



TRANSFORMATIVE PROFESSIONAL DEVELOPMENT

FOR EARLY CARE AND EDUCATION PROGRAM PROVIDERS

Year One - Annual Report

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Year One

Annual Report

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



Background

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

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

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

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

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

Executive Summary

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

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

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

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



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Introduction

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

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

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



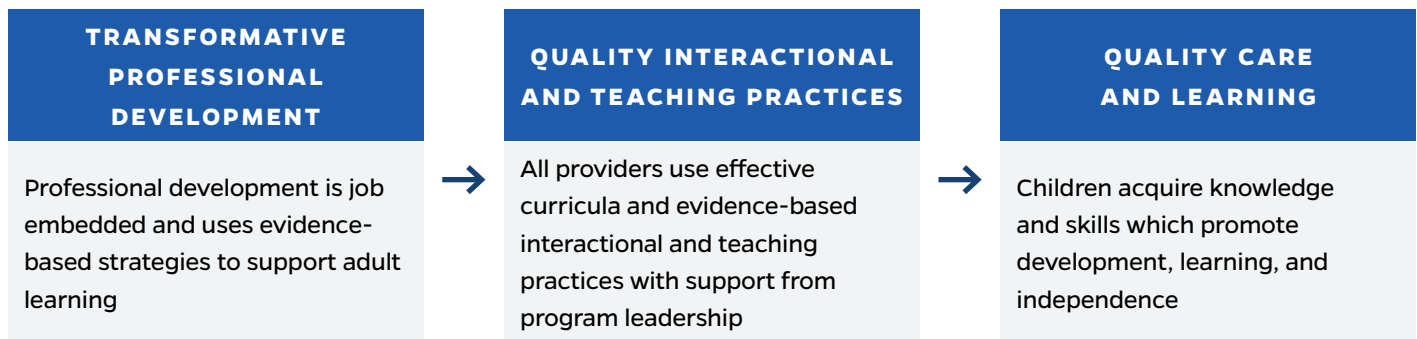


Figure 1. Increasing Quality Early Care and Education

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

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

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



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

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

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

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

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

Using implementation science to guide partners' efforts toward sustained impacts

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

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

In the first year of the TPD project, from May 22, 2018 to September 30, 2019, the CHILD Center and ELC were supported by the Anita Zucker Center to engage in the stages of installation, initial implementation, and implementation. Across these stages, community partners provided direct services to teachers, children, and families at the CHILD Center. In addition, teacher and program competency, program leadership, and organizational systems were considered to achieve full implementation and sustainability of TPD activities in years 2-4 and beyond. These activities have been supported by the Anita Zucker Center for Excellence in Early Childhood Studies at the University of Florida, the CHILD Center, the ELC of Alachua County, O2B Kids; Alachua County Head Start, and the SWAG neighborhood.

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

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

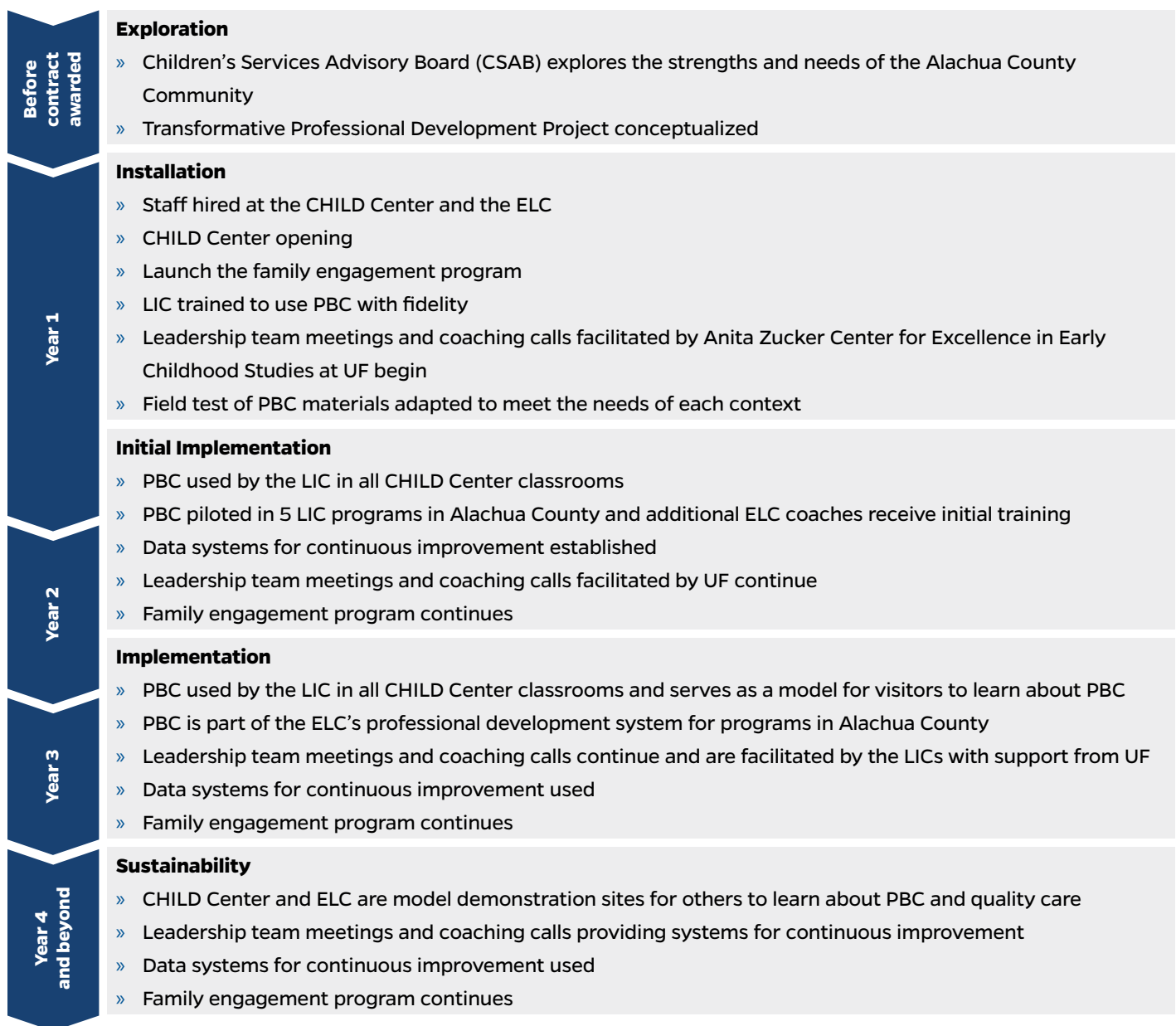


Figure 2. Transformative Professional Development System for Early Care and Education Providers in Alachua County
Stages of Implementation

Reporting the efforts and effect of the TPD initiative

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

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

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

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

Section 1: Description of Model Demonstration Site Activities

CHILDREN'S SERVICES

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

FAMILY SERVICES

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

COMMUNITY SERVICES

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

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

CHILD SERVICES

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

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

Table 1. Children served August 2018- May 2019

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

- Parent from the CHILD Center

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

- Parent from the CHILD Center

FAMILY SERVICES

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

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

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

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

COMMUNITY ENGAGEMENT

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

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

Table 3. List of agencies and organizations visiting CHILD Center

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

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

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

QUALITY OF CLASSROOMS

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

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

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

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

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

PARENT PERSPECTIVES ON THE QUALITY OF SERVICES

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

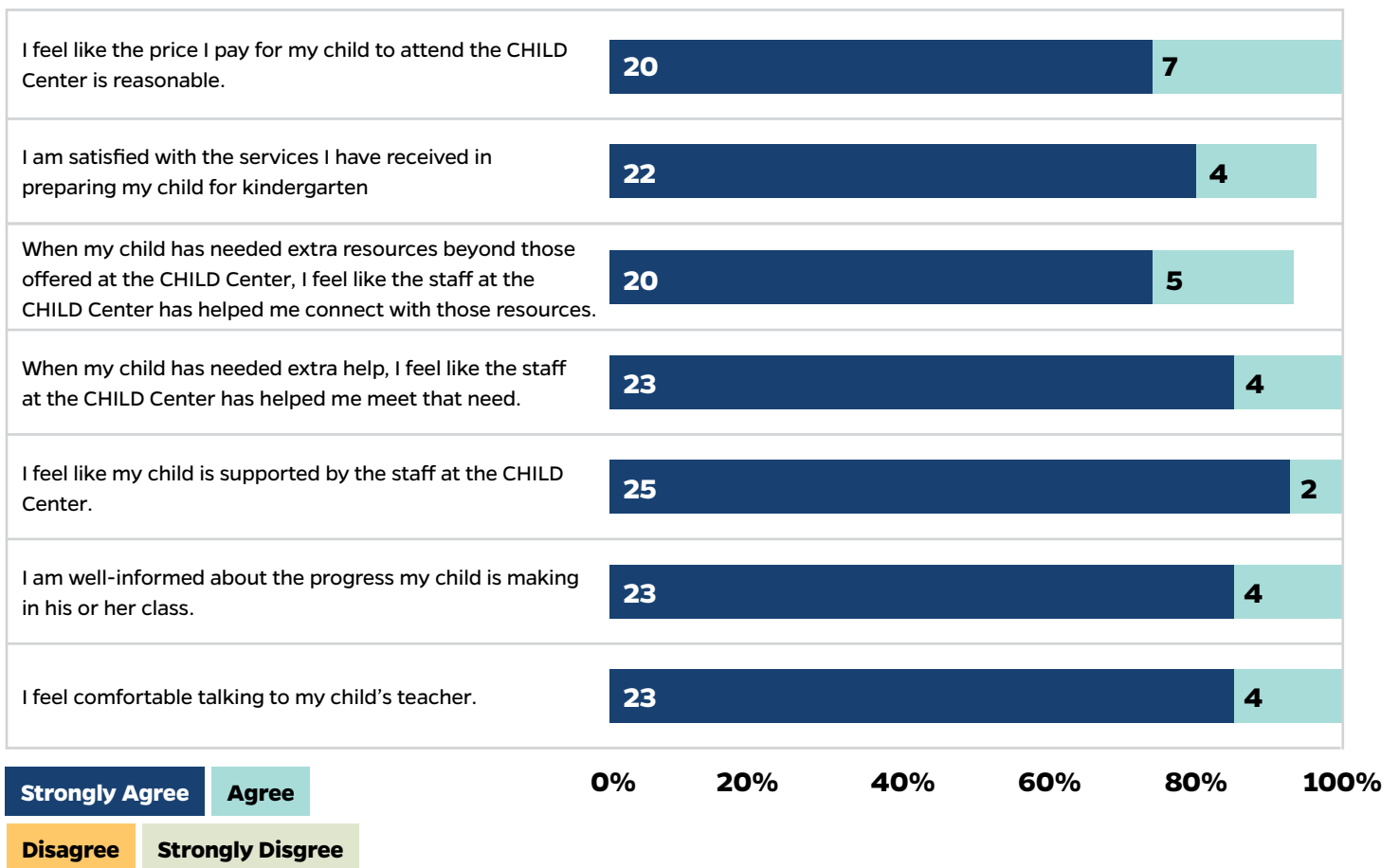


Figure 3. Family assessment of CHILD Center services

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

EFFECTS ON CHILDREN

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

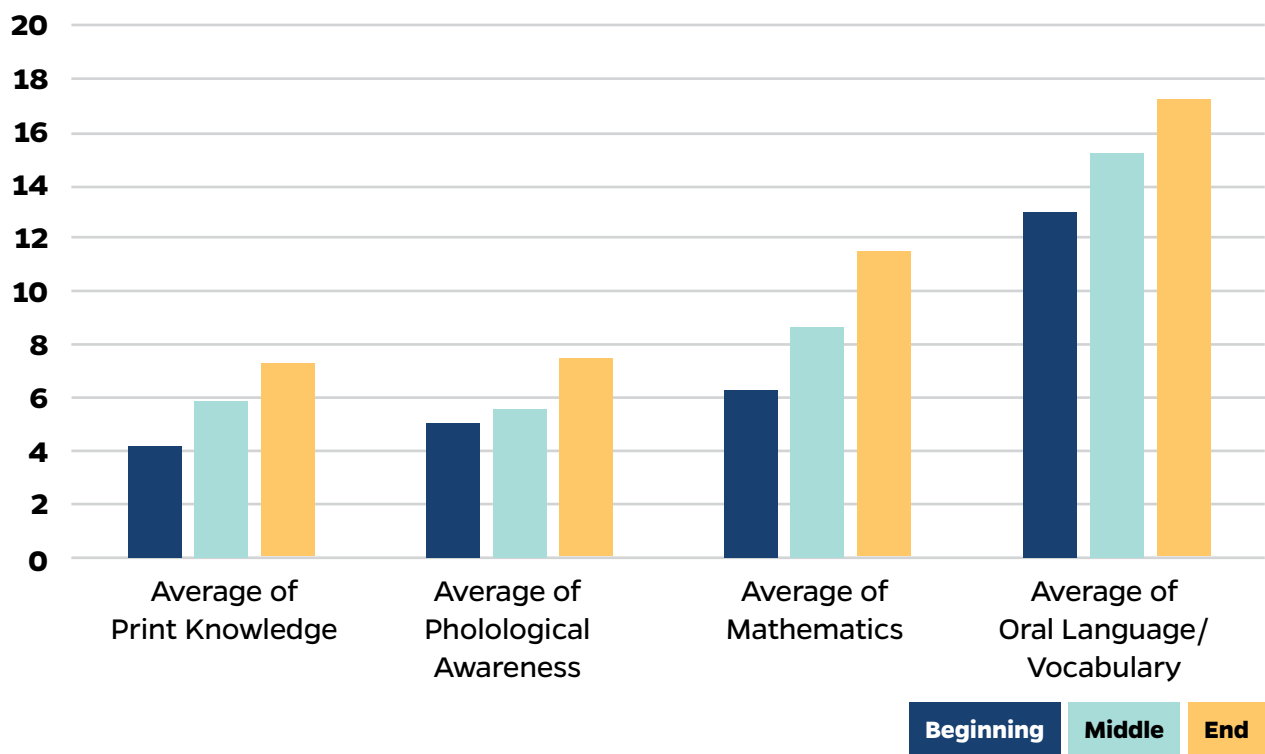


Figure 4. FL VPK Assessment results at beginning, middle, and end of year assessment

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

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

EFFECTS ON FAMILIES

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

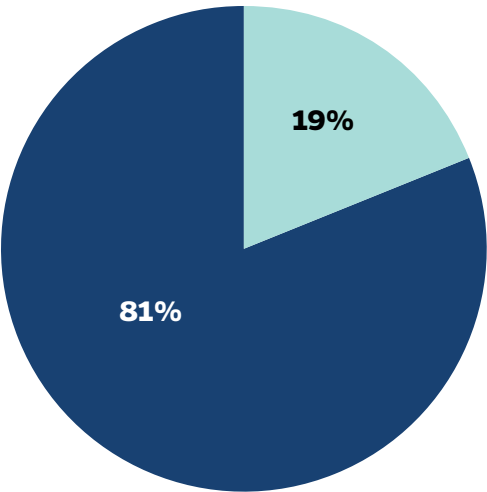


Figure 5. I feel like my family (beyond just my child) is supported by the staff at the CHILD Center.

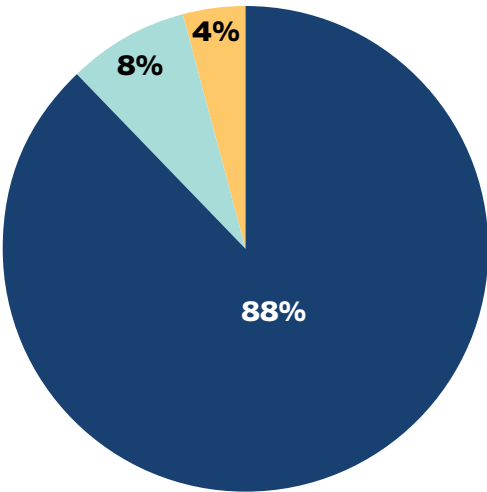


Figure 6. I feel like the staff at the CHILD Center has helped me navigate the processes needed to apply for ELC and/or Head Start.

Key for Figures 5 - 7:

Strongly Agree
Agree
Disagree
Strongly Disagree

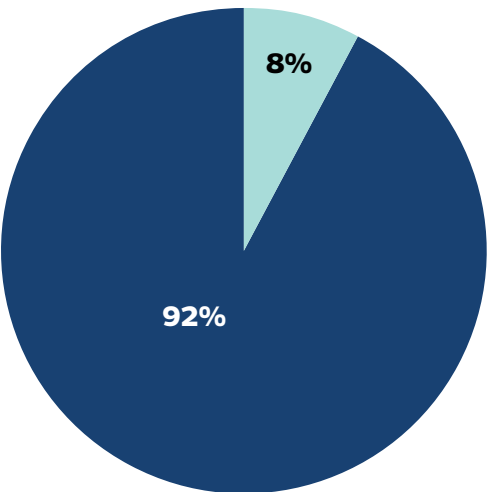


Figure 7. I feel well-informed about meetings and events going on at my child’s school.

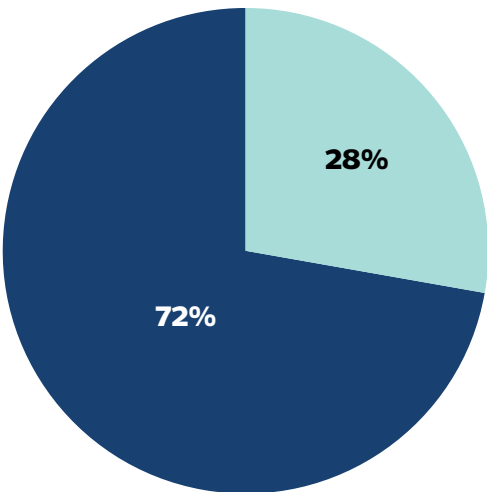


Figure 8. The CHILD Center has helped me connect to other services or supports that my family needed.

Key for Figure 8:

Yes
No

EFFECTS ON POLICY

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



Part 2: Developing Leadership Teams and Coaches

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

Section 1: Coach Characteristics

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

COACH BACKGROUND AND EXPERIENCE

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

LEADERSHIP TEAMS

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

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

COACH AND ADMINISTRATOR PROFESSIONAL DEVELOPMENT

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

PRACTICE-BASED COACHING COACH TRAINING

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

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

LEADERSHIP TEAM MEETINGS

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

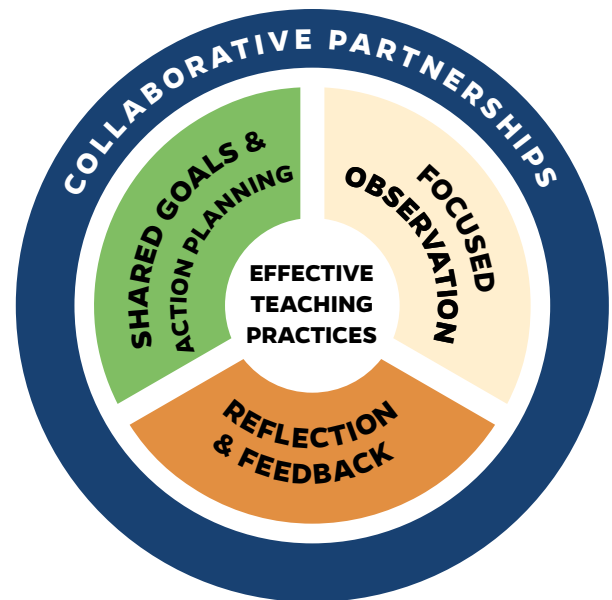


Figure 9. Practice-based coaching framework (Snyder, Hemmeter, and Fox 2015)

COACH CONFERENCE CALLS

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

FIELD TEST IMPLEMENTATION SITES

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

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

COACH TRAINING PARTICIPANTS

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

PREPARING COACHES FOR CO-FACILITATION

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



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

IMPLEMENTATION FIDELITY OF COACH TRAINING.

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

PARTICIPANT EVALUATION OF COACH TRAINING

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

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

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

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

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

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

Table 4. Participant evaluation of coach trainings

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

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

I loved the training materials and resources!

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

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

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

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

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

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



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

COACH FIDELITY OF IMPLEMENTATION OF THE COACHING PROTOCOL

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

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

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

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



Part 3: CHILD Center Coaching Activities

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

Section 1: Anita Zucker Center Practice-Based Coaching Activities

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

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

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

Section 2: CHILD Center Transformative Professional Development Activities

PLANNED COACHING ACTIVITIES

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

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

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



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

Table 6. CHILD Center Coaching Activities and Sample Coaching Timeline

Section 3: Amount of Coaching Implemented

COACHING SESSION IMPLEMENTATION

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

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

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

Note. N = number of sessions or meetings.

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

Section 4: Quality of Coaching

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

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

Note. N = number of sessions or meetings

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

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

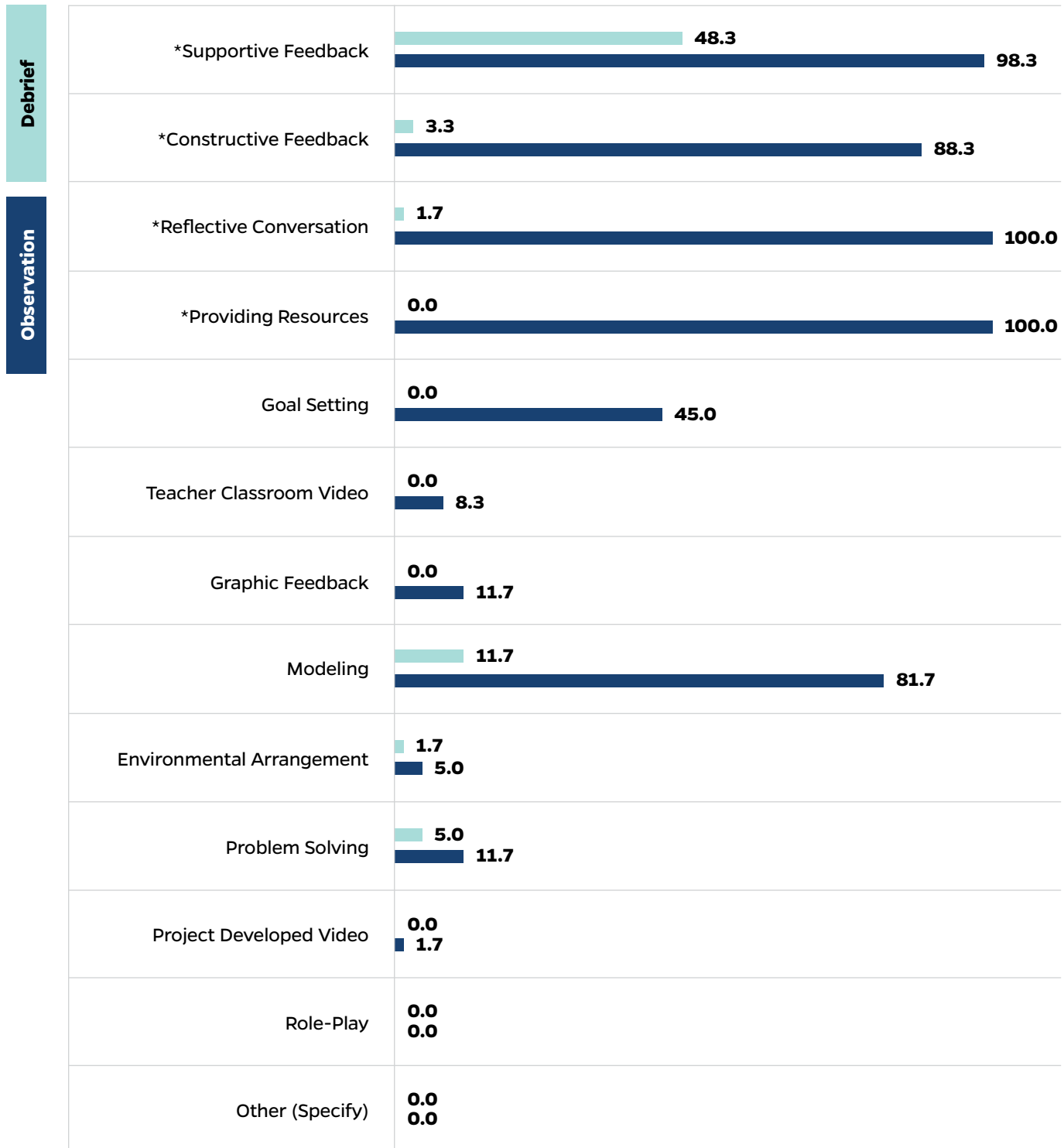


Figure 10. Percentage of 60 CHILD Center coaching sessions in which the LIC reported using each AZC-PBC coaching strategy during the coaching session.

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

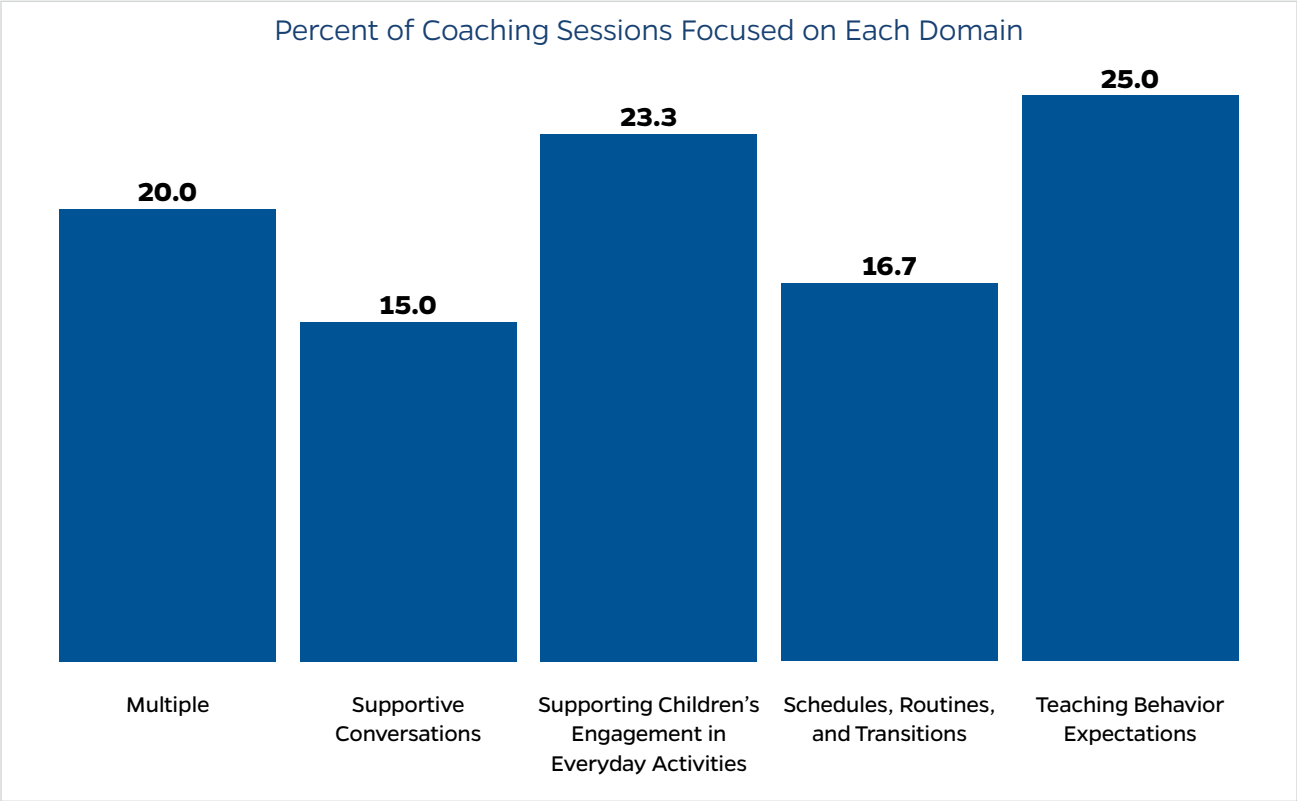


Figure 11. Percentage of CHILD Center coaching sessions focused on each practice domain.

TEACHER PERSPECTIVES ABOUT TPD AND PRACTICE-BASED COACHING

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

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

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

COACH OBSERVATIONS

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

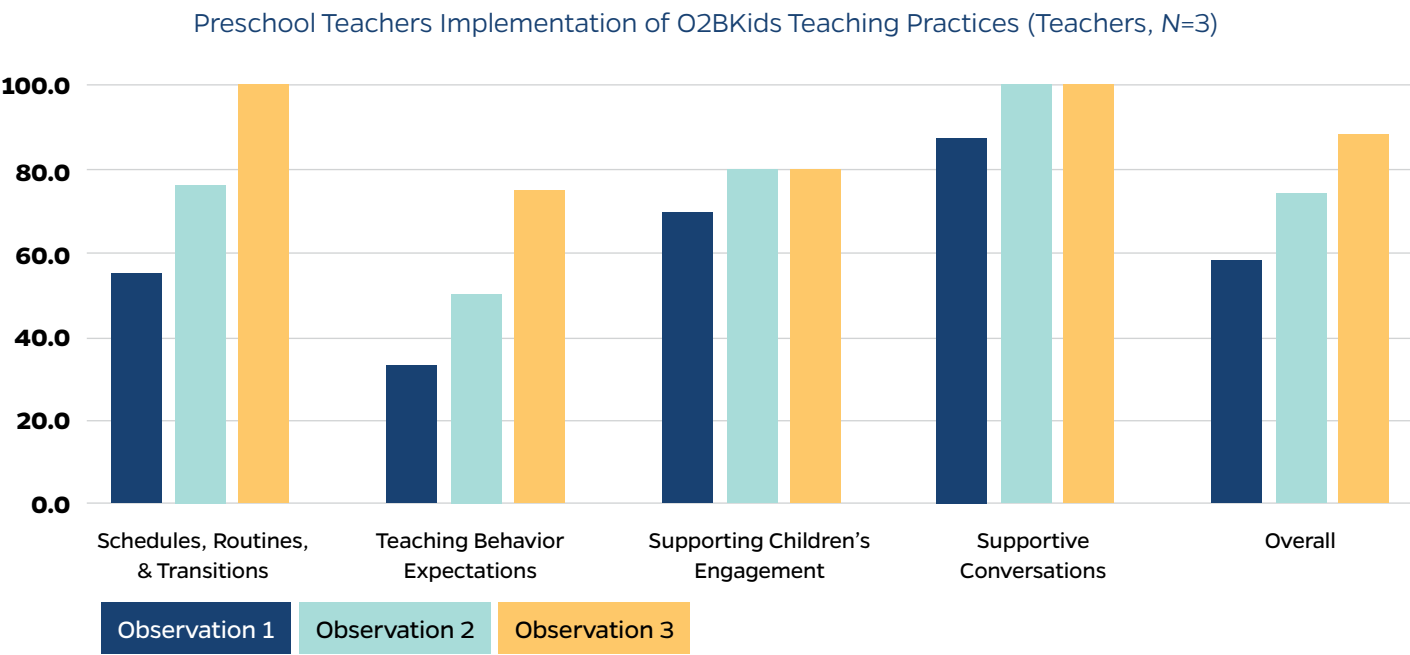


Figure 12. Percentage of teaching practices implemented by preschool teachers within and across practice domains.

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

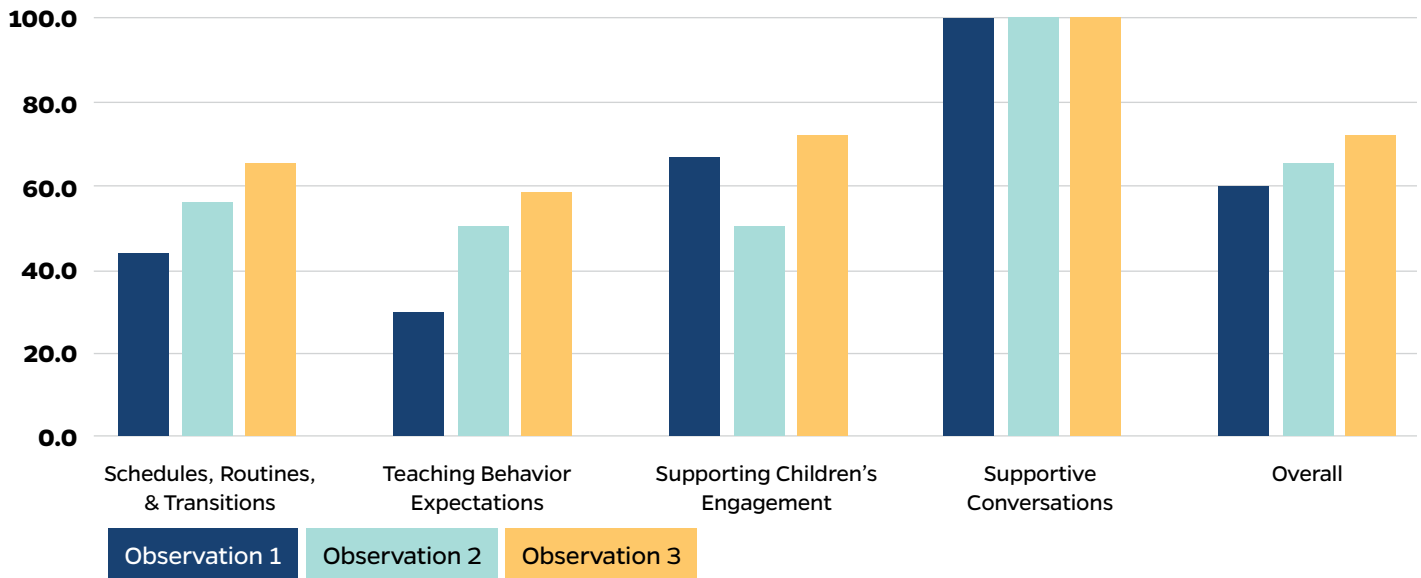


Figure 13. Percentage of teaching practices implemented by infant/toddler teachers within and across practice domains.

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

Note:

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

Juniors (Age 3) Teachers Implementation of TPOT Teaching Practices

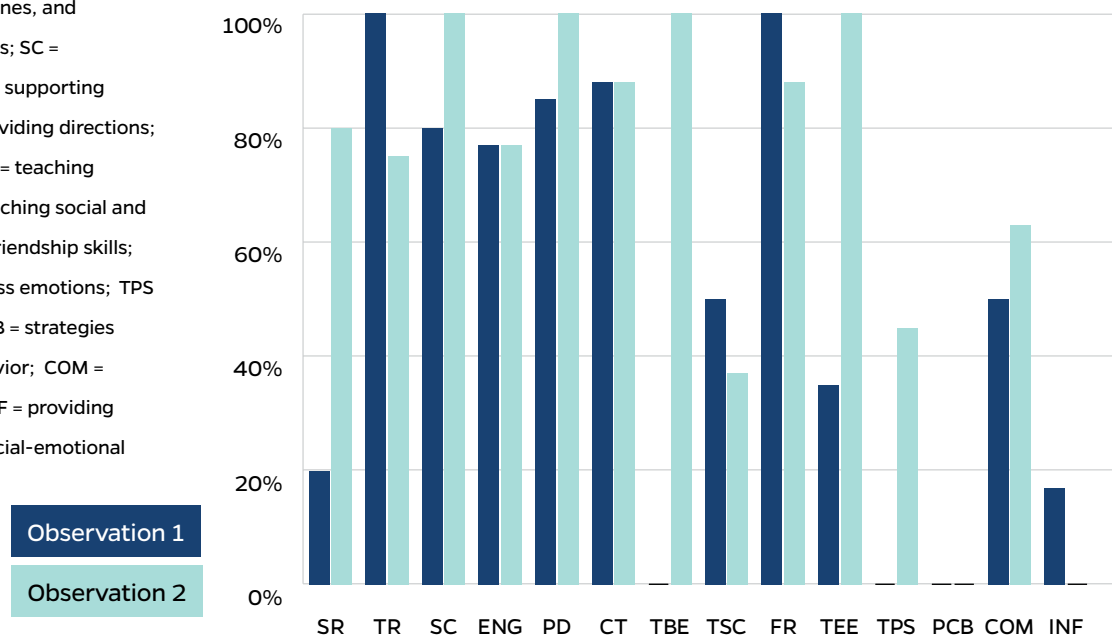


Figure 14. Percentage of Teaching Pyramid Observation Tool (TPOT) teaching practices implemented by Juniors teachers within and across practice domains.

Note:

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

Observation 1
Observation 2

Seniors (Age 4) Teachers Implementation of TPOT Teaching Practices

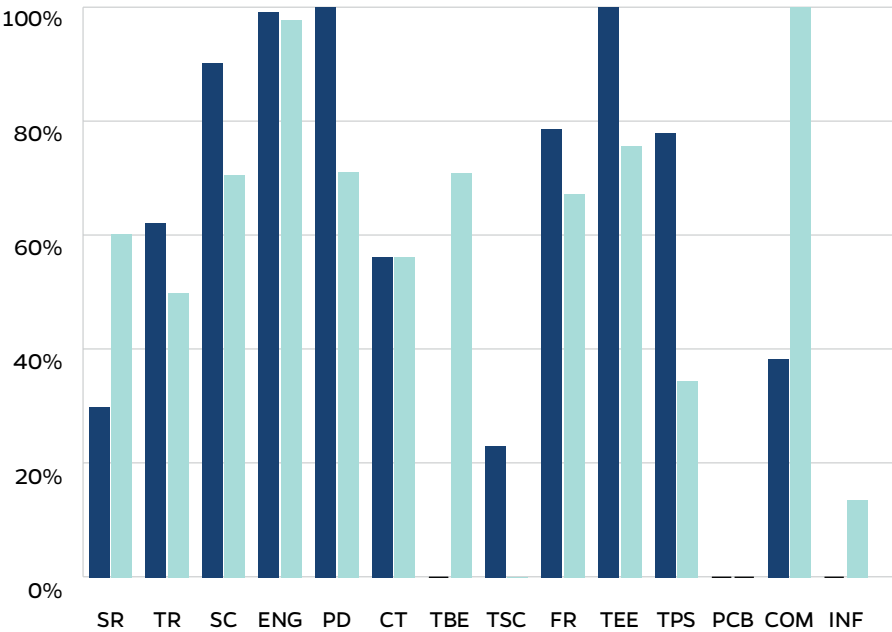


Figure 15. Percentage of Teaching Pyramid Observation Tool (TPOT) teaching practices implemented by Seniors teachers within and across practice domains.



Part 4: Early Learning Coalition Coaching Activities

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

Section 1: ELC TPD and AZC-PBC Activities

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

TPD PILOT PROGRAM RECRUITMENT AND SELECTION

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

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

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

TPD Pilot Sites (N = 6 total)

Site	Teachers Coached	Total # of Teachers in Classroom	# of Children in Classroom	Total # of Children receiving TPD & AZC-PBC	Total # of Classrooms Coached	Total # of Classrooms in Program	Total # of Children Enrolled in Center	Total # of Children Receiving Childcare Subsidies in Center
Field Test	Toddler Teacher	1	4	19	2	4	45	18
	VPK Teacher	2	15					
Pilot 1	Infant Teacher	2	5	13	2	4	36	27
	Toddler Teacher	2	8					
Pilot 2	Director/ VPK Teacher	2	12	12	1	3	23	6
	Preschool Teacher							
Pilot 3	VPK Teacher	1	12	27	2	4	33	29
	Preschool Teacher	1	15					
Pilot 4	Toddler Teacher	4	12	12	1	5	35	18
	Toddler Teacher							
Pilot 5	Infant Teacher	2	5	31	3	7	101	45
	Toddler Teacher	4	15					
	Toddler Teacher	4	11					
Total		25	114	114	11	27	273	143

Table 9. TPD Pilot Program Characteristics

TEACHER INFORMATION

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

CLASSROOM DEMOGRAPHICS

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



Section 2: ELC Teacher Professional Development

PLANNED COACHING ACTIVITIES

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

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

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

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

Table 10. Planned ELC Coaching Activities and Sample Coaching Timeline

Section 3: Amount of TPD and AZC-PBC Implemented

COACHING SESSION IMPLEMENTATION

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

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

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

Note. N = number of coaching contacts

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

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

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

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

Section 4: Quality of Coaching

COACHING IMPLEMENTATION FIDELITY

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

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

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



Coaching Strategies Used During ELC Field Test Coaching Sessions

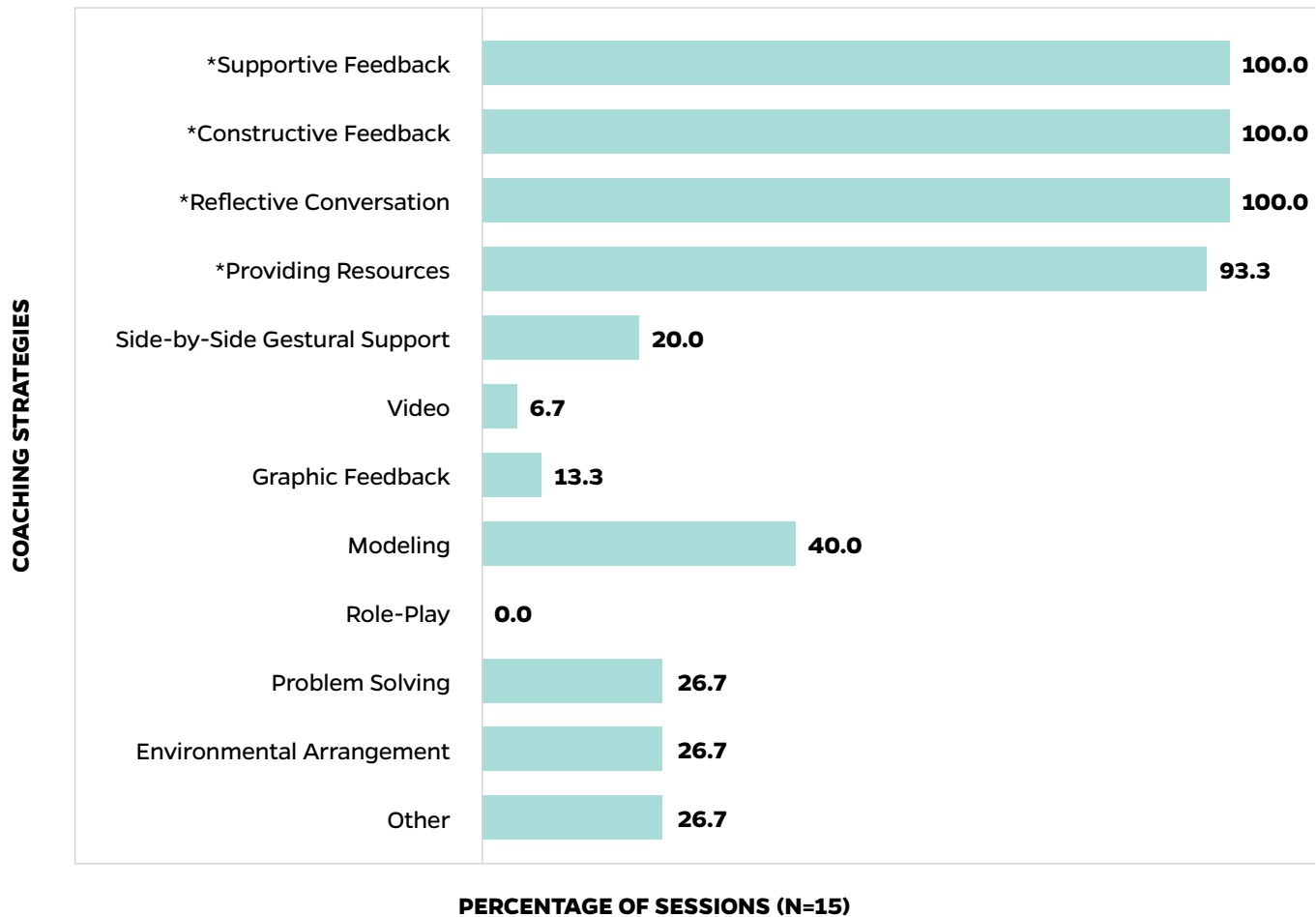


Figure 16. Percentage of ELC field test sessions in which the coach reported using each coaching strategy. Coaching strategies marked with an * are essential coaching strategies that are required in every session.

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

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

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

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

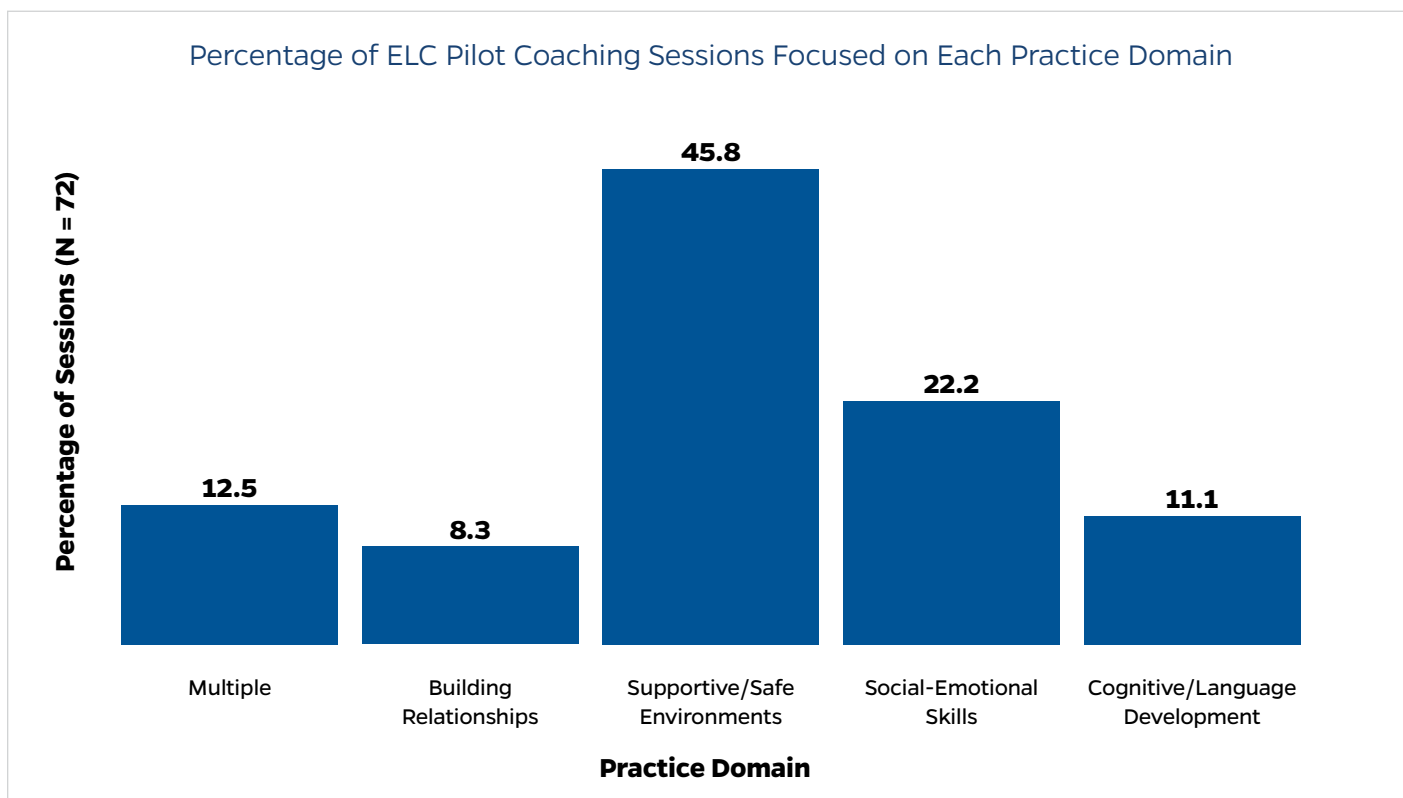


Figure 17. Percentage of ELC pilot coaching sessions focused on each practice domain. Sessions with multiple domains included combinations of Designing Supportive and Safe Environments with Building Positive Relationships and Positive Relationships with Designing Supportive and Safe Environments.

Coaching Strategies Used During ELC Pilot Coaching Sessions

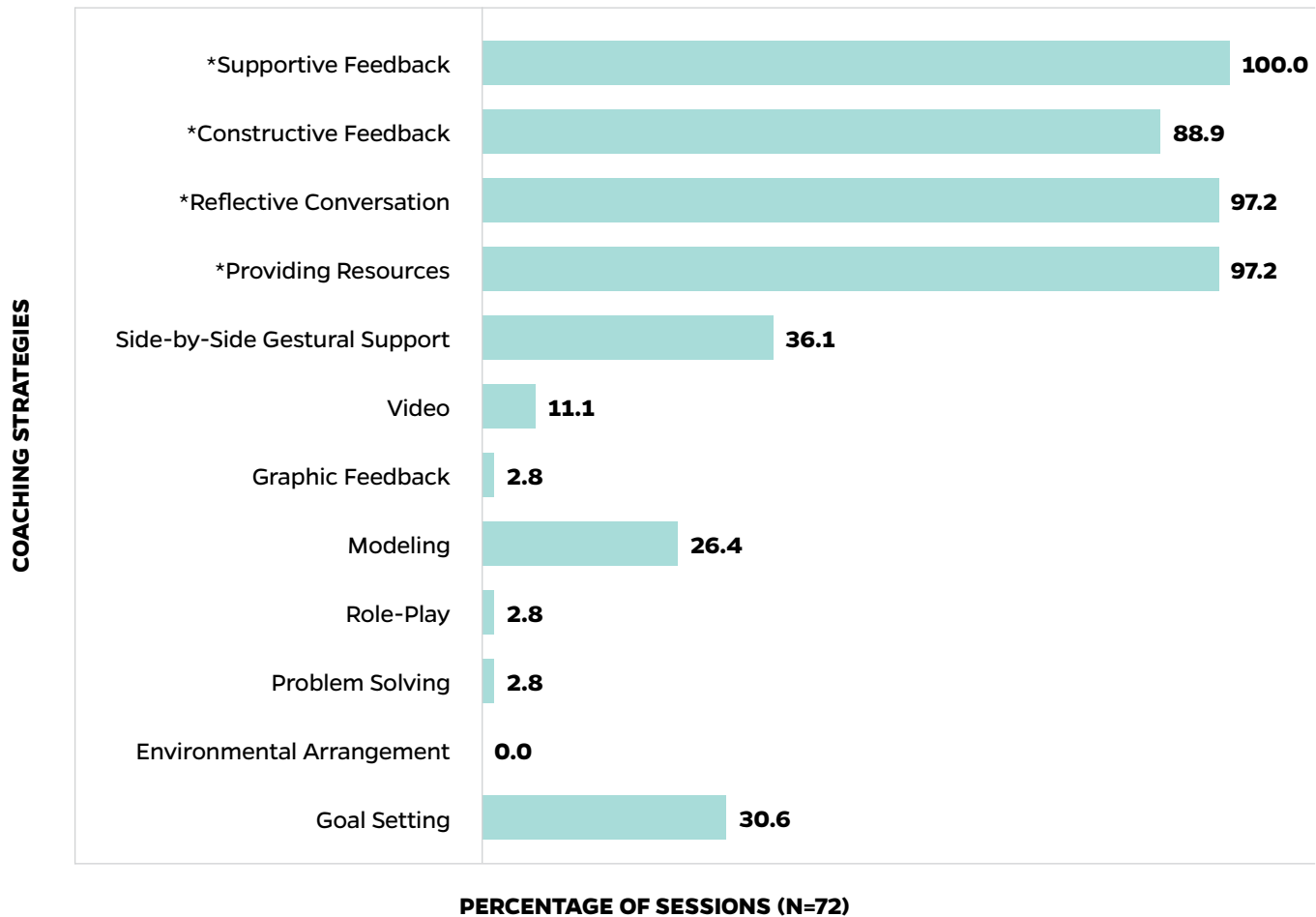


Figure 18. Percentage of ELC Pilot coaching sessions in which the coach reported using each coaching strategy. Coaching strategies marked with an * are essential coaching strategies that are required in every session.

TEACHER AND DIRECTOR SOCIAL VALIDITY PERSPECTIVES

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

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

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

Table 15. ELC Coaching Questionnaire Teacher Responses

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

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

Table 16. ELC Coaching Questionnaire Director Responses

Section 5: Effects of TPD and AZC-PBC

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

Field Test

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

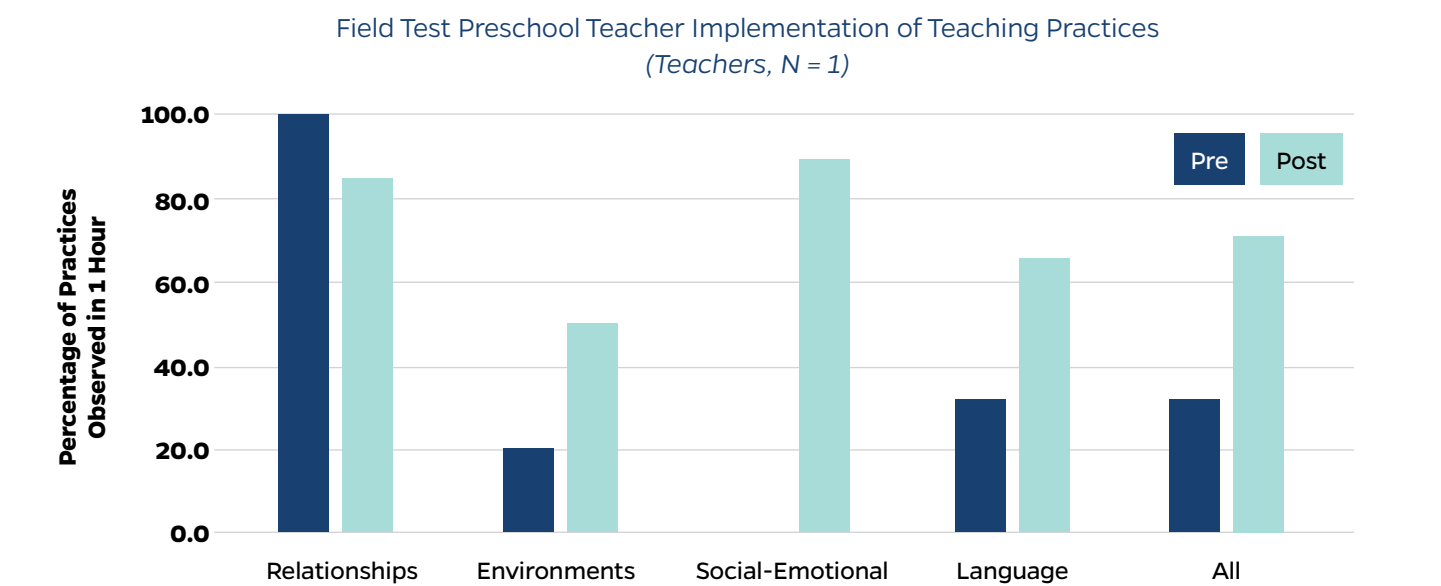


Figure 19. Percentage of Early Learning Teaching Practices observed in the preschool ELC field test classroom before and after coaching. The practice domain targeted was Teaching Social Emotional Skills.

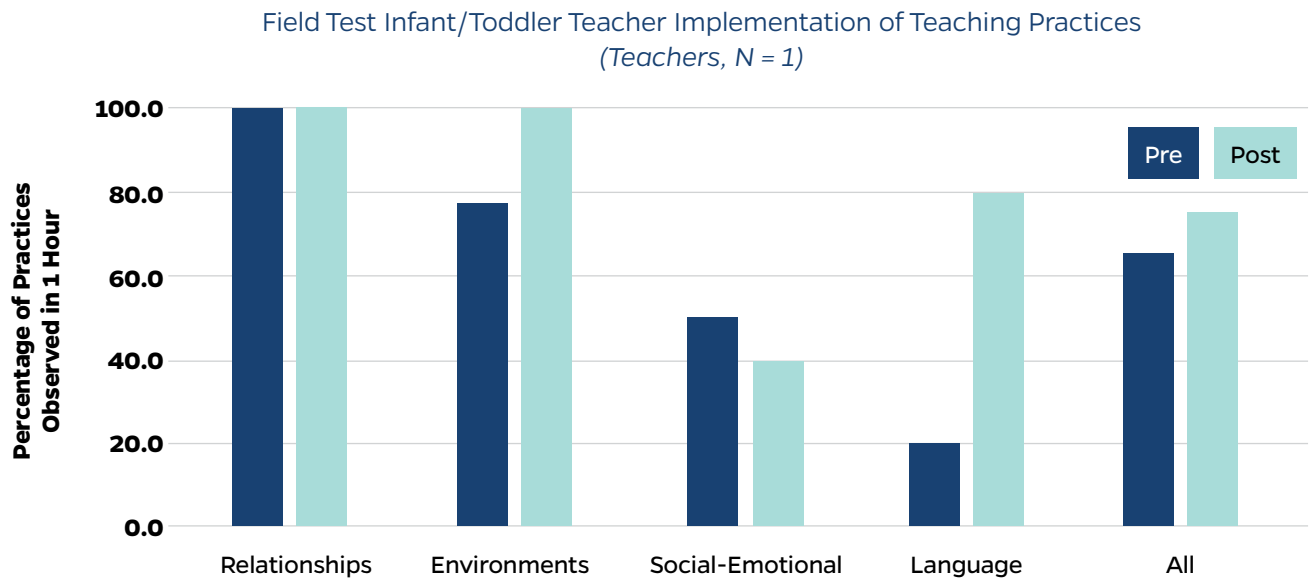


Figure 20. Percentage of Early Learning Teaching Practices observed in the infant/toddler ELC field test classroom before and after coaching. The practice domain targeted was Designing Safe and Supportive Environments.

Five Pilot Early Care and Education Centers

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

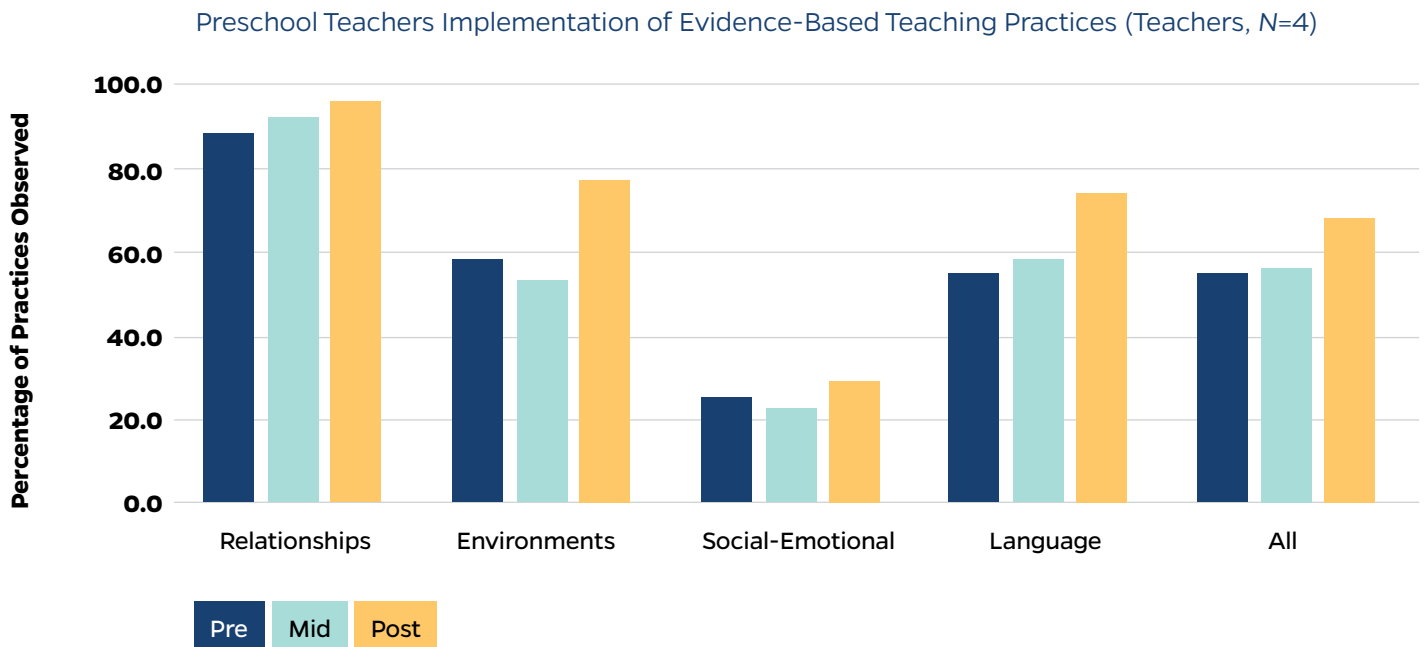


Figure 21. Percentage of teaching practices implemented by preschool teachers within and across practice domains.

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

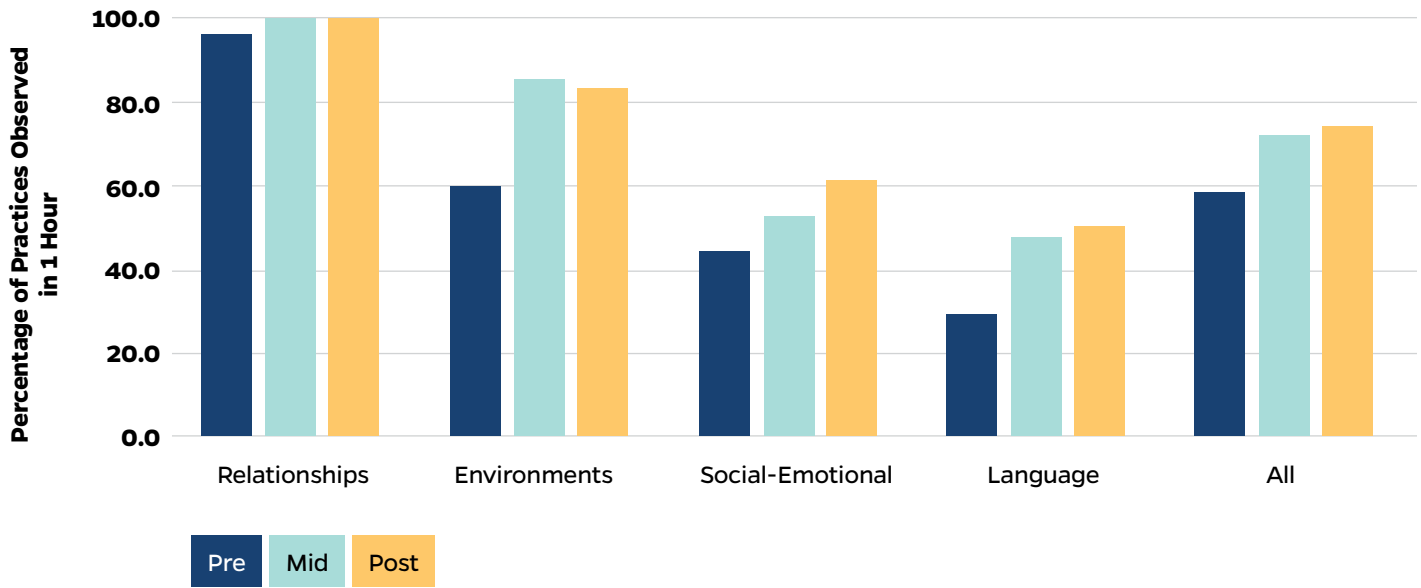


Figure 22. Percentage of teaching practices implemented by infant/toddler teachers within and across practice domains.



Summary

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

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

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



References

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Appendix A: Monthly County Report

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

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

Amount Requested for the Month: 12,480.44

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 2.84%

Please attach supporting documentation for all claimed expenses.

Prepared by:  9/28/18

Approved by:  9/28/18

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

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

Send Invoice and Data Report to:

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

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

CHILD Center for Early Learning Data and Performance Measures Report

Month of: August 2018

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

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

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

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

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

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

Amount Requested for the Month: \$15,547.84

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 3.54%

Please attach supporting documentation for all claimed expenses.

Prepared by: D. Vincent 10/25/18

Approved by: K. King 10/25/18

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

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

Send Invoice and Data Report to:

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

Supporting Documentation:
 (to be sent with invoice)

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

Fringe Benefits:

Operating Expenses:

Contractual: Invoice from ELC

Other Expenses: Beekeeper -> Child Report -> Region/Child Center -> ACTIVE dates for the month (Note: Right click to print so tota

Also print and include this Calculation page

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

il # shows at bottom of report)

CHILD Center for Early Learning Data and Performance Measures Report

Month of: September 2018

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

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

Submitted by:

Please attach copy of report to monthly invoice.

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

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

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

Amount Requested for the Month: \$20,105.92

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 10.96%

Please attach supporting documentation for all claimed expenses.

Prepared by: Q. Vincent 1,4,19

Approved by: Theresa Kelly 1,4,19

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

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

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

Supporting Documentation:
 (to be sent with invoice)

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

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

Data and Performance Measures Report

Month of: October

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

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

Submitted by:

Please attach copy of report to monthly invoice.

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

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

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

Amount Requested for the Month: \$18,584.75

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 15.19%

Please attach supporting documentation for all claimed expenses.

Prepared by: J. Vincent 1/4/19

Approved by: Theresa Kelly 1/4/19

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

CHILD Center for Early Learning - Monthly Invoice to the County													
What to get the Information:													
Personnel	Wages paid to Coach	Oct	Nov	Dec	Jan-19	Feb	March	April	May	June	July	Fiscal YTD	Budget
Fringe Benefits	Benefits paid for Coach	\$3,653.84	\$5,480.76									\$ 9,134.60	\$ 50,000.00
Operating Expenses	NA	\$583.99	\$583.99									\$ 1,167.98	\$ 17,000.00
Contractual	Amount on monthly invoice received from ELC by 15th of the month	\$1,470.09	\$0.00									\$ 1,470.09	\$ 209,535.00
Other Expenses	\$12.52 per day per child enrolled during the month												
	# of days open in the month	23	20										
	times total # of children enrolled during the month (max of 50)	50	50										
	equals # of paid days	1150	1000										
	times daily rate	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	
	Equals "Other Expenses" claimed for the month	\$14,396.00	\$12,520.00									\$ 26,916.00	\$ 162,703.00
		\$70,105.92	\$18,584.75									\$ 38,690.67	\$ 439,228.00
Total Invoiced													\$ 400,537.33

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

Supporting Documentation:
 (to be sent with invoice)

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

Fringe Benefits: Health Benefits Invoice

Operating Expenses:

Contractual: Invoice from ELC

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

Also print and include this Calculation page

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

Total Contract amount invoiced for August and September 2018 = \$28,028.28

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

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

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

Month of: *November*

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

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

Submitted by:

Please attach copy of report to monthly invoice.

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

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

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

Amount Requested for the Month: \$15,550.06

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 18.73%

Please attach supporting documentation for all claimed expenses.

Prepared by: 2 Vincent 1/25/19

Approved by: KW 1/25/19

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

Child Center for Early Learning - Monthly Invoice to the County														
Line Item	Where to get the information:													
Personnel	Wages paid to Coach													
Fringe Benefits	Benefits paid for Coach													
Operating Expenses	NA													
Contractual	Amount on monthly invoice received from ELC by 15th of the month													
Other Expenses	\$12.52 per day per child enrolled during the month													
Calculation:	# of days open in the month													
	times total # of children enrolled during the month (max of 50)													
	equals # of paid days													
	times daily rate													
	Equals "Other Expenses" claimed for the month													
Total Invoiced														
		Oct	Nov	Dec	Jan-19	Feb	March	April	May	June	July	Fiscal YTD	Budget	Remaining
		\$3,653.84	\$5,480.76	\$3,698.07								\$ 12,832.67	\$ 50,000.00	\$ 37,167.33
		\$583.99	\$583.99	\$583.99								\$ 1,751.97	\$ 17,000.00	\$ 15,248.03
		\$1,470.09	\$0.00	\$0.00								\$ 1,470.09	\$ 209,525.00	\$ 208,054.91
		23	30	18										
		50	50	50										
		1150	1000	900										
		\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52			
		\$14,398.00	\$12,520.00	\$11,268.00								\$ 38,186.00	\$ 162,703.00	\$ 124,517.00
		\$20,105.92	\$18,584.75	\$15,550.06								\$ 54,240.73	\$ 439,228.00	\$ 384,987.27

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

Supporting Documentation:
 (to be sent with invoice)

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

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

CHILD Center for Early Learning Data and Performance Measures Report

Month of: *December*

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

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

Submitted by:

Please attach copy of report to monthly invoice.

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

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

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

Amount Requested for the Month: \$29,302.40

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 25.40%

Please attach supporting documentation for all claimed expenses.

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

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

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

Child Center for Early Learning - Monthly Invoice to the County													
Where to get the information:													
Line Item	August	Sept	Oct	Nov	Dec	Jan-18	Feb	March	April	May	June	July	Fiscal YTD
Personnel	\$3,653.84	\$3,653.84	\$3,653.84	\$5,480.76	\$3,698.07	\$3,698.07							\$16,530.74
Fringe Benefits				\$583.99	\$583.99	\$583.99							\$2,115.01
Benefits paid for Coach													
Operating Expenses													
Contractual													
Other Expenses													
Calculation:													
Amount on monthly invoice received from ELC by 15th of the month													
\$12.52 per day per child enrolled during the month													
# of days open in the month													
times total # of children enrolled during the month (max of 50)													
equals # of paid days													
times daily rate													
Equals "Other Expenses" claimed for the month													
Total Invoiced	\$12,480.04	\$15,547.84	\$20,105.97	\$18,584.75	\$15,562.06	\$29,307.40							\$162,703.00
													\$81,543.13
													\$209,525.00
													\$196,585.62
													\$110,745.00
													\$355,894.87

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

Supporting Documentation:
 (to be sent with invoices)

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

Fringe Benefits: Health Benefits Invoice

Operating Expenses:

Contractual: Invoice from ELC

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

Also print and include this Calculation page

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

Total Contract amount invoiced for August and September 2018 = \$28,028.28

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

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

CHILD Center for Early Learning Data and Performance Measures Report

Month of: *January*

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

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

Submitted by:

Please attach copy of report to monthly invoice.

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

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

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

Amount Requested for the Month: \$20,496.06

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 30.07%

Please attach supporting documentation for all claimed expenses.

Prepared by: *J. Vincent* 3/29/19

Approved by: *Theresa Killy* 3/29/19

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

CHILD Center for Early Learning - Monthly Invoice to the County												
Line Item	Where to get the information:											
Personnel	Wages paid to Coach											
Fringe Benefits	Benefits paid for Coach											
Operating Expenses	NA											
Contractual	Amount on monthly invoice received from ELC by 15th of the month											
Other Expenses	\$12.52 per day per child enrolled during the month											
Calculation:	# of days open in the month											
	times total # of children enrolled each week of the month (max of 57)											
	Week 1 (Enrollment x # of Days)											
	Week 2 (Enrollment x # of Days)											
	Week 3 (Enrollment x # of Days)											
	Week 4 (Enrollment x # of Days)											
	Week 5 (Enrollment x # of Days)											
	equals # of paid days											
	times daily rate											
	Equals "Other Expenses" claimed for the month											
Total Invoiced												
	Feb	March	April	May	June	July	Fiscal YTD	Budget	Remaining			
	\$3,742.30						\$ 20,273.04	\$ 50,000.00	\$ 22,419.28			
	\$363.04						\$ 2,478.05	\$ 17,000.00	\$ 14,521.95			
	\$3,094.48						\$ 16,033.86	\$ 209,525.00	\$ 193,491.14			
	20											
	54											
	275											
	260											
	208											
	265											
	1062											
	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52						
	\$13,296.24						\$ 65,254.24	\$ 162,703.00	\$ 76,728.16			
	\$20,496.06						\$ 104,039.19	\$ 439,228.00	\$ 307,160.53			

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

Supporting Documentation:
 (to be sent with invoice)

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

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

CHILD Center for Early Learning Data and Performance Measures Report

Month of: February

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

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

Submitted by:

Please attach copy of report to monthly invoice.

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

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

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

Amount Requested for the Month: \$21,376.57

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 41.32%

Please attach supporting documentation for all claimed expenses.

Prepared by: D. Vincent 4/30/19

Approved by: CPH 4/30/19

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

CHILD Center for Early Learning - Monthly Invoice to the County											
Line Item	Where to get the information:										
Personnel	Wages paid to Coach	Feb	March	April	May	June	July	Fiscal YTD	Budget	Remaining	
Fringe Benefits	Benefits paid for Coach	\$3,742.30	\$3,742.30					\$ 31,323.02	\$ 50,000.00	\$ 18,676.98	
Operating Expenses		\$363.04	\$336.28					\$ 2,814.33	\$ 4,070.00	\$ 1,255.67	
Contractual		\$0.00	\$269.95					\$ 269.95	\$ 1,887.00	\$ 1,617.05	
Other Expenses	Amount on monthly invoice received from ELC by 15th of the month	\$3,094.48	\$3,606.60					\$ 19,640.46	\$ 209,525.00	\$ 189,884.54	
Calculation:	\$12.52 per day per child enrolled during the month										
	# of days open in the month	20	21								
	times total # of children enrolled each week of the month (max of 57)										
	Week 1 (Enrollment x # of Days)	54	52								
	Week 2 (Enrollment x # of Days)	275	255								
	Week 3 (Enrollment x # of Days)	260	250								
	Week 4 (Enrollment x # of Days)	208	255								
	Week 5 (Enrollment x # of Days)	265	260								
	equals # of paid days	1062	1072								
	times daily rate	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52				
	Equals "Other Expenses" claimed for the month	\$13,296.24	\$13,421.44					\$ 99,396.28	\$ 173,746.00	\$ 74,349.72	
Total Invoiced		\$20,496.06	\$21,376.57					\$ 153,444.04	\$ 439,228.00	\$ 285,783.96	

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

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

Supporting Documentation:
 (to be sent with invoice)

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

Fringe Benefits: Health Benefits Invoice

Operating Expenses:

Contractual: Invoice from ELC

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

Also print and include the report below for the Calculation page

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

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

Total Contract amount invoiced for August and September 2018 =

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

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

CHILD Center for Early Learning Data and Performance Measures Report

Month of: March

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

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

Submitted by:

Please attach copy of report to monthly invoice.

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

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

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

Amount Requested for the Month: \$18,213.66

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 45.46%

Please attach supporting documentation for all claimed expenses.

Prepared by: D. Vincent 5/30/19

Approved by: APL 5/30/19

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

CHILD Center for Early Learning - Monthly Invoice to the County											
Line Item	Where to get the information:										
Personnel	Wages paid to Coach	Feb	March	April	May	June	July	Fiscal YTD	Budget	Remaining	
Fringe Benefits	Benefits paid for Coach	\$3,742.30	\$3,742.30	\$3,742.30				\$ 35,065.32	\$ 50,000.00	\$ 14,934.68	
Operating Expenses		\$363.04	\$336.28	\$336.28				\$ 3,150.61	\$ 4,070.00	\$ 919.39	
Contractual		\$0.00	\$269.95	\$0.00				\$ 269.95	\$ 1,887.00	\$ 1,617.05	
Other Expenses	Amount on monthly invoice received from ELC by 15th of the month	\$3,094.48	\$3,606.60	\$0.00				\$ 19,640.46	\$ 209,525.00	\$ 189,884.54	
	\$12.52 per day per child enrolled during the month										
	Calculation:										
	# of days open in the month	20	21	22							
	times total # of children enrolled each week of the month (max of 57)										
	Week 1 (Enrollment x # of Days)	54	52	255							
	Week 2 (Enrollment x # of Days)	275	255	255							
	Week 3 (Enrollment x # of Days)	260	250	255							
	Week 4 (Enrollment x # of Days)	208	255	260							
	Week 5 (Enrollment x # of Days)	265	260	104							
	equals # of paid days	1062	1072	1129							
	times daily rate	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52				
	Equals "Other Expenses" claimed for the month	\$13,296.24	\$13,421.44	\$14,135.08				\$ 113,531.36	\$ 173,746.00	\$ 60,214.64	
Total Invoiced		\$20,496.06	\$21,376.57	\$18,213.66				\$ 171,657.70	\$ 439,228.00	\$ 267,570.30	

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

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

Supporting Documentation:
(to be sent with invoice)

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

Fringe Benefits: Health Benefits Invoice

Operating Expenses:

Contractual: Invoice from ELC

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

Also print and include the report below for the Calculation page

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

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

Total Contract amount invoiced for August and September 2018 =

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

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

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

Month of: April

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

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

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

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

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

For the period of 5/1/19 to 5/31/19

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

Amount Requested for the Month: \$35,605.61

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 53.57%

Please attach supporting documentation for all claimed expenses.

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

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

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

CHILD Center for Early Learning - Monthly Invoice to the County											
Line Item	Where to get the information:										
Personnel	Wages paid to Coach	Feb	March	April	May	June	July	Fiscal YTD	Budget	Remaining	
Fringe Benefits	Benefits paid for Coach	\$3,742.30	\$3,742.30	\$3,742.30	\$5,613.45			\$ 40,678.77	\$ 50,000.00	\$ 9,321.23	
Operating Expenses		\$363.04	\$336.28	\$336.28	\$336.28			\$ 3,486.89	\$ 4,070.00	\$ 583.11	
Contractual	Amount on monthly invoice received from ELC by 15th of the month	\$0.00	\$269.95	\$0.00	\$0.00			\$ 269.95	\$ 1,887.00	\$ 1,617.05	
Other Expenses	\$12.52 per day per child enrolled during the month	\$3,094.48	\$3,606.60	\$0.00	\$14,932.36			\$ 34,572.82	\$ 209,525.00	\$ 174,952.18	
	Calculation:										
	# of days open in the month	20	21	22	22						
	times total # of children enrolled each week of the month (max of 57)										
	Week 1 (Enrollment x # of Days)	54	52	255	156						
	Week 2 (Enrollment x # of Days)	275	255	255	255						
	Week 3 (Enrollment x # of Days)	260	250	255	255						
	Week 4 (Enrollment x # of Days)	208	255	260	255						
	Week 5 (Enrollment x # of Days)	265	260	104	255						
	equals # of paid days	1062	1072	1129	1176						
	times daily rate	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52				
	Equals "Other Expenses" claimed for the month	\$13,296.24	\$13,421.44	\$14,135.08	\$14,723.52			\$ 128,254.88	\$ 173,746.00	\$ 45,491.12	
Total Invoiced		\$20,496.06	\$21,376.57	\$18,213.66	\$35,605.61			\$ 207,263.31	\$ 439,228.00	\$ 231,964.69	

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

Supporting Documentation:
 (to be sent with invoice)

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

Fringe Benefits: Health Benefits Invoice

Operating Expenses:

Contractual: Invoice from ELC

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

Also print and include the report below for the Calculation page

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

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

Total Contract amount invoiced for August and September 2018 =

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

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

CHILD Center for Early Learning Data and Performance Measures Report

Month of: May

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

Car seat event, Harn Museum, Graduation

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

Submitted by:

Please attach copy of report to monthly invoice.

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

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

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

Amount Requested for the Month: \$19,832.35

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 58.08%

Please attach supporting documentation for all claimed expenses.

Prepared by: D. Vincent 7/29/19

Approved by: K. King 7/29/19

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

CHILD Center for Early Learning - Monthly Invoice to the County												
Line Item	Where to get the information:											
Personnel	Wages paid to Coach	Feb	March	April	May	June	July	Fiscal YTD	Budget	Remaining		
Fringe Benefits	Benefits paid for Coach	\$3,742.30	\$3,742.30	\$3,742.30	\$5,613.45	\$3,742.30		\$ 44,421.07	\$ 50,000.00	\$ 5,578.93		
Operating Expenses		\$363.04	\$336.28	\$336.28	\$336.28	\$336.04		\$ 3,822.93	\$ 4,070.00	\$ 247.07		
		\$0.00	\$269.95	\$0.00	\$0.00	\$0.00		\$ 269.95	\$ 1,887.00	\$ 1,617.05		
Contractual		\$3,094.48	\$3,606.60	\$0.00	\$14,932.36	\$3,797.41		\$ 38,370.23	\$ 209,525.00	\$ 171,154.77		
Other Expenses	Amount on monthly invoice received from ELC by 15th of the month											
Calculation:	\$12.52 per day per child enrolled during the month	20	21	22	22	20						
	# of days open in the month											
	times total # of children enrolled each week of the month (max of 57)											
	Week 1 (Enrollment x # of Days)	54	52	255	156	240						
	Week 2 (Enrollment x # of Days)	275	255	255	255	240						
	Week 3 (Enrollment x # of Days)	260	250	255	255	240						
	Week 4 (Enrollment x # of Days)	208	255	260	255	235						
	Week 5 (Enrollment x # of Days)	265	260	104	255	0						
	1062	1072	1129	1176	955							
	times daily rate	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52					
	Equals "Other Expenses" claimed for the month	\$13,296.24	\$13,421.44	\$14,135.08	\$14,723.52	\$11,956.60		\$ 140,211.48	\$ 173,746.00	\$ 33,534.52		
		\$20,496.06	\$21,376.57	\$18,213.66	\$35,605.61	\$19,832.35		\$ 227,095.66	\$ 439,228.00	\$ 212,132.34		
Total Invoiced												

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

Supporting Documentation:
 (to be sent with invoice)

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

CHILD Center for Early Learning Data and Performance Measures Report

Month of: June

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

Donuts for Dad, Gardening Club

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

Submitted by:

Please attach copy of report to monthly invoice.

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

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

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

Amount Requested for the Month: \$18,732.62

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 55.97%

Please attach supporting documentation for all claimed expenses.

Prepared by: J. Vincent 8/28/19

Approved by: Theresa Kelly 8/28/19

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

Child Center for Early Learning - Monthly Invoice to the County													
Where to get the information:													
Line Item	August	Sept	Oct	Nov	Dec	Jan-19	Feb	March	April	May	June	July	Fiscal YTD
Personnel	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 3,653.84	\$ 40,855.69
Fringe Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,070.00
Operative Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,887.00
Contractual	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 269.95
Other Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 43,389.84
Calculation:													
Amount on monthly invoice received from ELC by 15th of the month	0	0	0	0	0	0	0	0	0	0	0	0	0
\$12.52 per day per child enrolled during the month	15	19	23	20	18	22	20	21	21	22	20	22	22
times total # of children enrolled each week of the month (max of 57)	47	50	50	50	50	50	50	50	50	50	50	50	50
Week 1 (Enrollment x # of Days)													
Week 2 (Enrollment x # of Days)													
Week 3 (Enrollment x # of Days)													
Week 4 (Enrollment x # of Days)													
Week 5 (Enrollment x # of Days)													
equals # of paid days	705	950	1150	1000	900	1100	1062	1072	1176	1176	955	857	
times daily rate	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52
Equals "Other Expenses" claimed for the month	\$8,876.60	\$11,894.00	\$14,396.00	\$12,520.00	\$11,268.00	\$13,772.00	\$13,296.24	\$13,471.44	\$14,135.08	\$14,733.52	\$11,956.60	\$10,729.88	\$130,220.52
Total Invoiced	\$12,480.44	\$15,547.84	\$20,106.97	\$18,584.75	\$15,550.06	\$20,302.40	\$20,496.06	\$21,376.57	\$18,213.66	\$35,605.61	\$18,932.35	\$18,733.88	\$217,890.00
													\$ 43,389.84
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													\$ 4,070.00
													\$ 1,887.00
													\$ 269.95
													\$ 43,389.84
													\$ 209,525.00

CHILD Center for Early Learning Data and Performance Measures Report

Month of: July

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

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

Submitted by:

Please attach copy of report to monthly invoice.

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

For the period of 8/1/19 to 8/31/19

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

Amount Requested for the Month: \$15,486.06

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 59.49%

Please attach supporting documentation for all claimed expenses.

Prepared by:  9/27/19

Approved by:  9/27/19

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

CHILD Center for Early Learning - Monthly Invoice to the County													
Where to get the information:													
Line Item	Oct	Nov	Dec	Jan-18	Feb	March	April	May	June	July	August	Fiscal YTD	Remaining
Personnel	\$3,653.94	\$5,480.76	\$3,698.07	\$3,698.07	\$3,742.30	\$3,742.30	\$3,742.30	\$5,613.45	\$3,742.30	\$3,742.30	\$3,742.30	\$4,597.99	\$5,402.01
Fringe Benefits	\$583.99	\$583.99	\$583.99	\$583.99	\$583.99	\$583.99	\$583.99	\$583.99	\$583.99	\$583.99	\$583.99	\$5,402.01	\$0.00
Operating Expenses	\$1,470.09	\$0.00	\$0.00	\$11,465.29	\$3,094.48	\$3,094.48	\$3,094.48	\$3,094.48	\$3,094.48	\$3,094.48	\$3,094.48	\$3,094.48	\$3,094.48
Contractual													
Other Expenses													
Calculation:													
	23	20	18	22	20	21	22	22	22	22	22		
	# of days open in the month												
	times total # of children enrolled each week of the month (max of 57)												
	Week 1 (Enrollment x # of Days)												
	Week 2 (Enrollment x # of Days)												
	Week 3 (Enrollment x # of Days)												
	Week 4 (Enrollment x # of Days)												
	Week 5 (Enrollment x # of Days)												
	equals # of paid days												
	1150	1000	900	1100	1082	1072	1129	1176	955	897	938		
	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52	\$12.52		
	\$14,398.00	\$12,520.00	\$11,268.00	\$13,777.00	\$13,296.24	\$13,421.44	\$14,335.08	\$14,723.52	\$11,956.60	\$10,729.64	\$11,743.76	\$141,964.28	\$1,781.72
Total Invoiced	\$20,105.92	\$18,584.75	\$15,550.08	\$29,307.40	\$20,495.06	\$21,376.57	\$18,213.66	\$35,605.61	\$19,887.33	\$18,737.67	\$15,686.06	\$253,286.06	\$205,941.94

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

Supporting Documentation:
 (to be sent with invoice)

Personnel: Payroll -> Bounds -> Pay -> Check History -> Date Range -> Print Summary Report
 Fringe Benefits: Health Benefits Invoice

Operating Expenses:

Contractual: Invoice from ELC

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

Also print and include the report below for the Calculation page

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

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

Total Contract amount invoiced for August and September 2018 = \$26,028.38

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

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

CHILD Center for Early Learning Data and Performance Measures Report

Month of: August

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

New Student Orientation

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

Submitted by:

Please attach copy of report to monthly invoice.

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

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


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


Amount Requested for the Month: \$ 22,666.50

Total Amount of Award: \$ 439,228.00

Percentage of Award Expended: 64.65%

Please attach supporting documentation for all claimed expenses.

Prepared by:  10/24/19

Approved by:  10/24/19

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

CHILD Center for Early Learning Data and Performance Measures Report

Month of: September

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

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

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

Submitted by:

Please attach copy of report to monthly invoice.

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

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



Coach Observation Practice Checklist (Infant/Toddler)

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

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

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



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



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



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



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

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

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



Unique ID completed by the coach

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

Coach Observation Practice Checklist (Preschool)

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

Practice	Time 1			Time 2			Time 3		
	Obs.	Not Obs.	Reported Top 3	Obs.	Not Obs.	Reported Top 3	Obs.	Not Obs.	Reported Top 3
Schedules, Routines, and Transitions									
SR-P1. I have a posted visual schedule and support children to refer to it throughout the day.									
SR-P2. I provide teacher-directed, large- and small-group activities that are less than 20 minutes in length.									
SR-P3. I implement a balance of teacher- and child-directed activities (at least 50% child-directed).									
SR-P4. All activities have a clear beginning, middle, and end, and activity materials are prepared at the start of the activity.									
SR-P5. I use a variety of transition strategies to actively engage most children (at least 75%).									
SR-P6. I use individual strategies to guide children who require extra support during transitions.									
Additional Notes:									

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Practice	Time 1			Time 2			Time 3		
	Obs.	Not Obs.	Reported Top 3	Obs.	Not Obs.	Reported Top 3	Obs.	Not Obs.	Reported Top 3
Teaching Behavior Expectations									
TB-P1. I teach children a limited number of positively stated behavior expectations that are posted with visual supports in the classroom.									
TB-P2. I explicitly teach children the steps and expectations of activities, transitions, and routines.									
TB-P3. I use positive descriptive feedback to say what children are doing well related to the behavior or activity expectations.									
TB-P4. I implement the O2BKids approach to behavior management: I ask children for appropriate behavior, give opportunities for practice, review behavior expectations, and give choices.									
TB-P5. I facilitate discussions where children are involved in thinking about posted behavior expectations and their importance in the classroom.									
TB-P6. I implement individual behavior plans for children with persistent challenging behavior.									
Additional Notes:									



Practice	Time 1			Time 2			Time 3		
	Obs.	Not Obs.	Reported Top 3	Obs.	Not Obs.	Reported Top 3	Obs.	Not Obs.	Reported Top 3
Supporting Children's Engagement									
SE-P1. I provide specific directions (what children should do) at the beginning of activities and give positive descriptive feedback to children who follow directions.									
SE-P2. All adults actively engage children in lessons/activities by offering children choices and opportunities to respond.									
SE-P3. I use a variety of materials to support children's development and learning across activities and routines.									
SE-P4. I vary the level of support children receive during classroom activities based on their individual abilities (e.g. check in for understanding and provide prompts as needed).									
SE-P5. I collect data to monitor children's growth and development and to inform instruction.									
Additional Notes:									

Practice	Time 1			Time 2			Time 3		
	Obs.	Not Obs.	Reported Top 3	Obs.	Not Obs.	Reported Top 3	Obs.	Not Obs.	Reported Top 3
Supportive Conversations									
SC-P1. I interact with and respond to adults and children by making eye contact and using a calm and positive voice.									
SC-P2. I model rich and descriptive language (e.g., statements that label attributes, feelings, or actions) by repeating and expanding on children's verbal and non-verbal communication.									
SC-P3. I provide children with opportunities to communicate with adults and peers about their interests, preferences, or feelings.									
SC-P4. I individualize communication based on children's needs and abilities (including those who are nonverbal, language delayed, or dual-language learners).									
Additional Notes:									



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for Excellence in Early Childhood Studies



Unique ID completed by the coach

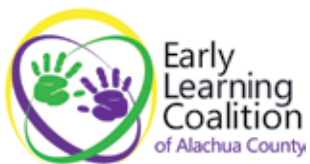
____ - ____ - ____ - Block ____ - PC - ____ - ____
Program ID-Teacher ID- Block #-PC- Coach ID-mm.dd.yyyy

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

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

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

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Florida Head Start
StAlachua County Public Schools



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