year
3. In all cases, the Coalition has the discretion to refuse any applicant, client or provider, any future participation in the VPK or School Readiness programs for fraudulent activity, non-compliance with requirements, lack of cooperation, failure to comply with rules, requirements or responsibilities of the School Readiness and/or VPK programs.
4. In all cases, it is the Coalition's responsibility to document and keep current information that reflects the status of any client or provider activity related to this policy.

B. Incorrect Payments

1. Recoupment of incorrect payments such as those cited above must be sought regardless of errors or misrepresentation on the part of the client, provider, or Coalition. Once an incorrect expenditure has been identified by the Coalition, the following activities should occur:
 - The Coalition must notify the provider of the incorrect payment and the reasons that caused the incorrect payment. Written confirmation must be sent to the provider confirming the amount of incorrect payment and what action is to be taken for recoupment.

- a. The written confirmation will be sent by regular U.S. mail and if no response, by certified mail, return receipt requested.
 - b. A copy of the letter must also be placed in the provider's file, maintained by the Coalition's Finance Department.
- If the provider is continuing to provide care of children, then recoupment will occur by deducting the amount of the incorrect payment (known as "prior period adjustment") from the funds currently paid to the provider.
- If the provider is not continuing to provide care to School Readiness or VPK children, then the recoupment must be secured directly from the provider unless the incorrect payment was due to misrepresentation or fraud on the part of the client.
- The client will be responsible for repayment of funding to the Coalition if the cause of the incorrect payment was based on a client's failure to provide information that directly affected their eligibility for services will be terminated or suspended in accordance with the Exhibit I (Act of Abuse or Overpayment Matrix) of the Coalition's Anti-fraud plan.
2. The Coalition is responsible for making diligent efforts to secure timely reimbursement for incorrect payments or ineligible services.
 - If the sum of money owed is such that the responsible party cannot immediately repay, then the Coalition will develop with the responsible party, a written repayment schedule in accordance with Exhibit I (Act of Abuse or Overpayment Matrix) of the Coalition's Anti-Fraud Plan.
 - The repayment schedule may allow for partial payments, but each responsible party is expected to repay the full amount within the required period.
 - During the period covered in the repayment plan, the Coalition's Director of Business Operations or designee must monitor the repayment plan to ensure it is being followed and all documents must be filed accordingly.
3. Errors resulting in incorrect payments are ultimately the financial responsibility of the Coalition if recoupment proves unsuccessful.
4. Designated cases, where there is evidence to support a belief that the activity of the client, as indicated in Exhibit I (Act of Abuse or Overpayment Matrix) of the Coalition's Anti-Fraud Plan, or provider was fraudulent and certain amount thresholds are met, must be submitted to the Office of Early Learning via its Fraud Report System and subsequently the Division of Public Assistance Fraud, Department of Financial Services (DFS) for further evaluation and/or processing.

C. Delinquent Collection of Repayment

1. The status of repayment becomes delinquent when the provider/client fails to repay the full amount that the provider/client owes by the repayment date specified in a Court's Restitution Order. Notice of delinquency will be sent to the designated Probation Officer.
2. If, the Coalition entered into a repayment schedule, the account becomes delinquent when the provider/client fails to submit the partial payment specified in the repayment schedule, or repay the account in full within six months after the repayment date specified in the repayment schedule.
3. Once an account becomes delinquent, the Coalition will within ten days, send a demand letter by regular U.S. mail with delivery confirmation. The first demand letter will include the following:
 - Full amount owed;
 - Reason for the delinquency;
 - Demand for immediate repayment of the full amount within 30 calendar days of the demand letter;
 - Description of the collection efforts that the Coalition will use if the provider/client fails to repay;
 - Provider/client's right to dispute the delinquent account by submitting a written dispute to the Coalition within 14 days after issuance of the demand letter
4. If the provider/client fails to make payment within the time period specified in the first demand letter, a second and final demand letter will be sent within ten days by certified, return receipt requested, regular U.S. Postal Service. The second demand letter will include:
 - Full amount owed;
 - Reason for the delinquency;
 - Demand for immediate repayment of the full amount within ten calendar days;
 - Provider/client's right to dispute the delinquent account by submitting a written dispute to the Coalition within 30 days after issuance of the previously sent first demand letter;
 - Notice that the client or provider will not receive further state or federal funds unless full payment is made;
 - Notice that the Office of Early learning may report a delinquent account for collection by DFS if the provider/client fails to repay the account in full by the date required in the second demand letter.

A SERIOUS CRIME:

Public Assistance Fraud

It is important to give all information and tell the truth when applying for services through your local Early Learning Coalition. Under Florida Law, you must give your Specialist all the information needed to decide the amount of assistance you are eligible to receive. Those who do not report correctly **COMMIT A CRIME**, that can result in termination of services, reimbursement of improperly received benefits and investigation by Florida Department of Financial Services.

PROTECT YOURSELF!


- Be sure to tell your Specialist everything he/she needs to know in order to decide the level of assistance you are eligible to receive.

Did you report?

- All household members including:
 - Child's other parent, spouse, other children or relatives, friends, etc.
- All income including:
 - Full-time job
 - Part-time job
 - Unemployment
 - Child Support
- If you are not sure about what you told your Specialist in the past, **ASK** or call immediately.
- When your Specialist asks you a question, tell the whole story and be honest with your answer.
- **REPORT ANY CHANGES** about you or any member of your household to your Specialist immediately!



SERIOUS CRIME

Early Learning Coalition of Brevard County, Inc. Procedure	
Issue Date: 3/21/14	
Corresponding Policy: ELCB-SR-0002-08	
Subject: Partnering Agency Referrals for School Readiness Services Procedure	
Originating Department:	
Revision Date(s): 10/1/2008; 02/01/2010; 09/14/2011; 11/01/2012; 3/21/14, 10/9/14; 11/23/15 Date Approved by Executive Director: 11/23/15	

Subject: Partnering Agency Referrals for School Readiness Services Procedure

References: Office of Early Learning School Readiness Standard Eligibility Review Program Guide; Rule 6M-4.200, F.A.C.; Chapter 1002.81-97 Florida Statute

Corresponding Policy (s): Partnering Agency Referrals for School Readiness Services Policy

Definitions:

At-risk child -. Includes the following children that the Department of Children and Families (DCF) refers for SR services:

- A child from a family that DCF or a designated sheriff's office is investigating for child abuse, neglect, abandonment or exploitation.
- A child who is in a diversion program that DCF or its contracted provider runs and who is from a family that is actively participating in and complying with department-prescribed activities, including education, health services or work.
- A child from a family under DCF or a contracted service provider's supervision for abuse, neglect, abandonment or exploitation.
- A child placed in court-ordered, long-term custody or under the guardianship of a relative or non-relative after DCF or its licensed contractor terminated parental custody.
- A child in the custody of a parent who is a victim of domestic violence and is residing in a certified domestic violence center.
- A child in the custody of a parent who a DCF-certified homeless shelter verifies as homeless.

Child Care Application and Authorization forms: referral received from the local CareerSource, Department of Children and Families and contracted community-based providers, which contains all

required information and signatures of the parent, referring agency representative and authorizing coalition worker.

TCA- Temporary Cash Assistance – recipients of TANF (temporary aid to needy families) subject to Federal work requirements

TCC- Transitional child care for families transitioning off TANF to work

Procedure:

- I. All referral forms received from the Department of Children and Families or partnering agencies will be reviewed to ensure the referral indicates the following:
 - a. The name and contact information of the agency/case worker making the referral.
 - b. A current 'authorized child care begin and end date' listed for the selected review period.
 - c. The name of the child (ren) authorized for eligibility.
 - d. The dates of birth for the child (ren).
 - e. The name and address of parent(s).
 - f. The eligibility for referral, which includes status, such as assistance, non-assistance, RCG, TCA, TCC, At-Risk-PI, -PS, -FS, In-Home, Out-of-Home, Medicaid Eligible, Custody home, Medicaid eligible, custody, etc.
 - g. A purpose for care, such as protection, employment, work activity or education.
 - h. The number of hours authorized or identified as full-time, part-time or both.
 - i. Transitional child care (TCC) referrals must also include the TCC period.
 - j. A signature and date for the authorizing agency representative or supervisor, parent and coalition representative.
- II. Electronic child care referrals are acceptable. However, they are required to be transmitted via a secure server.
- III. If dates or required items are missing, designated staff will request a new referral or contact the referring case worker and make an electronic post-it change on the referral. Any changes should be signed and dated by the coalition representative and include the date, time and name of authorizing case worker. It would be recommended to have documentation of the change (email or fax). The coalition should document attempts to obtain information missing on referrals; two documented attempts would typically represent due diligence.
 - a. Note: For clients under Protective Services (PS) or Protective Investigation (PI), Florida's Office of Early Learning expects the safety of these children is a priority. Services should not be denied due to an administrative error on the child care referral or if the child care authorization date is prior to the signature date of the referring agency. Coalition staff should work with the referring agency to make the needed corrections for any administrative error.

- IV. Designated staff and/or eligibility staff will determine the correct child care authorized begin and end dates are based on the category of care(billing group) requested:
- a. At-risk – In-home (BG1-11), out of home (BG1-14R) and foster care (BG1-13) referrals may have an authorization period up to six (6) months. A new referral must be received for each six-month period.
 - b. At-risk – Diversion (BG1-11D) referrals may have an authorization period up to 60 days. The agency may renew the referral in 60 day increments, not to exceed six months total. A new referral must be received for each 60 day period.
 - c. At-risk – Homeless (BG1-HOME) referrals may have an authorization period up to six (6) months. A new referral must be received for each six month period.
 - d. At-risk – Domestic Violence (BG1-FAM) referrals may have an authorization period up to three (3) months. A new referral must be received for each three (3) month period.
 - e. At-risk – Protective Investigation in home (BG1-IN) and out of home (BG1-OUT) referrals may have an authorization date up to 60 days. The agency may renew the referral in 60 day increments, not to exceed six (6) months. A new referral must be received with each 60 day period.
 - f. TCA Recipient not working (BG3-TCAN) and working (BG3-TCAW) referrals authorization period is based on the local CareerSource service’s operating procedures. Typically the authorization period is up to three (3) to six (6) months.
 - g. TCC Recipient (BG5-TCC) referrals may have an authorization period up to 24 months. A redetermination of eligibility must be completed at minimum annually.
 - i. The authorization begin date must begin on the first day of the month (first month no longer receiving TANF) and end on the last day of the 24th month following the begin date.
 - h. TCA Respite Services (WRC-RC1) referrals may have an authorization period up to 60 days. The referral must not exceed 60 days.
- V. Designated staff will make two (2) attempts to schedule the parent/guardian an intake appointment and provide Child Care Resource & Referral services within 10 days from receipt of the referral.
- a. Designated staff saves each incoming referral electronically and indicates the date the referral is received.
 - i. The authorization begin date and the referring worker’s signature date must be within 10 calendar days from receipt of the referral.
 - ii. Eligibility must be determined within 10 calendar days from receipt of the referral.
 - iii. Eligibility cannot be established prior to the authorization begin date on the referral.
- VI. If the referral cannot be processed within the 10 calendar days designated staff will notify the referring worker via email.



NOTICE TO DISCONTINUE SERVICES

Parent/Guardian Name: _____

Date: _____

Child (ren) Names: _____

Your last day of Child Care Services will be _____ for the following reason(s):

- ☐ Income exceeds 200% of the Federal Poverty Level or exceeds 85% State Median Income
- ☐ Parent (s)/guardian (s) no longer meet the work/education/training hour requirement
- ☐ Children no longer attending authorized child care
- ☐ Child exceeds age limit for services
- ☐ Temporary disability / maternity leave time has expired
- ☐ Suspended care time has expired
- ☐ Transfer of Guardianship
- ☐ Moved out of county
- ☐ Failed to provide proof of child citizenship / qualified resident alien status
- ☐ Child never enrolled / child care provider not chosen
- ☐ Care no longer needed (parent / guardian available to care for child)
- ☐ Client failed to provide required documentation previously requested by specialist
- ☐ Client did not meet program requirements during last reauthorization period
- ☐ Other _____

Estimated repayment of improper benefits received if conclusion of overpayment is upheld,
\$_____ including any benefits received after the receipt of this notice.

Estimated length of time benefits will be suspended or terminated _____

A copy or review of your file may be obtained by completing the Confidential Information Exempt Record Request form and returning it to the main office located at 1018 S. Florida Avenue in Rockledge, Florida. A photo ID is required to complete the request. Call our office for additional information.

Family Services Specialist Signature

*SEE REVERSE FOR APPEAL INFORMATION

Date

EARLY LEARNING COALITION of Brevard County, Inc.

Rockledge Office PO Box 560692, Rockledge, FL 32956 Phone: 321-637-1800 Fax: 321-637-1897**Melbourne Office** 2080 W Eau Gallie Blvd. Ste A, FL 32935 Phone: 321-752-3290 Fax: 321-752-3294

RIGHT TO APPEAL

If you believe your child care services were stopped due to a coalition error you should contact your eligibility specialist and provide the necessary documentation to resolve the issue. If you believe the issue was not resolved then you may file a formal written appeal which must be postmarked or emailed before your last day of child care services. Note: if your services have already ended or end in the less than 14 days; you have 14 days from the date the notice is mailed to appeal.

The action you are appealing is stated on the other side of this notice. Failure to file a timely appeal waives the right to an appeal.

Name: _____ Phone: _____

Address: _____

Reason for Appeal:

Note: Supporting documents to support your appeal must be attached.

Signature

phone #

Date

Return to:

Official Use Only

Date Appeal Received: _____ Supporting Documents Received: ____Y ____ N

☐ Approved ☐ Denied

Reason: _____

Signature



Public Information Record Request

Mail: P.O. Box 560692
Rockledge, FL 32956-0692
Phone: (321) 637-1800
Fax: (321) 637- 1897
Web: www.elcbrevard.org

Date: _____

Name: _____ Phone: _____

Mailing Address**: _____

**Required. If mail is selected below, this address will be used

E-mail Address: _____

Document(s) Requested (Be as specific as possible, provide official name of document(s) if known.)

Date needed: _____

Are you requesting copies or the opportunity to review the information?


☐ Copy Select One: ☐ Mail ☐ Pick up ☐ Review Only
(by Appt in Rockledge)

Signature: _____

Please return the completed form to the Early Coalition of Brevard County via fax, mail or in person to the main office located at 1018 S Florida Avenue in Rockledge, Florida.

5/3/18

\\Forms\Quality Assurance\Records Management

	Early Learning Coalition of Brevard County, Inc.	
	Policy	
	Issue Date: 3-23-12	
	Policy Number: ELCB-QA-0001-12	
	Subject: External Records Requests	
	Originating Department: Quality Assurance	
	Revision Date(s):	
	Date Approved by Board of Directors:	

Subject: External Records Requests


Purpose: To provide guidance regarding access to records and establish protocol for processing external records requests while such record is in the possession, custody, and control of the Early Learning Coalition of Brevard County, Inc. |

References:

- ❖ Article I, Section- 24, Florida Constitution
- ❖ Chapter 411, Florida Statutes (F.S.), Handicap or High-Risk Condition Prevention and Early Childhood Assistance
- ❖ Chapter 1002, Florida Statutes (F.S.), Student and Parental Rights and Educational Choices
- ❖ Chapter 119, Florida Statutes (F.S.), Public Records Law
- ❖ Chapter 112, Florida Statutes (F.S.), Drug-Free Workplace Act
- ❖ Chapter 382, Florida Statutes (F.S.), Vital Statistics


Definitions:

- ❖ **Actual cost of duplication-** The cost of the material and supplies used to duplicate the public record; does not include labor cost or overhead cost associated with such duplication.
- ❖ **Coalition-** The Early Learning Coalition of Brevard County, Inc.
- ❖ **Confidential Information-** Information prohibited from public inspection or copying under the Public Records Law.
- ❖ **Exempt records-** Records that are exempt from public inspection; an agency, however, is not prohibited from disclosing such records.
- ❖ **Extensive-** As used herein with reference to labor involved to accommodate a public records request, means where Coalition staff must spend more than one (1) hour to retrieve, copy, re-file, and redact the requested material in order to honor the request.

	Early Learning Coalition of Brevard County, Inc.	
	Policy	
	Issue Date: 3-23-12	
	Policy Number: ELCB-QA-0001-12	
	Subject: External Records Requests	
	Originating Department: Quality Assurance	
	Revision Date(s):	
	Date Approved by Board of Directors:	

- ❖ **Information Technology Resources-** Data processing hardware and software and services, communications, supplies, personnel, facility resources, maintenance, and training.
- ❖ **Public Record-** All documents, papers, letters, maps, books, tapes, photographs, films, sound recordings, data processing software, or other material, regardless of the physical form, characteristics, or means of transmission, made or received pursuant to law or ordinance or in connection with the transaction of official business by any agency.
- ❖ **Redact-** To conceal from a copy of an original public record, or to conceal from an electronic image that is available for public viewing, that portion of the record containing exempt or confidential information.
- ❖ **Registrant-** The persons whose birth is registered or reported, not the person (parent or otherwise) who accomplishes the act of registering the birth.
- ❖ **Sensitive-** Agency-produced software used to collect, process, store, and retrieve information that is exempt from s. 119.07(1); collect, process, store, and retrieve financial management information of the agency, such as payroll and accounting records; or control and direct access authorizations and security measures for automated systems.
- ❖ **Special Service Charge-** The fee that may be charged, in addition to the actual cost of duplication, if the nature or volume of material requested to be inspected, examined or copied is such as to require extensive use of information technology resources or extensive clerical or supervisory assistance by Coalition staff, or both.

Policy: It is the policy of the Coalition that all public records held in the possession of the Coalition that are **not** exempt or confidential shall be open for inspection and copying pursuant to the Florida Constitution and Florida Public Records Law. It is also the policy of the Coalition that a parent, guardian, or individual acting as a parent in the absence of a parent or guardian has the


	Early Learning Coalition of Brevard County, Inc.	
	Policy	
	Issue Date: 3-23-12	
	Policy Number: ELCB-QA-0001-12	
	Subject: External Records Requests	
	Originating Department: Quality Assurance	
	Revision Date(s):	
	Date Approved by Board of Directors:	

right to inspect and review the individual School Readiness and/or Voluntary Prekindergarten program record of his or her child and to obtain a copy of the record.

Protocol: The following protocol shall be applied to all external requests for records received by the Coalition unless otherwise noted.

❖ General Public Records and Exemptions

- Public Records- In addition to the definition provided above, the following information provides general information regarding what constitutes a public record:
 - Public records include all materials made or received by an agency in connection with official business which are used to perpetuate, communicate or formalize knowledge, regardless of whether in final form or the ultimate product of the agency, such as:
 - ◆ Documents circulated for review, comment or information, regardless of whether they are official expressions of policy or marked “draft.” Examples include: interoffice memoranda, preliminary drafts of rules or proposals which have been submitted for review to anyone within or outside the Coalition, and working drafts of reports which have been furnished to a supervisor for review or approval;
 - ◆ Personal notes, if intended to communicate, perpetuate or formalize knowledge of some type;
 - ◆ Records stored on computer, video tape or audio tape, and electronic mail (e-mail) messages. Coalition e-mail in connection with official business is a public record comparable to any other written communication. Specific e-mail by subject matter, sender or recipient and inclusive dates may be requested. Exempt content of e-mails is not required to be disclosed and confidential content of e-mails must not be disclosed without the proper


	Early Learning Coalition of Brevard County, Inc.	
	Policy	
	Issue Date: 3-23-12	
	Policy Number: ELCB-QA-0001-12	
	Subject: External Records Requests	
	Originating Department: Quality Assurance	
	Revision Date(s):	
	Date Approved by Board of Directors:	

release. Personal e-mail, if not related to any official business of the Coalition, is not subject to the Florida Public Records law.

- **Confidential and Exempt Records** The following are examples of information deemed confidential and exemptions that may be routinely encountered when responding to public records requests:

▪ **Administration**

- ◆ Social security numbers. Sections 119.071(4)(a)1; 119.071(5)(a)3, F.S. (In certain circumstances, social security numbers may be provided to a commercial entity engaged in the performance of a commercial activity for a legitimate business purpose if the requirements of section 119.071(a)5, F.S. have been met). *See also* section 119.071(4)(a)2, F.S.
- ◆ Bank account numbers and debit, charge, and credit card numbers. Section 119.071(5)(b), F.S.
- ◆ Records directly relating to the physical security of Coalition facilities. Section 119.071(3), F.S.
- ◆ Federal tax information obtained pursuant to 26 U.S.C. section 6103 except as otherwise provided for by law. Section 192.105(1), F.S.
- ◆ Sealed bids or proposals received by the Coalition pursuant to invitations to bid or requests for proposals until such time as the Coalition provides notice of a decision or intended decision or within 10 days after bid or proposal opening (whichever is earlier). Section 119.071(1)(b)1.a., F.S.
- ◆ Rejected bids or proposals, if the Coalition concurrently provides notice of its intent to reissue the invitation to bid or request for proposals, until such time as the Coalition provides notice of a decision or intended decision pursuant to section 120.57(3)(a), F.S. concerning the reissued invitation to bid or

	Early Learning Coalition of Brevard County, Inc.	
	Policy	
	Issue Date: 3-23-12	
	Policy Number: ELCB-QA-0001-12	
	Subject: External Records Requests	
	Originating Department: Quality Assurance	
	Revision Date(s):	
	Date Approved by Board of Directors:	


request for proposals or until the Agency withdraws the reissued invitation to bid or request for proposals. Section 119.071(1)(b)1.b., F.S.

- ◆ A competitive sealed reply in response to an invitation to negotiate until such time as the Coalition provides notice of a decision or intended decision pursuant to section 120.57(3)(a), F.S. or until 20 days after the final competitive sealed replies are all opened, whichever occurs earlier. Section 119.071(1)(b)2.a., F.S.

- Family Services

- ◆ Birth Certificates


- All birth records to include certified copies of an original birth certificate or a new or amended certificate, or affidavit thereof.
 - Birth records may only be released to the following individuals or entities.
 - The registrant if of legal age.
 - The registrant's parent, guardian or legal representative.
 - Upon receipt of the registrant's death certificate, to the registrant's spouse or to the registrant's children, grandchildren, siblings, if of legal age, or to the legal representative of any such persons.
 - To any person if the birth record is over 100 years old and not under seal pursuant to court order.
 - To a law enforcement agency for official purposes.
 - To any agency of the state or the United States for official purpose upon approval of the Florida Department of Health.

	Early Learning Coalition of Brevard County, Inc.	
	Policy	
	Issue Date: 3-23-12	
	Policy Number: ELCB-QA-0001-12	
	Subject: External Records Requests	
	Originating Department: Quality Assurance	
	Revision Date(s):	
	Date Approved by Board of Directors:	


- Upon order of any court of competent jurisdiction.

◆ School Readiness


- The individual records of children enrolled in School Readiness programs to include but not limited to assessment data, health data, records of teacher observations, and personal identifying information.
- A parent, guardian, or individual acting as a parent in the absence of a parent or guardian has the right to inspect and review the individual School Readiness program record of his or her child and to obtain a copy of the record.
- School Readiness records may only be released to the following individuals or entities.
 - The United States Secretary of Education, the United States Secretary of Health and Human Services, and the Comptroller General of the United States for the purpose of federal audits.
 - Individuals or organizations conducting studies for institutions to develop, validate, or administer assessments or improve instruction.
 - Accrediting organizations in order to carry out their accrediting functions.
 - Appropriate parties in connection with an emergency if the information is necessary to protect the health or safety of the child enrollee or other individuals.
 - The Auditor General in connection with his or her official functions.
 - A court of competent jurisdiction in compliance with an order of that court in accordance with a lawfully issued subpoena.

	Early Learning Coalition of Brevard County, Inc.	
	Policy	
	Issue Date: 3-23-12	
	Policy Number: ELCB-QA-0001-12	
	Subject: External Records Requests	
	Originating Department: Quality Assurance	
	Revision Date(s):	
	Date Approved by Board of Directors:	


- Parties to an interagency agreement/grant agreement among early learning coalitions, local governmental agencies, providers of School Readiness programs, state agencies, and Florida's Office of Early Learning for the purpose of implementing the School Readiness program.
- ◆ Voluntary Prekindergarten
 - The records of a child enrolled in the Voluntary Prekindergarten Education Program to include but not limited to assessment data, health data, records of teacher observations, and personal identifying information of an enrolled child and his or her parent.
 - A parent has the right to inspect and review the Voluntary Prekindergarten Education Program record of his or her child and to obtain a copy of such record.
 - Voluntary Prekindergarten Education Program records may only be released to the following individuals or entities.
 - The United States Secretary of Education, the United States Secretary of Health and Human Services, and the Comptroller General of the United States for the purpose of federal audits.
 - Individuals or organizations conducting studies for institutions to develop, validate, or administer assessments or improve instruction.
 - Accrediting organizations in order to carry out their accrediting functions.
 - Appropriate parties in connection with an emergency if the information is necessary to protect the health or safety of the child or other individuals.

	Early Learning Coalition of Brevard County, Inc. Policy
	Issue Date: 3-23-12
	Policy Number: ELCB-QA-0001-12
	Subject: External Records Requests
	Originating Department: Quality Assurance
	Revision Date(s):
	Date Approved by Board of Directors:

- The Auditor General in connection with his or her official functions.
- A court of competent jurisdiction in compliance with an order of that court pursuant to a lawfully issued subpoena.
- Parties to an interagency agreement among early learning coalitions, local governmental agencies, Voluntary Prekindergarten Education Program providers, or state agencies for the purpose of implementing the Voluntary Prekindergarten Education Program.
- Human Resources
 - ◆ Social security numbers of current and former employees contained in employment records. Section 119.071(4)(a), F.S.
 - ◆ Medical information pertaining to prospective, current or former employees and medical claims of current or former employees and their covered dependents. Sections 110.123(9), F.S. and 760.50(5), F.S.
 - ◆ All information, interviews, reports, statements, memoranda, and drug test results, written or otherwise, received or produced as a result of a drug-testing program. Section 112.0455(11)(a), F.S.
 - ◆ An employee's personal identifying information contained in records regarding the employee's participation in an employee assistance program. Section 110.1091(2), F.S.
 - ◆ Workers' Compensation Claims medical records and reports of an injured employee and any information identifying an injured employee in medical bills. Section 440.125, F.S.
 - ◆ All records identifying individual participants in any plan under the employee deferred compensation program and their personal account activities. Section 112.215(7), F.S.

	Early Learning Coalition of Brevard County, Inc. Policy	
	Issue Date: 3-23-12	
	Policy Number: ELCB-QA-0001-12	
	Subject: External Records Requests	
	Originating Department: Quality Assurance	
	Revision Date(s):	
	Date Approved by Board of Directors:	

- ◆ Direct deposit information. Section 17.076(5), F.S.
- ◆ Complaints and other records which relate to a complaint of discrimination in connection with employment, until a finding is made relating to probable cause, the investigation becomes inactive, or the complaint or other record is made a part of the official record of any hearing or court proceeding. Section 119.071(2)(g)1.a., F.S.
- Information Technology
 - ◆ Data processing software which has been obtained by the Coalition under a licensing agreement prohibiting its disclosure and which is a trade secret under section 812.081, F.S. (Section 119.071(1)(f), F.S.); and data, programs or supporting documentation which is a trade secret that resides or exists internal or external to a computer, computer system, or computer system network (Section 815.04(3)(a), F.S.).
 - ◆ Risk analysis information relative to security threats to data and information technology resources. (Section 282.318(4)(c), F.S.); internal policies and procedures to assure the security of the data and information technology resources, which, if disclosed could facilitate the unauthorized modification, disclosure or destruction of data or information technology resources; and results of periodic internal audits and evaluations of a security program for the Coalition's data and information technology resources, except that the information shall be available to the Auditor General for post-auditing duties.(Section 282.318(4)(d), F.S.);
 - ◆ Coalition-produced data processing software which is sensitive. Section 119.071(1)(f), F.S.
- ❖ Violations and Penalties

	Early Learning Coalition of Brevard County, Inc.	
	Policy	
	Issue Date: 3-23-12	
	Policy Number: ELCB-QA-0001-12	
	Subject: External Records Requests	
	Originating Department: Quality Assurance	
	Revision Date(s):	
	Date Approved by Board of Directors:	

- Any person who willfully and knowingly violates any of the provisions of the Public Records Law to include falsely or fraudulently representing an individual or entity in order to obtain confidential and/or exempt records commits a misdemeanor. Penalties may include criminal prosecution and/or sanctions, fines and imposition of attorney's fees for the cost of enforcing the provisions of the Public Records Law.



NOTICE OF INELIGIBILITY

Parent / Guardian Name: _____ Date: _____

Child (ren) Names: _____

The application you submitted for School Readiness child care services has been declined for the following reason(s):

- ☐ Earned income not verified within timeframe allowed
- ☐ Unearned income not verified within timeframe allowed
- ☐ Income exceeds 150% of the Federal Poverty Level or exceeds 85% of the State Median Income
- ☐ Parent (s) / guardian (s) do not meet the work / education / training hour requirement
- ☐ Children did not begin care within time specified on child care certificate
- ☐ Age of children not verified or children are above age limit for services
- ☐ Residency / household size not verified
- ☐ Referral for services not valid (i.e. case closed; referral expired)
- ☐ Incomplete application (15 day expiration)
- ☐ Other _____

Right to Appeal


You have the right to appeal this notice within 14 days from the above date. The Coalition will respond within 30 days from the receipt of the appeal.

Family Services Specialist Signature

EARLY LEARNING COALITION of Brevard County, Inc.

Rockledge Office PO Box 560692, Rockledge, FL 32956 Phone: 321-637-1800 Fax: 321-637-1897

Melbourne Office 2080 W Eau Gallie Blvd. Ste A, FL 32935 Phone: 321-752-3290 Fax: 321-752-3294

Early Learning Coalition of Brevard County, Inc. Procedure	
Issue Date: October 16, 2012	
Corresponding Policy: ELCB-FS-0002-12	
Subject: Appeals	
Originating Department: Family Services	
Revision Date(s): October 21, 2014	
Date Approved by Executive Director: N/A	

Subject: Appeals

References: Chapter 1002.91 Florida Statute, Rule 6M-9.400 and Early Learning Coalition of Brevard Rights and Responsibilities

Corresponding Policy (s): ELCB-FS-0002-12 Dispute and Appeals Policy

Definitions:

Coalition: Early Learning Coalition of Brevard County, Inc.

Recipient: Parent or legal guardian whose child was determined eligible for School Readiness or Voluntary Prekindergarten Education Program Benefits

Procedure: The preliminary appeal process begins when a client is notified of an adverse change in their services. If the recipient believes services were stopped due to a Coalition error they are to contact their specialist and provide the necessary documentation to resolve the issue.

If the recipient does not believe the issue was resolved then they may file a written appeal to the executive director (ED) or board designated executive staff person (ES) to begin the formal appeal process.

The following lists the steps in the process:

1. A written appeal must be submitted to the ED or ES. The appeal must fully describe the nature of the error the recipient believes has been made with supporting documentation.
2. The appeal must be postmarked, faxed, emailed or hand delivered before the date of the discontinuation/suspension of services. Failure to file a timely appeal waives the right of appeal.
3. If a timely appeal is filed, the recipient will not be suspended or terminated from the program until the written decision of the ED or ES or the original date of the discontinuation/suspension of services, whichever is later.
4. The ED or ES must respond to the recipient in writing within thirty (30) days of receiving the appeal with a decision as to whether the suspension or termination will be upheld or modified.
5. The recipient who wishes to appeal the decision of the ED or ES may request further review by an appeals committee in accordance with subsection (e) of 6M-9.400. The request must be

submitted to the coalition in writing within ten (10) calendar days of the date of the ED/ES written response.

6. Steps for review by the appeals committee are listed below:
 - a. The recipient is given the opportunity to present their position during a scheduled appeals committee meeting. The recipient is informed this is a public meeting and any information presented may be used by other state agencies.
 - b. The appeals committee is selected by the Chairman of the Board and a chair named.
 - c. The appeals committee will meet within forty-five (45) calendar days of receipt of the recipients appeal.
 - d. The recipient has up to thirty (30) minutes to present their appeal and any information they wish the committee to consider.
 - e. Coalition staff excluding the ED or ES (whichever made the initial decision) shall be available to provide any information requested by the committee.
 - f. The appeals committee will consider all statements, review all documents and may request additional evidence or information if necessary to make a decision. The final determination letter will be suspended for the length of time given to provide the additional information.
 - g. An appeals committee selected staff member, excluding the ED or ES, will take minutes of the event and final determination of the appeal.
 - h. The appellant will be notified in writing of the final determination within ten (10) days of the appeals committee meeting.
 - i. The appeals committee determination is final.

OVERVIEW OF THE CLASS ASSESSMENT

Presented by
Casey Cicak and Margaret Leddin
Quality Assurance
Provider Services



WHAT IS CLASS?

- **Classroom Assessment Scoring System**
- Measures teacher-child interactions.
- Developed in 1990s by the University of Virginia's Curry School of Education.
- Discovered that interactions had greater impacts on child outcomes and could be measured.



THE AWARENESS TEST

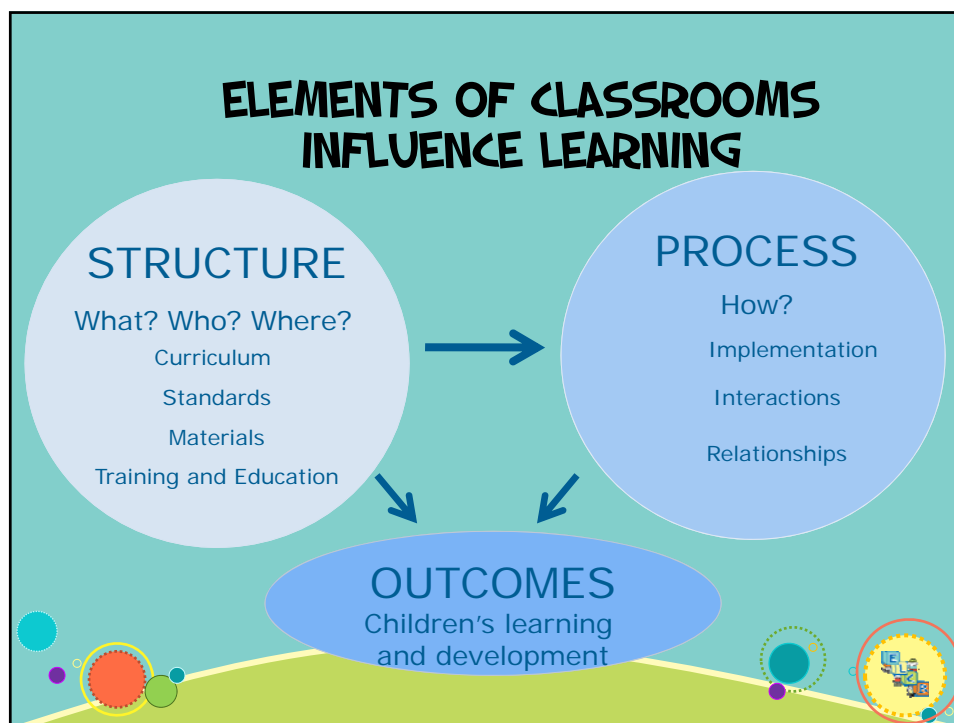
- Basketball Awareness Test



THE CLASS LENS



- Focuses on key interactions
- Provides a basis to measure and improve interactions.
- Ensures that all observers view each set of classrooms interactions the same way.



CLASS Observation Tool

The CLASS observation tool is an observational instrument developed to measure the effectiveness of classroom interactions.

The image displays three covers of the CLASS Classroom Assessment Scoring System (CLASS) manuals, each for a different age group:

- PRE-K** (Left): CLASSROOM ASSESSMENT SCORING SYSTEM MANUAL PRE-K. Authors: Robert C. Pianta, Karen M. LaParo, Bridget K. Howse.
- TODDLER** (Middle): CLASSROOM ASSESSMENT SCORING SYSTEM MANUAL TODDLER. Authors: Robert C. Pianta, Bridget K. Howse, Karen M. LaParo.
- INFANT** (Right): CLASSROOM ASSESSMENT SCORING SYSTEM MANUAL INFANT. Authors: Bridget K. Howse, Robert C. Pianta, Karen M. LaParo, Jennifer LaParo-Graham.

HOW DOES IT WORK?

The CLASS Observer

- Must be certified annually.
- Conducts observation cycles that are 15-20 minutes long with breaks of up to 10 minutes in between.
- Observes a minimum of 4 cycles to establish a score for a classroom.

The Observation

- Handwritten notes on specific interactions based on
 - What is spoken
 - Tone, inflection, and affect of what is spoken
 - Facial expressions and body language of adults and children
 - What adults and children are doing with one another

WHAT INTERACTIONS LOOK LIKE



Promoting Conversation at the Lunch Table

AFTER CLASS ASSESSMENT...

- Observers...
 - Average the scores from 4 cycles.
 - Write a CLASS report using documentation from the observation as evidence.
 - Submit data and evidence to WELS online.
 - Report is reviewed with teaching staff and director.
 - Future TA, professional development, and coaching is arranged as needed.

QUESTIONS?



What Is CLASS?

What Does CLASS Even Mean?

- CLASS stands for **CL**assroom **A**ssessment **S**coring **S**ystem.
- The interactions teachers have with children impact learning, development—even lifelong achievement. CLASS is the observation tool developed to assess these interactions: from infant care through 12th grade. Teachstone is committed to delivering on the promise of CLASS.

Where Did CLASS Come From?

- The story of CLASS begins in the 1990s at the University of Virginia's Curry School of Education where researchers were studying factors of early childhood development.
- They learned that interactions impacted child outcomes and that such interactions could be objectively measured.
- Looking at interactions rather than environmental factors was a new school of thought, but it took off quickly. Soon CLASS had been adopted by The Federal Office of Head Start as a way to measure and improve child outcomes.
- To scale CLASS along with the growing demand, Bob Pianta, PhD, and Bridget Hamre, PhD, founded Teachstone in 2008.

What Is Involved With CLASS Observations?

- CLASS observations are completed by Teachstone-trained CLASS Observers who assign scores to specific teacher behaviors and responses.
- Because children learn differently at each age level, CLASS Observers must be certified for the age level they observe: infant, toddler, pre-k, K-3, upper elementary, or secondary education.

Who Uses CLASS Today?

- The focus on effective interactions is growing. CLASS has been adopted by programs all over the world, helping millions of children succeed in the classroom—and beyond.
- Research has shown that to deliver on the promise of CLASS, organizations need to couple observations with professional development. That's why today many organizations and states use CLASS as a part of their professional development programs.
- To learn more about how CLASS has affected specific organizations, read the Case Studies page on our website, <http://teachstone.com/resources/case-studies>.



CLASS® Age Levels

CLASS is used in classrooms of all ages (birth–secondary) to measure and improve teacher-child interactions—the single most important influence on children’s learning and development.

Birth–18 Months	15–36 Months	3–5 Years	5–8 Years	4th–6th Grade	7th–12th Grade
INFANT	TODDLER	PRE-K	K-3	UPPER ELEMENTARY	SECONDARY
RESPONSIVE CAREGIVING	EMOTIONAL & BEHAVIORAL SUPPORT	EMOTIONAL SUPPORT	EMOTIONAL SUPPORT	EMOTIONAL SUPPORT	EMOTIONAL SUPPORT
Relational Climate	Positive Climate	Positive Climate	Positive Climate	Positive Climate	Positive Climate
Teacher Sensitivity	Negative Climate	Negative Climate	Negative Climate	Teacher Sensitivity	Teacher Sensitivity
Facilitated Exploration	Regard for Child Perspectives	Teacher Sensitivity	Teacher Sensitivity	Regard for Student Perspectives	Regard for Adolescent Perspectives
Early Language Support	Behavior Guidance	Regard for Student Perspectives	Regard for Student Perspectives		
	Teacher Sensitivity			CLASSROOM ORGANIZATION	CLASSROOM ORGANIZATION
	ENGAGED SUPPORT FOR LEARNING	CLASSROOM ORGANIZATION	CLASSROOM ORGANIZATION	Behavior Management	Behavior Management
	Facilitation of Learning & Development	Behavior Management	Behavior Management	Productivity	Productivity
	Quality of Feedback	Productivity	Productivity	Negative Climate	Negative Climate
	Language Modeling	Instructional Learning Formats	Instructional Learning Formats	INSTRUCTIONAL SUPPORT	INSTRUCTIONAL SUPPORT
		INSTRUCTIONAL SUPPORT	INSTRUCTIONAL SUPPORT	Instructional Learning Formats	Instructional Learning Formats
		Concept Development	Concept Development	Content Understanding	Content Understanding
		Quality of Feedback	Quality of Feedback	Analysis & Inquiry	Analysis & Inquiry
		Language Modeling	Language Modeling	Quality of Feedback	Quality of Feedback
				Instructional Dialogue	Instructional Dialogue
				Student Engagement	Student Engagement

Infant CLASS Birth–18 months



Unique Needs of Infants

- Dependence on adults
- Sensorimotor learning
- Face-to-face interaction
- Other-regulation

CLASS Professional Development

Includes a focus on how caregivers:

- Provide infants a secure base for exploration
- Respond to infants' needs in developmentally appropriate ways
- Encourage early language development

Toddler CLASS 15–36 months



Unique Needs of Toddlers

- Exponential growth
- Dependence on adults
- Self-regulation
- Whole-body learning

CLASS Professional Development

Includes a focus on how caregivers:

- Help children establish autonomy
- Support children as they make connections between things they learn
- Guide children as they learn to regulate behavior

Pre-K CLASS 3–5 Years



Unique Needs of Preschool Children

- Greater independence
- Gross & fine motor skills
- Language/creativity
- Emergent literacy & math
- Observations of the world

CLASS Professional Development

Includes a focus on how teachers:

- Foster a secure, supportive base for children's learning and exploration
- Help children develop language and cognitive skills
- Construct environments and experiences that help children develop their abilities

K-3 CLASS 5–8 Years



Unique Needs of Elementary School Children

- Connection to teacher
- Self-regulated learning
- Interesting & engaging activities
- Development of metacognitive skills

CLASS Professional Development

Includes a focus on how teachers:

- Develop warm, supportive relationships with children
- Manage children's time, attention, and behavior
- Use high quality learning formats
- Provide opportunities to express existing skills & scaffold more complex skills

UE CLASS 4th–6th Grade



Unique Needs of Upper Elementary School Students

- School motivation
- Greater autonomy
- Engagement with learning
- Additional skill development

CLASS Professional Development

Includes a focus on how teachers:

- Develop strong relationships with students
- Provide meaningful choices
- Present activities and directions to maximize learning time
- Guide learning through modeling, multiple examples, and practice

Secondary CLASS 7th–12th Grade



Unique Needs of Secondary Students

- Positive academic performance
- Peer relationships & cooperation
- Goal-setting
- Deeper understanding of material

CLASS Professional Development

Includes a focus on how teachers:

- Create a challenging yet supportive environment
- Build opportunities for collaborative work
- Provide a well-regulated classroom environment
- Help students see how information is organized and interconnected

ACTIVITY (circle all; check majority)	GROUPING	CONTENT (circle all; check majority)
Free choice/interest areas	Whole group	Lit/lang arts
Routine	Small group	Social studies
	Individual	Math/numbers
Transition		Art
Group time		Music/movement
		Science
		Other: <u>blocks</u>

	Notes	Circle appropriate score.
Positive Climate (PC) <ul style="list-style-type: none"> Relationships Positive affect Respect 	<i>eye contact</i> <i>But clean your nose</i> <i>some talk</i> <i>explain what he is doing during diaper change.</i> <i>close proximity</i> <i>use your own voice</i> <i>physical affection hugs.</i>	1 2 3 4 5 6 7
Negative Climate (NC) <ul style="list-style-type: none"> Negative affect Punitive control Teacher negativity Child negativity 	<i>come but its going to be okay change</i> <i>cries O toon bin Thomas Blue states we're gonna share</i>	1 2 3 4 5 6 7
Teacher Sensitivity (TS) <ul style="list-style-type: none"> Awareness Responsiveness Child comfort 	<i>On Olivia I am hearing her sad</i> <i>noticed C sad at drop off</i> <i>C seems comfortable w/ T unaware of 2 child's intentions</i>	1 2 3 4 5 6 7
Regard for Child Perspectives (RCP) <ul style="list-style-type: none"> Child focus Flexibility Support of independence 	<i>Cs have choice of activities</i> <i>fully mine - talk</i> <i>Encourage C to put own shoes on</i> <i>because of top.</i>	1 2 3 4 5 6 7
Behavior Guidance (BG) <ul style="list-style-type: none"> Proactive Supporting positive behavior Problem behavior 	<i>no -!!!</i> <i>don't touch clean it</i> <i>when it is</i> <i>Rachel can you pick them up gently?</i> <i>Don't throw the toys.</i> <i>Sal & Chiyenne - we're not going to take the toys</i> <i>you're hurt yourself</i>	1 2 3 4 5 6 7
Facilitation of Learning and Development (FLD) <ul style="list-style-type: none"> Active facilitation Expansion of cognition Children's active engagement 	<i>Relate animal discussion to real world - w/ C</i> <i>Cs somewhat engaged in activities - some wandering</i>	1 2 3 4 5 6 7
Quality of Feedback (QF) <ul style="list-style-type: none"> Scaffolding Providing information Encouragement and affirmation 	<i>labels p. things.</i> <i>Respond to C's comments.</i> <i>defines flexible</i>	1 2 3 4 5 6 7
Language Modeling (LM) <ul style="list-style-type: none"> Supporting language use Repetition and extension Self- and parallel talk Advanced language 	<i>you have a kitty in your hand a puppy in your hand</i> <i>some language are building</i> <i>Language is building so quickly!</i> <i>Ext - II</i> <i>say talk - narrates actions.</i> <i>narrates the diaper procedure not B/K.</i>	1 2 3 4 5 6 7

ACTIVITY (circle all; check majority) Free choice/interest areas Routine	GROUPING Whole group Small group Individual	CONTENT (circle all; check majority) Lit/lang arts Social studies Math/numbers Art Music/movement Science	Other: <i>character play</i>
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		Circle appropriate score.						
Positive Climate (PC) • Relationships • Positive affect • Respect	<i>encouraged the C's to meet Jackson</i> <i>gave clap.</i> Notes <i>happy face.</i> <i>warm calm voice</i> <i>Hi Jackson! 1st day -</i> <i>close proximity</i> <i>enthusiasm</i> <i>laughter</i> <i>oriented to C's name use.</i>	1	2	3	4	5	6	7
Negative Climate (NC) • Negative affect • Punitive control • Teacher negativity • Child negativity	Notes <i>none</i>	1	2	3	4	5	6	7
Teacher Sensitivity (TS) • Awareness • Responsiveness • Child comfort	Notes <i>Anna - crying - stopped after 45 minutes</i> <i>noticed what C's are doing but not responding</i> <i>some seek T support - more dismissive when mom is in room.</i>	1	2	3	4	5	6	7
Regard for Child Perspectives (RCP) • Child focus • Flexibility • Support of independence	<i>T picked majority of songs.</i> Notes <i>C's responsible to clean up area</i> <i>separating what song C's want to stop</i> <i>as more - choice to participate in something else</i>	1	2	3	4	5	6	7
Behavior Guidance (BG) • Proactive • Supporting positive behavior • Problem behavior	<i>clear directions</i> <i>each compliance</i> <i>immediate character play</i> <i>brief smooth</i> Notes <i>something scary -</i> <i>we're not going to work on the trip</i> <i>let's be nice</i> <i>wandering while T talks to mom</i>	1	2	3	4	5	6	7
Facilitation of Learning and Development (FLD) • Active facilitation • Expansion of cognition • Children's active engagement	Notes <i>facilitator assignment - super engaged</i> <i>explains to Jackson how the routine works.</i> <i>C's engaged w/ activities rather than songs.</i> <i>passive involvement majority</i>	1	2	3	4	5	6	7
Quality of Feedback (QF) • Scaffolding • Providing information • Encouragement and affirmation	<i>- interaction net -</i> Notes <i>can't know how to line up!</i> <i>BT Rachel on cleaning</i> <i>imagination - we cleaned up so good.</i>	1	2	3	4	5	6	7
Language Modeling (LM) • Supporting language use • Repetition and extension • Self- and parallel talk • Advanced language	<i>narrates C's actions.</i> <i>clearly</i> <i>action</i> <i>song</i> Notes <i>Narrates C's actions cleaning up.</i> <i>C's repeat T</i> <i>reaches song Anna has a name one here.</i>	1	2	3	4	5	6	7

ACTIVITY (circle all; check majority) Free choice/interest areas Routine	Transition Group time	GROUPING Whole group Small group Individual	CONTENT (circle all; check majority) Lit/lang arts Social studies Math/numbers Art Music/movement Science	Other: <u>character play</u>
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Circle appropriate score.

Positive Climate (PC) • Relationships • Positive affect • Respect	Notes some disconnect from each other. Rhythms of diaper change enthusiasm - is for a while. Gentle touch - Please ty. Calm voice	1 2 3 4 <u>5</u> 6 7
Negative Climate (NC) • Negative affect • Punitive control • Teacher negativity • Child negativity	Notes	<u>1</u> 2 3 4 5 6 7
Teacher Sensitivity (TS) • Awareness • Responsiveness • Child comfort	Notes What hurts right there? Is it better? Inconsistently responds - some dismissed. Lack awareness attitudes - notice well after.	1 2 <u>3</u> 4 5 6 7
Regard for Child Perspectives (RCP) • Child focus • Flexibility • Support of independence	Notes help. Choose activities The cleanup toys at first.	1 2 3 <u>4</u> 5 6 7
Behavior Guidance (BG) • Proactive • Supporting positive behavior • Problem behavior	Notes I know, not nice I know, not nice I know, not nice	1 2 3 <u>4</u> 5 6 7
Facilitation of Learning and Development (FLD) • Active facilitation • Expansion of cognition • Children's active engagement	Notes I know, not nice I know, not nice I know, not nice	1 2 3 <u>4</u> 5 6 7
Quality of Feedback (QF) • Scaffolding • Providing information • Encouragement and affirmation	Notes I want me mmmmm. Yeah? outside.	1 2 <u>3</u> 4 5 6 7
Language Modeling (LM) • Supporting language use • Repetition and extension • Self- and parallel talk • Advanced language	Notes I want me mmmmm. Yeah? outside.	1 2 <u>3</u> 4 5 6 7

ACTIVITY (circle all; check majority) Free choice/interest areas Routine	Transition Group time	GROUPING (circle all; check majority) Whole group Small group Individual	CONTENT (circle all; check majority) Lit/lang arts Social studies Math/numbers Art Music/movement Science Other: <u>playground</u>
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Circle appropriate score.

Positive Climate (PC) • Relationships • Positive affect • Respect	Notes happy play close proximity matched affects respectful	1 2 3 4 5 6 <u>7</u>
Negative Climate (NC) • Negative affect • Punitive control • Teacher negativity • Child negativity	Notes	<u>1</u> 2 3 4 5 6 7
Teacher Sensitivity (TS) • Awareness • Responsiveness • Child comfort	Notes aware responds problem C's ask for help water	1 2 3 4 5 <u>6</u> 7
Regard for Child Perspectives (RCP) • Child focus • Flexibility • Support of independence	Notes C feel children free move/talk	1 2 3 4 5 <u>6</u> 7
Behavior Guidance (BG) • Proactive • Supporting positive behavior • Problem behavior	Notes Careful of your fingers peer perspectives	1 2 3 4 5 6 <u>7</u>
Facilitation of Learning and Development (FLD) • Active facilitation • Expansion of cognition • Children's active engagement	Notes connects to real world hospital childrens play ground Drury shops explain- eating about chine plays along w/ food some- hottop chine	1 2 3 4 5 6 <u>7</u>
Quality of Feedback (QF) • Scaffolding • Providing information • Encouragement and affirmation	Notes answered the question he tells to you? look responds to ? it's a part of the tree AT Fabian you know your animal sound	1 2 3 4 5 <u>6</u> 7
Language Modeling (LM) • Supporting language use • Repetition and extension • Self- and parallel talk • Advanced language	Notes You make an narrate what C's are doing self talk Cheyenne heard a siren parallel butterfly vocabulary self Apr - 1/11 they are chomping butterfly	1 2 3 4 5 6 <u>7</u>

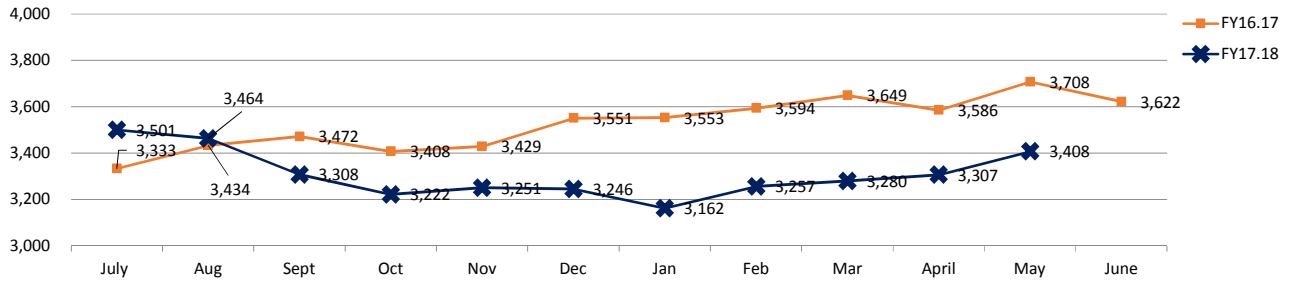
ASSESSMENT DETAIL

Engaged Support for Learning		3.92
Dimension	Score	Notes
Facilitation of Learning and Development (Active facilitation, Expansion of Cognition, Children's active engagement)	4.25	There was mixed evidence across all indicators and all for cycles for this dimension. At times, the teacher provided activities for the children and was actively involved with their play. Other times, the teacher was handling several disruptive behaviors. During cycle 1, the teacher related the animal discussion to the real world by talking about what they have seen in real life. The teacher helped a new student understand how the routine works by explaining to him what was going on in the room and how he could join in. There was a mix of evidence of child engagement: sometimes they were actively participating and other times they were passive watching or listening.
Quality of Feedback (Scaffolding, Providing Information, Encouragement and affirmation)	3.25	There was little evidence of quality of feedback during the first three cycles. The most evidence came from the last cycle. The teacher provided verbal hints to the children when feeding the chickens as well as hints to help them figure out what kind of vehicle might be making the siren sounds. Additionally, she provided significant information about the chickens with the children during a long back and forth conversation. The children truly seemed to have a better understanding as she guided them through the discussion by asking them questions. She provided the identification of the rooster and the hen. Encouragement and affirmation was general and non-specific.
Language Modeling (Supporting language use, Repetition and extension, Self-and Parallel Talk , Advanced Language)	4.25	There was mixed evidence across all indicators and all four cycles for this dimension. Sometimes the teacher repeated and extended children's comments and words. The teacher was more effective with self and parallel talk. The teacher tended to talk to or at the children rather than with them. Children sometimes talked to one another but it was brief. Back and forth exchanges between the teacher and children were brief. The teacher's language use was more directive. The teacher spoke in complete sentences and at times used a rich and descriptive vocabulary.
Emotional and Behavioral Support		5.3
Dimension	Score	Notes
Positive Climate (Relationships, Positive Affect, Respect)	6.5	The teacher and the children demonstrated strong connections and relationships by smiling and being enthusiastic with one another. The teacher stayed in close proximity to the children, used a warm, calm voice when talking to them and made eye contact with them consistently. The teacher gave verbal and physical affection to the children and spoke with respectful language.
Negative Climate (Negative Affect, Punitive Control, Teacher Negativity and Child Negativity)	1	There was no evidence of negative climate.
Teacher Sensitivity (Awareness, Responsiveness, Addresses Problems, Student Comfort)	3.75	There was mixed evidence across all indicators and all four cycles for this dimension. Sometimes the teacher was aware of children needs and bids for attention. There were several missed opportunities though. Sometimes the teacher responded to children when they needed something but depending on the need, the response was dismissive. For example, Olivia was upset at drop off time which was a little after the first observation began. The teacher held her and said some comforting words to the child but the child does not resolve the issue. the child continues to cry after the teacher puts her down and cried until about 4.5 minutes into the second observation cycle. During this time, the teacher made comments such as "Olivia, it will be okay." "I hear you." "I know, but it's going to be okay, okay?" "Oh Olivia, I hear you. You are sad. You'll be okay, we are going to sing songs." These comments represent a mix of effective and less effective statements. It was more effective to acknowledge Olivia's feelings by helping identify that she was sad and less effective to state, "It will be okay." Children who made bids for attention were generally met with passive responses. Children generally seemed comfortable with the teacher and would approach from time to time for help.
Regards for Child Perspectives (Child focus, Flexibility, Support of independence)	4.75	There was mixed evidence across all four cycles for this dimension. Several activities seemed teacher dominated such as what songs the children were going to sing and which stories were going to be read. During free play, the children could choose their activities. Sometimes, the teacher encouraged independence by including the children in clean up, however, often ended up cleaning up most of the things herself. The most high scoring cycle was the last one when the children were on the playground. Children made choices and were supported for their independence. The teacher was the most flexible in the plans during this cycle as well.

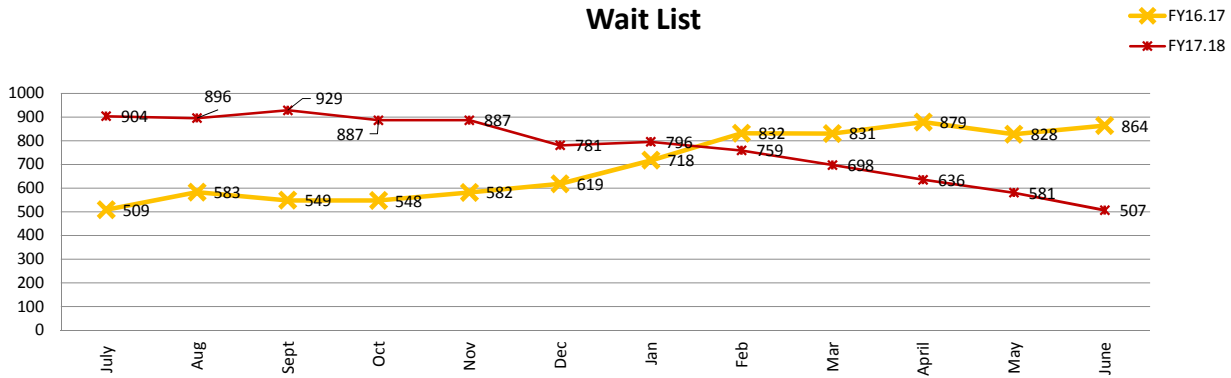
ASSESSMENT DETAIL

Behavior Guidance (Proactive, Supporting positive behavior, Problem behavior)	4.5	There was mixed evidence across all indicators and cycles for this dimension. Sometimes the teacher was proactive by scanning the environment for any disruptions. There were several times, the teacher became aware and responded to problem behavior after the behavior had been going on for a couple of minutes. She tended to state her expectations clearly but often also used negative statements that began with, "don't" and "no." Sometimes she was effective with redirecting misbehavior, however, sometimes it took several attempts to be successful. Children tended to wander around as well.
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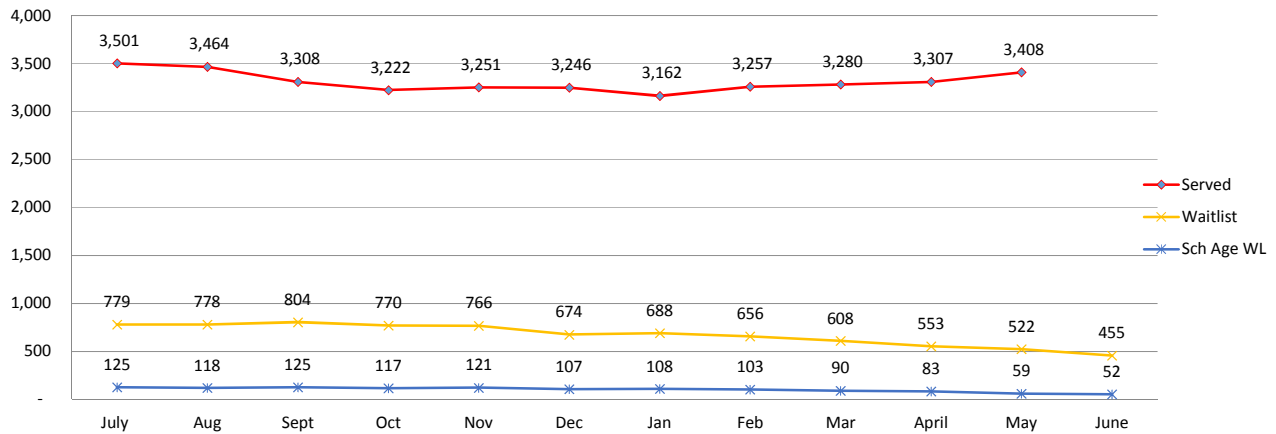
Children Served



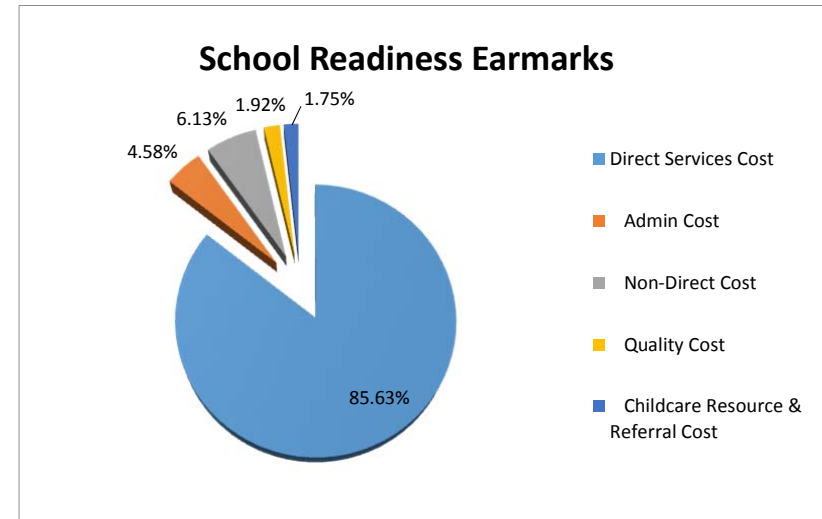
Wait List



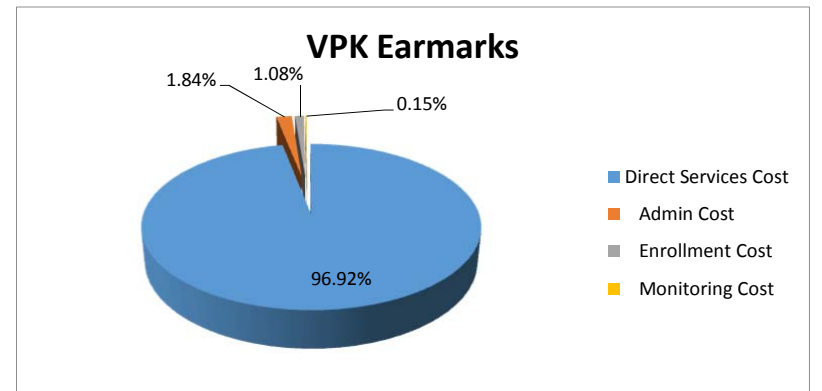
WaitList vs. Served - Current FY



School Readiness				
Category of Spending	FY 17-18 Award	Actual thru 5/31/18	Current %	Earmark/ Restrictions
Award Amount	\$ 18,257,383			
Direct Services Cost	\$ 15,050,215	\$ 12,873,712	85.63%	Minimum 78%
Non-Slot Dollars:				
Admin Cost	\$ 785,706	\$ 689,074	4.58%	Maximum 5%
Non-Direct Cost	1,424,375	920,953	6.13%	
Quality Cost	916,151	288,465	1.92%	Minimum 4% (4.82%)
Childcare Resource & Referral Cost	80,936	262,365	1.75%	
Total Non-Slot Dollars	\$ 3,207,168	\$ 2,160,857	14.37%	Maximum 22%



VPK				
Category of Spending	FY 17-18 Award	Actual thru 5/31/18	Current %	Earmark/ Restrictions
Award Amount	\$ 11,582,978			
Direct Services Cost	\$ 11,142,032	\$ 10,790,260	96.92%	Minimum 96%
Non-Slot Dollars:				
Admin Cost	\$ 248,971	\$ 205,314	1.84%	
Enrollment Cost	180,264	120,165	1.08%	Maximum 4%
Monitoring Cost	12,470	16,893	0.15%	
Total Non-Slot Dollars	\$ 441,705	\$ 342,372	3.08%	



Fiscal Year 2017-2018

May 2018

Budget

	Total	Thru 5/31/18	Actual
Economically Disadvantaged Direct Svcs	8,121,938	6,768,282	6,182,141
Projected Match	487,316	406,097	370,928
Match Waived	-	-	-
Total Match Requirement	487,316	406,097	370,928

Projected

	Total	Thru 5/31/18	Actual
Cash Match Sources			
United Way	262,000	218,333	240,166
CDBG Funders	44,869	37,390.83	40,820
Other direct match funders	2,500	-	426
Indirect match funders	-	-	-
Cash subtotal	309,369	255,724	281,412
In-kind Match Sources			
Public Education Program	90,147	75,123	65,742
Managed IT Services	15,300	12,750	15,518
Professional Services/Other	500	417	352
InKind subtotal	105,947	88,289	81,612
Total Match	415,316	344,013	363,024
Estimated Match Remaining (Surplus)	72,000	62,084	7,904